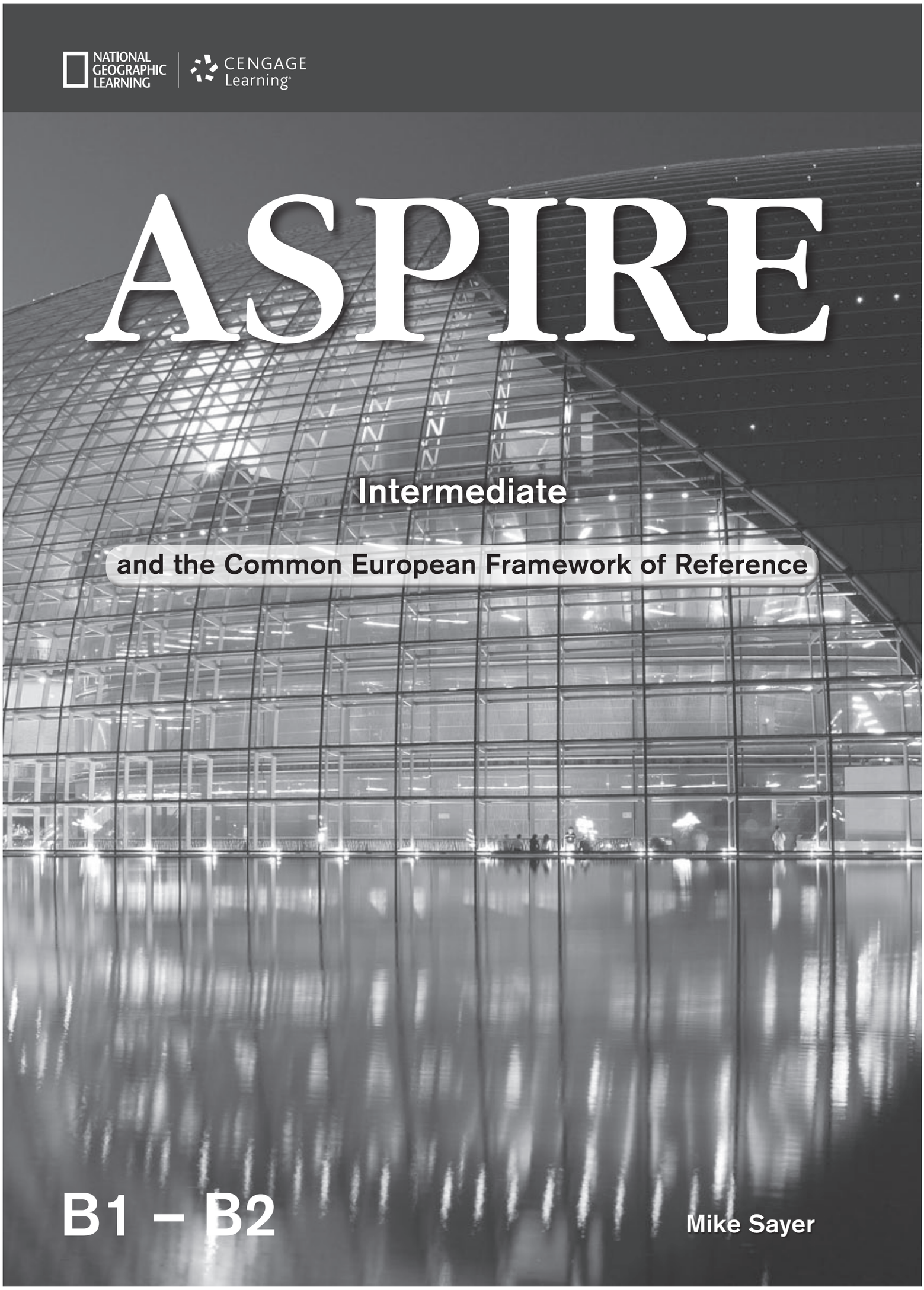


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Introduction

What is the Common European Framework of Reference?

The Council of Europe has developed the Common European Framework of Reference: Learning, Teaching, Assessment (or CEFR for short) with a view to promoting language teaching and learning within Europe.

The CEFR aims to provide a descriptive framework which encourages the development of language skills and intercultural awareness, learner autonomy and lifelong learning. It is of interest to course designers and coursebook writers as well as teachers, testers and teacher trainers.

The CEFR aims to promote a coherent approach to language learning with an emphasis on examining what we can do with a language. It also provides a framework which permits the comparison of the language levels of individuals in an impartial way.

What are the aims of the CEFR?

It is important to be aware that the CEFR is designed as a set of common reference points and not as a set of points that should be covered systematically in study. One level or one set of reference points is not intended to refer to a year of study or a number of hours of study. It recognises that students have different aims and learn at different speeds.

The CEFR does not intend to prescribe a method of teaching, and recognises that there are a variety of methods relevant to different teaching contexts. However, it has a clear focus on the four skills and on developing an ability to communicate rather than acquire knowledge.

The CEFR also emphasises acquiring the skills to learn independently. It encourages autonomy in students and focuses on what they 'can do' and not on what they still need to learn.

The CEFR intends to help define teachers' and learners' objectives. Teachers need to understand what they want to achieve on a course and students need clear objectives. The CEFR provides a set of descriptors and levels of competence that help focus such aims.

How are the levels of the CEFR organised?

The CEFR has six levels which range from A1 (students with a starter level of English) to C2 (students who can use the language fluently and with precision). Below is an overview of these levels.

Proficient	**C2**	**Mastery**	Students can use the language precisely and fluently with near native competence.
	C1	**Effective Operational Proficiency**	Students are proficient in the language and have a wide range of vocabulary.
Independent	**B2**	**Vantage**	Students are able to express themselves in increasingly abstract ways.
	B1	**Threshold**	Students at this level can maintain conversations.
Basic	**A2**	**Waystage**	Students are able to get by in an increasing range of social situations.
	A1	**Breakthrough**	Students can express themselves in simple, basic language.

Note that the CEFR recognises intermediate levels between the global levels above – A2+, B2+, etc.

Each of the six levels of the CEFR is defined by a large set of descriptors – 'can do tick points' – which aim to define the expected language ability of an individual at each of the levels. For example, one of the descriptors under the heading *Conversation* at A1 level is: *Can ask how people are and react to news*. At C2 level, a descriptor under the same heading is: *Can use language flexibly and effectively for social purposes*.

How does the CEFR correspond to Aspire?

The *Aspire* series has a communicative approach with an emphasis on learning language in real life contexts and on producing language in a broad range of speaking and writing situations. Consequently, its approach mirrors the functional descriptors of the CEFR as well as its broad emphasis on being able to communicate in a range of realistic situations.

Aspire Pre-intermediate covers the majority of competences for B1. *Aspire* Intermediate covers the competences for B1 and some of the competencies for B2. *Aspire* Upper Intermediate covers the competencies for B2.

In this booklet, each exercise of the *Aspire* series is mapped against core descriptors at the relevant global level. So, *Aspire* Pre-intermediate is mapped against descriptors at the B1 Threshold level, the first five units of *Aspire* Intermediate are mapped against descriptors at the B1 Threshold level, the last five units are mapped against descriptors at the B2 Vantage level, and *Aspire* Upper Intermediate is mapped throughout against descriptors at the B2 Vantage level.

How does Aspire match the aims of the CEFR?

Aspire's grammar and vocabulary syllabus encourages the linguistic competences needed for students to be able to communicate successfully. In particular, the *Grammar* and *Vocabulary* tasks and features, as well as the unit Reviews, provide information and practice necessary for students to build their understanding and use.

The emphasis on the four skills of reading, writing, speaking and listening in *Aspire* reflects the same emphasis in the CEFR. The *Everyday English* section in each alternate unit of *Aspire* introduces and practises key functional areas of language which mirror those in the CEFR. It also encourages students to use English in realistic role play scenarios.

The Video Worksheet sections in *Aspire* develop students' ability to follow real spoken interaction and production in English.

The *Now I can . . .* feature in each unit Review sets clear objectives and checks that these objectives have been achieved.

The Workbook and teacher's resources give students extra practice and learning resources. The Workbook aims to develop learner autonomy.

Can I learn more about this?

You can find more information about the Council of Europe at www.coe.int. Hyperlinked pdfs of the CEFR are also available at this site.

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Aspire Intermediate CEFR Overview
Framework level: B1 (units 1 to 5)

Communicative activities
Reception (spoken)

Overall listening comprehension: Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	U1D ex2; U1Everyday English ex2, 3, 4; U5D ex2, 3; U5Everyday English ex3, 4
Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	U3D ex3, 4, 5
Listening to radio and audio recordings: Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	U1A ex8; U1B ex2, 6; U2A ex7, 8; U2D ex2, 3; U3A ex3, 4; U3 Everyday English ex2; U4A ex4; U5A ex6, 7
Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	U4B ex2, 3

Reception (audio/visual)

Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	U2Video ex2, 3; U4Video ex3, 4, 5, 6

Reception (written)

Overall reading comprehension: Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	U1A ex3; U1B ex1; U2C ex2; U2D ex1; Case Study1 ex2; U3opener ex1, 2; U3B ex2, 3; U3C ex1; U4Video ex1, 2; U5B ex2
Reading for orientation: Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	U1C ex1, 2; U1E ex3, 4; U2B ex2, 3; U2C ex5; U2D ex8; U2E ex3, 4; U3C ex3, 4, 5; U3D ex7, 8; U3E ex2, 3; U4A ex1, 2; 4C ex1, 2, 3; U4D ex6, 7; U4E ex2, 3; Case Stusd2 ex1, 2; U5A ex2, 3; U5B ex6, 7; U5C ex2, 3, 4; U5E ex2, 3, 4
Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	U1D ex5, 6; U2E ex1, 2; U3D ex1; U3E ex1; U5D ex1, 6; U5Everyday English ex5

Interaction (spoken)

Overall spoken interaction: Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.	U1Everyday English ex5
Conversation: Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	U1opener ex3; U1A ex6; U5B ex7
Informal discussion: Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.	U1opener ex1, 4; U2A ex6, 9; U2C ex6; U3C ex6, 7; U4E ex1; U5B ex1

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Can give or seek personal views and opinions in discussing topics of interest.	U1A ex1, 2, 4; U1C ex4, 5; U1E ex1, 2, 6; U1Everyday English ex1; U2opener ex1; U2A ex1; U2B ex1; U2C ex1; Case Study1 ex1; U3A ex1, 2; U3B ex1, 5, 6, 9; U3C ex1; U3E ex1; U3Everyday English ex1; U4opener ex1; U4A ex3; U4B ex1; U4C ex1; U4D ex1; U5opener ex1; U5A ex1; U5C ex1; U5E ex1
Formal discussion: Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.	U2E ex5
Goal-oriented co-operation: Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.	U5A ex10
Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.	U3D ex9
Information exchange: Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.	Case Study2 ex3; U5D ex4, 5
Can find out and pass on straightforward factual information.	U2opener ex3
Interviewing and being interviewed: Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	U1B ex10

Interaction (written)

Overall written interaction: Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.	U5D ex 7
Correspondence: Can write personal letters describing experiences, feelings and events in some detail.	U1D ex7

Production (spoken)

Overall spoken production: Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	U1D ex4
Sustained monologue (describing experience): Can give straightforward descriptions on a variety of familiar subjects within his field of interest.	U3A ex10
Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	U4opener ex3; U5opener ex4
Can give detailed accounts of experiences, describing feelings and reactions.	U4D ex4, 5
Sustained monologue: Putting a case Can briefly give reasons and explanations for opinions, plans and actions.	U3B ex6; U3D ex6; U3Everyday English ex3, 4; U5C ex5

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Addressing audiences: Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	U2D ex6, 7; U2Video ex4; U3C ex7; U5A ex10; U5E ex6

Production (written)

Overall written production: Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	U2D ex10, 11; U2Review ex5; U3D ex10
Creative writing: Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.	U5D ex7
Can write a description of an event, a recent trip – real or imagined.	U4D ex8
Reports and essays: Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence.	U4C ex7

Communication strategies
Reception (spoken & written)

Identifying cues & inferring: Can identify unfamiliar words from the context on topics related to his/her field and interests.	U1A ex5; U2C ex3; Case Study1 ex1; U3A ex1; U4C ex2; U5C ex4; U5E ex4
Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	U2Video ex1; U3C ex4; U3E ex4

Interaction

Cooperating: Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	U5D ex4, 5; U5Everyday English ex7
Planning: Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	U2Video ex4; U3C ex6; U3D ex6, 9; U3Everyday English ex3, 4; U4opener ex2, 3; U4C ex6; U5E ex5

Communicative language competence
Linguistic – range

Vocabulary range: Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	U1D ex1; U2opener ex2, 4, 5, 6; U2A ex2, 3; U5opener ex2, 3; U5A ex4, 5

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Linguistic – control

Grammatical accuracy: Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	U1A ex9; U2B ex4, 5, 6, 7, 8, 9; U1Review ex4; U3A ex10
Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	U1B ex3, 4, 5; U2A ex4, 5; U1Review ex1, 4; U2Review ex1, 2; U3A ex5, 6, 7, 8, 9; U3B ex7, 8; U4A ex5, 6, 7, 8; U4B ex6, 7, 8; U4C ex4, 5, 6; Case Study2 ex3; U3Review ex1, 2, 3; U4Review ex1, 2; U5A ex8, 9, 10; U5B ex3, 4, 5, 6, 7
Vocabulary control: Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	U1opener ex2; U1A ex7; U1C ex3; U1D ex3, 4; U2D ex9; U1Review ex2, 3; U2Review ex3, 4; U3opener ex3, 4; U3B ex3, 4; U3C ex2; U3D ex1, 2; U4opener ex4; U4D ex2, 3, 4, 5; U4E ex4; U3Review ex4, 5; U4Review ex3, 4, 5
Phonological control: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	U1B ex7, 8, 9; U2C ex4; U2D ex4, 5; U4B ex4, 5; U5Everyday English ex5, 6
Orthographic control: Can produce continuous writing which is generally intelligible throughout.	U3D ex10; U4D ex8, 9
Spelling, punctuation and layout are accurate enough to be followed most of the time.	U4C ex7; U4D ex8, 9

Sociolinguistic

Sociolinguistic appropriateness: Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	U2Review ex5; U3Everyday English ex3, 4; U3Review ex5; U5Everyday English ex7
Is aware of the salient politeness conventions and acts appropriately.	U3Everyday English ex3, 4; U5Everyday English ex5, 6, 7

Pragmatic

Spoken fluency: Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help.	U4A ex8
Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	U5Everyday English ex1, 4

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Framework level: B2 (units 6 to 10)

Communicative activities
Reception (spoken)

Overall listening comprehension: Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.	U7D ex2, 3, 4; U7Everyday English ex3, 4; U8A ex2, 3, 10; U9A ex6, 7; U9C ex5; U9D ex2, 3
Understanding interaction between native speakers: Can keep up with an animated conversation between native speakers.	U6D ex2, 3; U8D ex2, 3; U9Everyday English ex4; U10B ex2, 3, 4

Reception (audio/visual)

Listening to radio audio and recordings: Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.	U6A ex6, 7; U7A ex1, 2; U10A ex3, 4; U10E ex2, 3
Watching TV and film: Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	U7Video ex3, 4; U8 Video ex3, 4; U9 Video ex2, 3

Reception (written)

Overall reading comprehension: Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	U6C ex4, 5; U6E ex2, 3; Case Study3 ex2, 3; U7B ex1, 2: U7C ex1, 3, 4; U7E ex1, 2, 3; U8opener ex3; U8B ex2; U8C ex2; U8D ex1, 4, 6, 7, 8, 9; U8E ex1; Case Study4 ex2; U9C ex2; U9D ex10; U9E ex2, 3, 4; U10E ex4
Reading correspondence: Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.	U7D ex7
Reading for orientation: Can scan quickly through long and complex texts, locating relevant details.	U6A ex3; U6B ex2; U7C ex3; U9B ex3; U10C ex3, 4; Case Study5 ex1, 2; U9Review ex1, 2; U10Review ex1, 2
Reading for information and argument: Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	U6D ex7; U10D ex6

Interaction (spoken)

Overall spoken interaction: Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.	U6E ex5; U7C ex5; U10D ex5
Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	U6D ex4

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Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	U6E ex1; U7Everyday English ex2; U10E ex1
Informal discussion: Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. Listening to radio audio and recordings:	U6B ex6; U9A ex8
Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	U7Video ex2, 5; U8Video ex5; U8C ex2; U9B ex2; U9Video ex4; U9Review ex3
Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	U6opener ex1, 2; U6D ex1, 5; U7opener ex1; U7E ex1; U7Everyday English ex1; U8opener ex1, 2, 5; U8A ex1, 9; U8B ex1; U8C ex1, 2, 4; U8D ex1, 6; U9opener ex1, 2, 3; U9C ex1, 3; U9D ex1, 9; U9E ex1; U9Everyday English ex1, 2, 3; U10opener ex1, 2, 3; U10B ex1; U10C ex1, 2
Formal discussion (meetings): Can participate actively in routine and non-routine formal discussion.	U6A ex1; U6B ex1; U7D ex1; U8opener ex6; U8A ex4, 11; U8E ex4; U9opener ex4; U10A ex2
Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	U6B ex4; Case Study3 ex1; U7B ex3; U7E ex4; U9E ex5; U10E ex5; Case Study5 ex3
Goal-oriented co-operation: Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	U6E ex6; U9E ex6
Information exchange: Can pass on detailed information reliably.	U9C ex3
Interviewing and being interviewed: Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	U8A ex6; U8D ex5; U9A ex10; U9C ex7

Interaction (written)

Overall written interaction: Can express news and views effectively in writing, and relate to those of others.	U9D ex8

Production (spoken)

Overall spoken production: Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	U10opener ex2, 3
Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	U10A ex7, 8
Sustained monologue (putting a case in a debate): Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples	U10D ex1, 6
Addressing audiences: Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	U6B ex5; U6E ex6; U8A ex5; U10A ex2; U10E ex5

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Production (written)

Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	U7D ex8; U9D ex13
Creative writing: Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.	U10D ex8
Reports and essays: Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	U6D ex9; U8D ex9

Communication strategies
Reception (spoken & written)

Identifying cues & inferring: Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	U6E ex4; U7Video ex1, 2; U8Video ex1, 2; U8B ex3; U8D ex8; U8E ex2; Case Study4 ex1; U9A ex2; U9B ex3; U9Video ex1; U9D ex11; U9E ex4; U9Everyday English ex3; U10Review ex4, 5

Interaction

Planning: Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	U6D ex8, 9; U7A ex10; U9A ex1, 9; U10A ex8; U10D ex7

Communicative language competence
Linguistic – range

Vocabulary range: Has a good range of vocabulary for matters connected to his/her field and most general topics.	U6opener ex2; U6D ex6; U7opener ex4; U7C ex2; U7Video ex1, 2; U8Video ex1; U9B ex1; U9Everyday English ex2; U10D ex2, 4, 5
Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	U9D ex12

Linguistic – control

Grammatical accuracy: Good grammatical control. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	U6C ex5
Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	U6A ex2, 3; U6B ex3; U5Review ex1, 2, 3, 4; U6Review ex1, 2, 3, 4; U7A ex7, 8, 9, 10, 11; U7B ex4, 5, 6, 7, 8, 9, 10, 11, 12; U8A ex7, 8; U8B ex4, 5, 6; U8E ex3; U7Review ex1, 2; U8Review ex1, 2; U9A ex3, 4, 5; U9B ex5, 6, 7; U9C ex3, 4, 6, 7; U10A ex5, 6, 7, 8; U10B ex4, 5, 6, 7, 8, 9; U10C ex5, 6, 8; U9Review ex2, 3
Vocabulary control: Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	U6opener ex3; U6C ex1, 2, 3; U5Review ex4; U6Review ex3, 4; U7opener ex2, 3; U7C ex6, 7; U8opener ex4, 5; U8A ex5; U7Review ex3; U8Review ex3, 4, 5; U10A ex1; U10Review ex3
Phonological control: Has a clear, natural pronunciation and intonation.	U6A ex4, 5; U7A ex3, 4, 5, 6; U9B ex8; U9D ex4, 5, 6, 7; U10C ex7

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Orthographic control: Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions.	U6D ex10; U10D ex8

Sociolinguistic

Sociolinguistic appropriateness: Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	U5Review ex4; U7D ex5, 6, 8; U7Everyday English ex5; U7Review ex4; U8Review ex5; U9A ex5; U9D ex6, 7, 8; U9Everyday English ex5

Pragmatic

Spoken fluency: Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.	U9B ex9; U10C ex8

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Aspire Intermediate CEFR mapping
Framework level: B1

Unit 1 Exploring the world
Unit 1 opener (page 5)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.	1, 4
Sustained monologue	Can describe events, real or imagined.	1
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	2
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	3

Unit 1A Young explorers (pages 6–7)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 2, 4
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	3
Identifying cues & inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	5
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	6
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	7
Listening to radio audio and recordings	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	8
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	9

Unit 1B The music explorer (pages 8–9)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1
Listening to radio audio and recordings	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	2, 6
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	3, 4, 5
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	7, 8, 9
Interviewing and being interviewed	Can carry out a prepared interview, checking and confirming information.	10

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Unit 1C Making a difference (pages 10–11)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	1, 2
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	3
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	4, 5

Unit 1D Describing people (pages 12–13)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	1
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	3, 4
Overall spoken production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	4
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	5, 6
Correspondence	Can write personal letters describing experiences, feelings and events in some detail.	7

Unit 1E Exploring cultures (pages 14–15)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 2, 6
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	3, 4, 5

Everyday English: At the campsite (page 16)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2, 3, 4
Overall spoken interaction	Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.	5

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Unit 2 What the world consumes

Unit 2 opener (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	2, 4, 5, 6
Information exchange	Can find out and pass on straightforward factual information.	3

Unit 2A What the world consumes (pages 18–19)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	2, 3
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	4, 5
Informal discussion	Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.	6, 9
Listening to radio audio and recordings	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	7, 8

Unit 2B Animal power (pages 20–21)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	2, 3
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	4, 5, 6, 7, 8, 9

Unit 2C Solar cooking (pages 22–23)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
Identifying cues & inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	3
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	4
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	5
Informal discussion	Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.	6

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Unit 2D Environmental awareness (pages 24–25)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1
Listening to radio audio and recordings:	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	2, 3
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	4, 5
Addressing audiences	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	6, 7
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	8
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	9
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	10, 11

Unit 2E Our thirsty world (pages 26–27)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	1, 2
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	3, 4
Formal discussion	Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.	5

Unit 2 Video worksheet: One village makes a difference (page 136)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying cues & inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	1
Watching TV and film	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	2, 3
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	4
Addressing audiences	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	4

Case Study 1 The good earth (page 28)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying cues & inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	1
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	3

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Unit 1 Review (page 29)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	1, 4
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	2, 3
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	4

Unit 2 Review (page 30)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	1, 2
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	3, 4
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	5
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	5

Unit 3 Global opinion

Unit 3 opener (page 31)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1, 2
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	3, 4

Unit 3A Decades of a vision (pages 32–33)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying cues & inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	1
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 2
Listening to radio audio and recordings	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	3, 4
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	5, 6, 7, 8, 9
Sustained monologue (describing experience)	Can give straightforward descriptions on a variety of familiar subjects within his field of interest.	10
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	10

Unit 3B Crossing borders (pages 34–35)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 5, 6, 9

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Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2, 3
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	3, 4
Sustained monologue: Putting a case	Can briefly give reasons and explanations for opinions, plans and actions.	6
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	7, 8

Unit 3C Cultural diversity (pages 36–37)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	2
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	3, 4, 5
Identifying cues & inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	4
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	6
Informal discussion	Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.	6, 7
Addressing audiences	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	7

Unit 3D For and against (pages 38–39)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	1
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	1, 2
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	3, 4, 5
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	6, 9
Sustained monologue: Putting a case	Can briefly give reasons and explanations for opinions, plans and actions.	6
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	7, 8
Goal-oriented co-operation	Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.	9

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Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	10
Orthographic control	Can produce continuous writing which is generally intelligible throughout.	10

Unit 3E Getting the message across (pages 40–41)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	1
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	2, 3
Identifying cues & inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	4

Everyday English: Giving your opinion (page 42)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Listening to radio audio and recordings:	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	2
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	3, 4
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	3, 4
Sociolinguistic appropriateness	Is aware of the salient politeness conventions and acts appropriately.	3, 4
Sustained monologue: Putting a case	Can briefly give reasons and explanations for opinions, plans and actions.	3, 4

Unit 4 Culture and civilisations

Unit 4 opener (page 43)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 3
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	2, 3
Sustained monologue (describing experience)	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	3
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	4

Unit 4A Festivals and celebrations (pages 44–45)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	1, 2
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	3

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Listening to radio audio and recordings	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	4
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	5, 6, 7, 8
Spoken fluency	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help.	8

Unit 4B Archaeology (pages 46–47)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Listening to radio audio and recordings	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	2, 3
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	4, 5
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	6, 7, 8

Unit 4C An ancient civilisation (pages 48–49)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	1, 2, 3
Identifying cues & inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	2
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	4, 5, 6
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	6

Unit 4 Video worksheet: The lost temples of the Maya (page 137)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1, 2
Watching TV and film	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	3, 4, 5, 6
Reports and essays	Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence.	7
Orthographic control	Spelling, punctuation and layout are accurate enough to be followed most of the time.	7

Unit 4D Describing an event (pages 50–51)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	2, 3, 4, 5

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Sustained monologue (describing experience)	Can give detailed accounts of experiences, describing feelings and reactions.	4, 5
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	6, 7
Creative writing	Can write a description of an event, a recent trip – real or imagined.	8
Orthographic control	Can produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.	8, 9

Unit 4E Cultural treasure (pages 52–53)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.	1
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	2, 3
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	4

Case Study 2 The people of the north (page 54)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	1, 2
Information exchange	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.	3
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	3

Unit 3 Review (page 55)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	1, 2, 3
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	4, 5
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	5

Unit 4 Review (page 56)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	1, 2
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	3, 4, 5

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Unit 5 A new home

Unit 5 opener (page 57)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	2, 3
Sustained monologue (describing experience)	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	4

Unit 5A Home obsessions (pages 58–59)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	2, 3
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	4, 5
Listening to radio audio and recordings	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	6, 7
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	8, 9, 10
Goal-oriented co-operation	Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.	10
Addressing audiences	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	10

Unit 5B Living in space (pages 60–61)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.	1
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	3, 4, 5, 6, 7
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	6, 7
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	7

Unit 5C A new home on Mars (pages 62–63)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1

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Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	2, 3, 4
Identifying cues & inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	4
Sustained monologue: Putting a case	Can briefly give reasons and explanations for opinions, plans and actions.	5

Unit 5D Renting a flat (pages 64–65)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	1, 6
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2, 3
Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	4, 5
Information exchange	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.	4, 5
Overall written interaction	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.	7
Creative writing	Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.	7

Unit 5E Visiting someone's home (pages 66–67)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 5
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	2, 3, 4
Identifying cues & inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	4
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	5
Addressing audiences	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	6

Everyday English: Find a flatmate (page 68)

COMPONENT	DESCRIPTOR	EXERCISE
Spoken fluency	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	1, 4
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	2
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	3, 4
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	5, 6

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Sociolinguistic appropriateness	Is aware of the salient politeness conventions and acts appropriately.	5, 6, 7
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	7
Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	7

Unit 6 Sports and competitions

Unit 6 opener (page 69)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	2
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	3

Unit 6A Paralympics (pages 70–71)

COMPONENT	DESCRIPTOR	EXERCISE
Formal discussion and meetings	Can participate actively in routine and non-routine formal discussion.	1
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	2, 3
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	3
Phonological control	Has a clear, natural pronunciation and intonation.	4, 5
Listening to radio audio and recordings	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc.	6, 7

Unit 6B Choosing an Olympic city (pages 72–73)

COMPONENT	DESCRIPTOR	EXERCISE
Formal discussion and meetings	Can participate actively in routine and non-routine formal discussion.	1
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	2
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	3
Formal discussion and meetings	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	4
Addressing audiences	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	5
Informal discussion	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.	6

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Unit 6C A real winner (pages 74–75)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	1, 2, 3
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	4, 5
Grammatical accuracy	Good grammatical control. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	5

Unit 6D A question of sport? (pages 76–77)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 5
Understanding conversation between native speakers	Can keep up with an animated conversation between native speakers.	2, 3
Overall spoken interaction	Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	4
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	6
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	7
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	8, 9
Reports and essays	Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	9
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions.	10

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Aspire Intermediate CEFR mapping
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Unit 6E Unusual competitions (pages 78–79)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	2, 3
Identifying cues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.	5
Goal-oriented co-operation	Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	6
Addressing audiences	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	6

Case Study 3 Is our future in the stars? (page 80)

COMPONENT	DESCRIPTOR	EXERCISE
Formal discussion and meetings	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	2, 3

Unit 5 Review (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	1, 2, 3, 4
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	4
Sociolinguistic appropriateness	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	4

Unit 6 Review (page 82)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	1, 2, 3, 4
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	3, 4

Unit 7 Careers and education
Unit 7 opener (page 83)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1

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Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	2, 3
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	4

Unit 7A Guess who? (pages 84–85)

COMPONENT	DESCRIPTOR	EXERCISE
Listening to radio audio and recordings	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc.	1, 2
Phonological control	Has a clear, natural pronunciation and intonation.	3, 4, 5, 6
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	7, 8, 9, 10, 11
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	10

Unit 7B Which type of school? (pages 86–87)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	1, 2
Formal discussion and meetings	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	3
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	4, 5, 6, 7, 8, 9, 10, 11, 12

Unit 7C Butler school (pages 88–89)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	1, 3, 4
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	2
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	3
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.	5
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	6, 7

Unit 7 Video worksheet: Dangerous dining (page 138)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying cues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	1, 2
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	1, 2
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	2, 5
Watching TV and film	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	3, 4

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Unit 7D Life after school (pages 90–91)

COMPONENT	DESCRIPTOR	EXERCISE
Formal discussion and meetings	Can participate actively in routine and non-routine formal discussion.	1
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.	2, 3, 4
Sociolinguistic appropriateness	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	5, 6, 8
Reading correspondence	Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.	7
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	8

Unit 7E Nicholas Nickleby (pages 92–93)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	1, 2, 3
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1
Formal discussion and meetings	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	4

Everyday English: Talking to parents (page 94)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1
Overall spoken interaction	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	2
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.	3, 4
Sociolinguistic appropriateness	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	5

Unit 8 What's on your mind?

Unit 8 opener (page 95)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2, 5
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	3
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	4, 5
Formal discussion and meetings	Can participate actively in routine and non-routine formal discussion.	6

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Unit 8A How do I learn? (pages 96–97)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 9
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.	2, 3, 10
Formal discussion and meetings	Can participate actively in routine and non-routine formal discussion.	4, 11
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	5
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	6
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	7, 8

Unit 8 Video worksheet: The memory man (page 139)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying cues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	1, 2
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	1
Watching TV and film	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	3, 4
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	5
Addressing audiences	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	5

Unit 8B Save our language (pages 98–99)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	2
Identifying cues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	3
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	4, 5, 6

Unit 8C What's on your pet's mind? (pages 100–101)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2, 4
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	2
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	2

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Unit 8D Taking a break (pages 102–103)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 6
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	1, 4, 6, 7, 8, 9
Understanding conversation between native speakers	Can keep up with an animated conversation between native speakers.	2, 3
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	5
Identifying cues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	8
Reports and essays	Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	9

Unit 8E Where are you from? (pages 104–105)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	1
Identifying cues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	2
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	3
Formal discussion and meetings	Can participate actively in routine and non-routine formal discussion.	4

Case Study 4 The Welsh language (page 106)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying cues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	2

Unit 7 Review (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	1, 2
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	3
Sociolinguistic appropriateness	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	4

Unit 8 Review (page 108)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	1, 2

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Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	3, 4, 5
Sociolinguistic appropriateness	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	5

Unit 9 News and media

Unit 9 opener (page 109)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2, 3
Formal discussion and meetings	Can participate actively in routine and non-routine formal discussion.	4

Unit 9A Can I interview you? (pages 110–111)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	1, 9
Identifying cues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	2
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	3, 4, 5
Sociolinguistic appropriateness	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	5
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.	6, 7
Formal discussion and meetings	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	8
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	10

Unit 9B Here is the news (pages 112–113)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	1
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	2
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	3
Identifying cues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5, 6, 7
Phonological control	Has a clear, natural pronunciation and intonation.	8
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.	9

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Unit 9C Different accounts (pages 114–115)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 3
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	2
Information exchange	Can pass on detailed information reliably.	3
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	3, 4, 6, 7
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.	5
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	7

Unit 9 Video worksheet: Living with a volcano (page 140)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying cues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	1
Watching TV and film	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	2, 3
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	4

Unit 9D Reporting your news (pages 116–117)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 9
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.	2, 3
Phonological control	Has a clear, natural pronunciation and intonation.	4, 5, 6, 7
Sociolinguistic appropriateness	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	6, 7, 8
Overall written interaction	Can express news and views effectively in writing, and relate to those of others.	8
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	10
Identifying cues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	11
Vocabulary range	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	12
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	13

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Unit 9E Media moments in history (pages 118–119)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	2, 3, 4
Identifying cues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4
Formal discussion and meetings	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	5
Goal-oriented co-operation	Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	6

Everyday English: On the television (page 120)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2, 3
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	2
Identifying cues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	3
Understanding conversation between native speakers	Can keep up with an animated conversation between native speakers.	4
Sociolinguistic appropriateness	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	5

Unit 10 Technology changing our world

Unit 10 opener (page 121)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2, 3
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	2, 3

Unit 10A Bionics (pages 122–123)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	1
Formal discussion and meetings	Can participate actively in routine and non-routine formal discussion.	2
Addressing audiences	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	2
Listening to radio audio and recordings:	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc.	3, 4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5, 6, 7, 8

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Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	7, 8
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	8

Unit 10B Buying technology (pages 124–125)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1
Understanding conversation between native speakers	Can keep up with an animated conversation between native speakers.	2, 3, 4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	4, 5, 6, 7, 8, 9

Unit 10C The Internet – a good idea! (pages 126–127)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	3, 4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5, 6, 8
Phonological control	Has a clear, natural pronunciation and intonation.	7
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.	8

Unit 10D Problems with technology (pages 128–129)

COMPONENT	DESCRIPTOR	EXERCISE
Sustained monologue (debate)	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples	1, 6
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	2, 4, 5
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.	5
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	6
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	7
Creative writing	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.	8
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions.	8

Unit 10E Frankenstein (pages 130–131)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	1

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Listening to radio audio and recordings	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc.	2, 3
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	4
Formal discussion and meetings	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	5
Addressing audiences	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	5

Case Study 5 Connecting the world (page 132)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	1, 2
Formal discussion and meetings	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	3

Unit 9 Review (page 133)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	1, 2
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	2, 3
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	3

Unit 10 Review (page 134)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	1, 2
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	3
Identifying cues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4, 5

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