

Life

ADVANCED

and the Common European Framework of Reference

C1

Mike Sayer

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 LIFE?

The *LIFE* 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.

LIFE Beginner covers the competences for A1. *LIFE* Elementary covers the competences for A2. *LIFE* Pre-intermediate covers the majority of competences for B1. *LIFE* Intermediate covers the competences for B1 and some for B2 (hence the B1+ labelling). *LIFE* Upper Intermediate covers the competences for B2. *LIFE* Advanced covers the competences for C1. There is, of course, built-in revision of the competences from the previous level before moving on to the new competence.

In this booklet, each exercise of the *LIFE* series is mapped against core descriptors at the relevant global level. So, *LIFE* Beginner is mapped against descriptors at the A1 Breakthrough level, *LIFE* Elementary at the A2 Waystage level, *LIFE* Pre-intermediate at the B1 Threshold level, *LIFE* Intermediate at the B1 Threshold and B2 Vantage levels, *LIFE* Upper Intermediate at the B2 Vantage level, and *LIFE* Advanced at the C1 Effective Operational Proficiency level.

How does LIFE match the aims of the CEFR?

LIFE's grammar and vocabulary syllabus encourages the linguistic competences needed for students to be able to communicate successfully. In particular, the *Grammar* and *Word focus* sections 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 *LIFE* reflects the same emphasis in the CEFR. The *Critical thinking* sections develop students' reading skills.

The *Real Life* section in each unit of *LIFE* introduces and practises key functional areas of language which mirror those in the CEFR.

The video section in each unit of *LIFE* develops students' ability to follow real spoken interaction and production in English. It also encourages students to use English in realistic roleplay scenarios.

The *I can* sections in each unit set 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.

LIFE Advanced CEF Overview

Framework level: C1

Communicative activities: Reception (spoken)

<p>Overall listening comprehension:</p> <p>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</p> <p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</p> <p>Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p>	<p>U1 ex2, 3; U1b ex3, 4; U1d ex3, 4; U1f ex4, 5, 6; U2 ex2, 3; U2b ex2, 3; U2d ex2; U2e ex1, 3, 5; U2f ex4, 5, 6; U3 ex1, 2; U3a ex2, 3; U3d ex3, 4; U3f ex3, 4, 5; U4 ex2; U4a ex4; U4d ex4, 5; U4f ex4, 5, 6, 7; U5 ex2, 3; U5a ex2, 3; U5d ex3; U5f ex4, 5, 6, 7; U6 ex2, 3; U6b ex4, 5; U6d ex2, 3; U6f ex4, 5, 6; U7 ex2, 3; U7b ex2, 3; U7d ex3, 4, 5; U7f ex4, 5, 6; U8 ex2, 3; U8b ex3, 4; U8d ex2, 3, 4; U8f ex4, 5, 6, 7; U9 ex2; U9b ex3, 4; U9d ex2, 3; U9f ex4, 5, 6; U10 ex2, 3; U10a ex3, 4; U10d ex3, 4; U10f ex4, 5, 6, 7; U11 ex1, 2; U11a ex2, 3; U11d ex2, 3, 4; U11f ex4, 5; U12 ex1, 2, 3; U12b ex2, 3; U12f ex4, 5, 6;</p>
<p>Understanding interaction between native speakers:</p> <p>Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.</p>	<p>U1 ex2; U3 ex1; U6 ex2; U8 ex2; U9 ex2; U10 ex2; U11 ex1, 2</p>
<p>Listening as a member of a live audience:</p> <p>Can follow most lectures, discussions and debates with relative ease.</p>	<p>U2d ex2; U2e ex1, 3, 5</p>
<p>Listening to radio, audio and recordings:</p> <p>Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.</p>	<p>U4a ex3</p>

Reception (audio / visual)

<p>Watching TV and film:</p> <p>Can follow films employing a considerable degree of slang and idiomatic usage.</p>	<p>U1f ex3; U2f ex3; U3f ex3; U4f ex3; U5f ex3; U6f ex3; U7f ex3; U8f ex3; U9f ex3; U10f ex3; U11f ex3; U12f ex2, 3</p>
--	---

Reception (written)

<p>Overall reading comprehension:</p> <p>Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.</p>	<p>U1a ex2, 3; U1c ex3; U1dex2; U1 Review ex1; U2a ex1, 2; U2c ex3; U2 Review ex1, 2; U3b ex3, 4; U3c ex2, 3; U3e ex1, 2; U3 Review ex1; U4b ex2, 3; U4c ex2, 3; U4d ex2; U4 Review ex1, 2; U5b ex2; U5c ex2, 3; U5d ex2; U5 Review ex1; U6a ex2, 3; U6 Review ex2; U7a ex2, 3; U7c ex2, 3; U7d ex2; U7 Review ex1; U8a ex3, 4; U8c ex2, 3; U8e ex1, 2, 3; U8 Review ex1, 2; U9a ex2, 3; U9c ex2; U9 Review ex1; U10b ex3, 4; U10c ex3; U10 Review ex2; U11b ex2; U11c ex3, 5; U11d ex1; U11 Review ex2, 3; U12a ex3; U12c ex2, 3; U12d ex1; U12 Review ex2</p>
<p>Reading correspondence:</p> <p>Can understand any correspondence given the occasional use of a dictionary.</p>	<p>U1e ex1, 2; U11d ex3; U12e ex3</p>
<p>Reading for information and argument:</p> <p>Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.</p>	<p>U1a ex3; U1b ex4; U1c ex2, 5, 6, 7; U1e ex2; U2a ex2; U2c ex2, 3, 6; U3b ex5; U3c ex4, 5; U3e ex3, 4; U4c ex2, 4; U4e ex1, 2; U5b ex3; U5c ex2, 4, 5, 6; U5e ex2, 3; U6c ex2, 4; U6e ex2, 3; U7a ex3; U7c ex5; U7e ex2, 3; U8a ex5; U8c ex5; U9a ex3; U9c ex2, 5; U9e ex2, 3; U10b ex4; U10c ex3, 4, 5, 6, 7; U10e ex3; U11b ex3; U11c ex2, 3; U11e ex2; U12a ex4; U12c ex4, 5; U12e ex3</p>

Interaction (spoken)

<p>Overall spoken interaction:</p> <p>Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.</p>	<p>U1 ex1; U1c ex1; U1c ex11; U1d ex1; U1f ex1, 2, 7; U2 ex1, 4; U2a ex11; U2b ex1, 11, 12; U2c ex1; U2c ex1, 2, 4; U2e ex1, 2; U2 Review ex3, 5, 8; U3 ex1; U3a ex1, 4, 13; U3b ex10; U3c ex1, 9, 10, 11; U3d ex1; U3f ex1; U3 Review ex1, 4, 6; U4 ex1; U4b ex1, 2, 10; U4c ex9; U4d ex1, 3; U4e ex1; U4f ex1, 2, 8, 9; U4 Review ex3; U5 ex1, 4; U5b ex1, 4; U5c ex1, 9; U5d ex1; U5f ex1, 2, 9; U6 ex1, 4; U6c ex1, 5, 8; U6d ex1, 5; U6f ex1, 2, 7; U6 Review ex1, 9; U7 ex1, 4; U7b ex4, 11; U7c ex1, 6, 9; U7d ex1; U7e ex1, 5; U7f ex1, 2, 7, 8; U8 ex1, 4; U8b ex2, 9; U8c ex1, 4, 10; U8d ex1, 2; U8e ex1, 2; U8f ex1, 8; U9 ex1, 4; U9a ex8; U9b ex1, 11; U9c ex1, 3, 6, 9; U9d ex1; U9e ex1; U9f ex1, 2, 7; U10 ex1, 4; U10a ex5, 11; U10b ex10; U10c ex1, 2; U10d ex11; U10e ex1, 2; U10f ex1, 2, 8, 9; U10 Review ex5, 6; U11 ex1; U11a ex11; U11b ex5, 10; U11c ex1, 6, 8; U11d ex1; U11e ex1; U11f ex1, 2, 6; U12 ex1, 4; U12a ex8; U12b ex11; U12c ex1; U12c ex8; U12d ex2, 3, 4, 6; U12e ex1; U12f ex1</p>
<p>Conversation:</p> <p>Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</p>	<p>U9a ex7; U10d ex6; U10 Review ex5, 6; U11d ex6; U11 Review ex6, 7</p>
<p>Informal discussion:</p> <p>Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.</p>	<p>U1 ex1; U1a ex1, 10; U1b ex1, 2, 11; U1dex2, 5; U1f ex1, 2, 8; U2 ex1; U2a ex1, 3; U2b ex1, 4; U2c ex4; U3 ex1; U3b ex6; U3d ex2; U3f ex1, 7; U4 ex1; U4a ex1, 12; U4d ex1; U4f ex1, 2, 8; U5 ex1; U5a ex1, 4; U5d ex1; U5e ex1; U6 ex4; U6a ex1, 4; U6a ex11; U6b ex1, 3; U6e ex1; U6f ex1, 2, 8; U7 ex4; U7a ex1, 4; U7b ex1; U7d ex1; U7f ex1, 2; U8 ex4; U8a ex1, 2; U8b ex1, 10; U8d ex1; U8f ex2, 9; U9 ex4; U9a ex1, 4, 8; U9b ex2; U9d ex1; U9f ex1, 8; U10 ex1, 4; U10a ex2, 11; U10b ex1, 2; U10d ex1; U10e ex1; U10f ex1, 2; U11 ex1; U11a ex1, 4; U11b ex1; U11c ex9; U11d ex1; U11f ex1, 2, 7; U11 Review ex8; U12a ex1, 2; U12b ex1, 3; U12e ex2; U12f ex1, 8; U12 Review ex1</p>
<p>Formal discussion:</p> <p>Can easily keep up with the debate, even on abstract, complex unfamiliar topics.</p> <p>Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.</p>	<p>U3f ex6; U10c ex11; U12d ex6</p>
<p>Interviewing and being interviewed:</p> <p>Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.</p>	<p>U1d ex7; U2f ex7, 8; U4c ex7, 8; U5a ex10; U5f ex8; U6a ex8; U7d ex7; U8c ex10; U9d ex5; U9f ex7; U9 Review ex7; U10b ex10; U10f ex8; U12f ex7</p>

Interaction (written)

<p>Correspondence:</p> <p>Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.</p>	<p>U1e ex4; U11e ex5; U12e ex4, 5, 6</p>
---	--

Production (spoken)

<p>Overall spoken production:</p> <p>Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.</p>	<p>U1a ex7, 8; U1 Review ex7, 8, 9; U2a ex10; U2d ex6; U2 Review ex6, 7; U3a ex14; U3b ex2; U3d ex6, 7; U3 Review ex8; U4 ex4; U4a ex11; U4b ex10; U4d ex7; U4 Review ex7; U5d ex6; U5 Review ex6, 7; U6 Review ex8; U7a ex9; U7 Review ex4, 6; U8a ex10; U8c ex6; U8d ex6; U8 Review ex8, 9; U9b ex11; U9 Review ex5; U11f ex6; U11 Review ex5; U12a ex9; U12c ex9; U12 Review ex7, 8</p>
<p>Sustained monologue (describing experience):</p> <p>Can give clear, detailed descriptions of complex subjects.</p> <p>Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.</p>	<p>U1 ex4; U1 Review ex3; U2 Review ex7; U3 ex4; U5 Review ex5; U6b ex15; U7d ex7; U7 Review ex4; U8 Review ex4; U11 ex4; U11 Review ex3; U12 Review ex3</p>

<p>Sustained monologue (putting a case):</p> <p>Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.</p>	U4f ex10
<p>Addressing audiences:</p> <p>Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.</p> <p>Can handle interjections well, responding spontaneously and almost effortlessly.</p>	U2d ex6; U2 Review ex7; U3d ex6, 7; U4d ex7; U4f ex10; U5d ex6; U9b ex11

Production (written)

<p>Overall written production:</p> <p>Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.</p>	U1a ex7; U3c ex6; U3e ex5; U4e ex3; U5a ex9; U5b ex11; U5e ex6, 7; U6e ex5, 6; U7b ex11; U7e ex4; U8a ex11; U8e ex4, 5, 6; U9e ex5; U11b ex9
<p>Creative writing:</p> <p>Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</p>	U3e ex6, 7; U9e ex5; U12b ex12
<p>Reports and essays:</p> <p>Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.</p> <p>Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</p>	U10e ex5

Communication strategies: Reception

<p>Identifying cues and inferring:</p> <p>Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.</p>	U1a ex3, 4; U1b ex4, 5; U1c ex4, 8, 9; U1e ex3; U2a ex4; U2b ex4; U2c ex4, 5, 6; U3 ex2; U3a ex5; U3b ex7; U3c ex7; U4a ex3, 4; U4b ex3, 4; U4c ex1; U4d ex2; U4e ex2; U5 ex3; U5a ex5; U5b ex3; U5c ex1; U5e ex4, 5; U5 Review ex2, 3; U6a ex10; U6c ex3; U6e ex4; U7a ex5; U7b ex5; U7c ex4, 7, 8; U7e ex3; U8a ex5; U8b ex5; U8c ex5; U8e ex4; U9b ex5; U9c ex4; U9e ex3; U10a ex1, 4; U10c ex8, 9; U10e ex3, 4; U11a ex6, 7; U11b ex3, 4; U11c ex4, 7; U11d ex4; U11e ex3; U12a ex4, 6; U12b ex4; U12c ex6, 7; U12e ex4
---	---

Communicative language competence: Linguistic – range

<p>Vocabulary range:</p> <p>Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.</p>	U1a ex9; U1b ex5, 6, 11; U1c ex8, 9; U1 Review ex4, 5; U2 ex3; U2a ex4, 5; U2b ex9, 10; U2c ex8, 9; U2 Review ex4; U3 ex3; U3a ex10, 11; U3b ex1; U3c ex7, 8; U3 Review ex5, 7; U4 ex3; U4a ex6; U4b ex5, 6; U4c ex6; U4 Review ex4; U5 ex3; U5a ex5, 9; U5b ex5, 6, 7; U5c ex7, 8; U5e ex5; U5 Review ex4; U6b ex2, 5, 6, 11; U6c ex6, 7; U6e ex4; U6 Review ex5; U7a ex8; U7b ex5; U7c ex7, 8; U7 Review ex3; U8 ex4; U8b ex5, 6; U8c ex7, 8; U8d ex4; U8 Review ex5; U9 ex3; U9b ex5, 6; U9c ex7, 8; U9 Review ex4; U10 ex3; U10a ex1; U10b ex8, 9; U10c ex8, 9; U10 Review ex3; U11 ex3; U11a ex5, 6; U11b ex4; U11c ex7; U11 Review ex4; U12a ex2; U12b ex5; U12c ex6; U12 Review ex4
---	--

Linguistic – control

<p>Grammatical accuracy:</p> <p>Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.</p>	<p>U1a ex5, 6, 7; U1b ex8, 9, 10; U1 Review ex2; U2a ex6, 7, 8; U2b ex5, 6, 7, 8; U2 Review ex1; U3a ex5, 6, 7, 8; U3b ex7, 8, 9; U3 Review ex2, 3; U4a ex8, 9; U4b ex7, 8, 9; U4 Review ex1; U5a ex6, 7; U5b ex8, 9, 10; U5 Review ex2, 3; U6a ex5, 6, 7, 8, 9; U6b ex10, 11, 12, 14; U6 Review ex3, 4; U7a ex5, 6, 7; U7b ex7, 8, 10; U7 Review ex2; U8a ex6, 7, 8, 9; U8b ex7, 8, 9; U8 Review ex1, 3, 4; U9a ex5, 6; U9b ex8, 9, 10; U9 Review ex2, 3; U10a ex6, 7, 8, 9; U10b ex5, 6, 7; U10 Review ex1; U11a ex7, 8, 9; U11b ex7, 8, 9; U11 Review ex1; U12a ex5, 6, 7, 8; U12b ex7, 8, 10; U12 Review ex2</p>
<p>Vocabulary control:</p> <p>Occasional minor slips, but no significant vocabulary errors.</p>	<p>U1b ex12; U1c ex10; U1 Review ex6; U2b ex11; U2c ex10; U2 Review ex5; U3a ex12, 13; U3b ex2; U3c ex9; U3 Review ex6; U4a ex2; U4a ex7; U4c ex7, 8; U4 Review ex5; U5 ex4; U5c ex8; U5 Review ex5; U6b ex7, 8, 13; U6c ex7; U6 Review ex6, 7; U7b ex6; U8c ex9; U8 Review ex6, 7; U9b ex7; U9 Review ex5; U10c ex10; U10 Review ex4; U11 Review ex4; U12b ex6; U12c ex7; U12 Review ex5</p>
<p>Phonological control:</p> <p>Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.</p>	<p>U1b ex7; U1d ex6; U2d ex5; U3a ex9; U3d ex5; U4a ex10; U4d ex6; U5a ex8; U5d ex4, 5; U6b ex9; U6d ex4; U7b ex9; U7d ex6; U8d ex5; U9a ex7; U9b ex7; U9d ex4; U10a ex10; U10d ex5; U11a ex10; U11b ex6; U11d ex5; U12b ex9; U12d ex5</p>
<p>Orthographic control:</p> <p>Layout, paragraphing and punctuation are consistent and helpful.</p> <p>Spelling is accurate, apart from occasional slips of the pen.</p>	<p>U1e ex4; U3e ex6, 7; U4e ex4, 5; U5e ex6; U6e ex5; U7e ex4; U8e ex5; U9e ex5; U10e ex5; U11e ex5; U12e ex5</p>

LIFE Advanced CEF mapping

Framework level: C1

Unit 1 Lessons for life

Unit 1 opener (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	2, 3
Understanding interaction between native speakers	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics	2
Sustained monologue (describing experience)	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	4

1a Learning from the past (pages 10–11)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 10
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2, 3
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	3, 4
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	5, 6, 7
Overall written production	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	7
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	7, 8
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	9

1b Who do you think you are? (pages 12–13)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 2, 11

Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	3, 4
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	4
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	4, 5
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5, 6, 11
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	7
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	8, 9, 10
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	12

1c Immortal words (pages 14–15)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	2, 5, 6, 7
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	4, 8, 9
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	8, 9
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	10
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	11

1d Tell me about yourself (page 16)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	2, 5
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2

Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	3, 4
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	6
Interviewing and being interviewed	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.	7

1e A letter of application (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
Reading correspondence	Can understand any correspondence given the occasional use of a dictionary.	1, 2
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	2
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	3
Correspondence	Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.	4
Orthographic control	Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.	4

1f Arctic wisdom (pages 18–19)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 2, 7
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 2, 8
Watching TV and film	Can follow films employing a considerable degree of slang and idiomatic usage.	3
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	4, 5, 6

Unit 1 Review (page 20)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	2

Sustained monologue (describing experience)	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	3
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	4, 5
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	6
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	7, 8, 9

Unit 2 More than a job

Unit 2 opener (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 4
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	2, 3
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	3

2a Sea gypsies of Myanmar (pages 22–23)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 3
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1, 2
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	2
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	4
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	4, 5
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	6, 7, 8
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	9
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	10

2b Smokejumpers (pages 24–25)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 4
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 11, 12
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	2, 3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	4
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	5, 6, 7, 8
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	9, 10
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	11

2c Daring, defiant and free (pages 26–27)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	2, 3, 6
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	4, 5, 6
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	8, 9
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	10
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	11, 12

2d In my experience (page 28)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 2, 4
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	4
Listening as a member of a live audience	Can follow most lectures, discussions and debates with relative ease.	2
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	2
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	5
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	6
Addressing audiences	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly.	6

2e Your first day (page 29)

COMPONENT	DESCRIPTOR	EXERCISE
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	1, 3, 5
Listening as a member of a live audience	Can follow most lectures, discussions and debates with relative ease.	1, 3, 5
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	2
Overall written interaction	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.	4, 5, 6
Orthographic control	Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.	5, 6

2f Climbing Yosemite (pages 30–31)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 2

Watching TV and film	Can follow films employing a considerable degree of slang and idiomatic usage.	3
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	4, 5, 6
Interviewing and being interviewed	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.	7, 8

Unit 2 Review (page 32)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1, 2
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	1
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	3, 5, 8
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	4
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	5
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	6, 7
Sustained monologue (describing experience)	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	7
Addressing audiences	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly.	7

Unit 3 Four walls

Unit 3 opener (page 33)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	1, 2

Understanding interaction between native speakers	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics	1
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	2
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	3
Sustained monologue (describing experience)	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	4

3a Compact spaces (pages 34–35)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 4, 13
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	2, 3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	5
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	5, 6, 7, 8
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	9
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	10, 11
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	12, 13
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	14

3b Old new towns (pages 36–37)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	1
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	2
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	2
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	3, 4
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	5
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	6

Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	7
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	7, 8, 9
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	10

3c The paper architect (pages 38–39)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 9, 10, 11
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2, 3
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	4, 5
Overall written production	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	6
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	7
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	7, 8
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	9

3d A public project (page 40)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	2
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	3, 4
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	5
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	6, 7
Addressing audiences	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly.	6, 7

3e Old and new (page 41)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1, 2
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	3, 4
Overall written production	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	5
Creative writing	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.	6, 7
Orthographic control	Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.	6, 7

3f Denmark bridge (pages 42–43)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 7
Watching TV and film	Can follow films employing a considerable degree of slang and idiomatic usage.	3
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	3, 4, 5
Formal discussion	Can easily keep up with the debate, even on abstract, complex unfamiliar topics. Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.	6

Unit 3 Review (page 44)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	2, 3
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 4, 6
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5, 7
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	6

Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	8
---------------------------	---	---

Unit 4 Innovation

Unit 4 opener (page 45)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	2
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	3
Overall spoken production	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	4

4a The mother of invention (pages 46–47)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 12
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	2
Listening to radio audio and recordings	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.	3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	3, 4
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	4
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	6
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	7
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	8, 9
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	10
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	11

4b Fold everything (pages 48–49)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 2, 10
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2, 3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	3, 4
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5, 6
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	7, 8, 9
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	10

4c The shoe giver (pages 50–51)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	1
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	2, 4
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2, 3
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	6
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	7, 8
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	9
Interviewing and being interviewed	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.	7, 8

4d An elevator pitch (page 52)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 3
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	2

Overall listening comprehension	<p>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</p> <p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</p> <p>Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p>	4, 5
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	6
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	7
Addressing audiences	<p>Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.</p> <p>Can handle interjections well, responding spontaneously and almost effortlessly.</p>	7

4e Volunteer planner (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	1, 2
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	2
Overall written production	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	3
Orthographic control	<p>Layout, paragraphing and punctuation are consistent and helpful.</p> <p>Spelling is accurate, apart from occasional slips of the pen.</p>	4, 5

4f Ethical Ocean (pages 54–55)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 2, 8, 9
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 2, 8
Watching TV and film	Can follow films employing a considerable degree of slang and idiomatic usage.	3
Overall listening comprehension	<p>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</p> <p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</p> <p>Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p>	4, 5, 6, 7
Sustained monologue (putting a case)	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	10

Addressing audiences	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly.	10
----------------------	--	----

Unit 4 Review (page 56)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1, 2
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	1
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	3
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	4
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	5
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	7

Unit 5 The writer's journey

Unit 5 opener (page 57)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 4
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	2, 3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	3
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	3
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	4

5a Where the Indus is young (pages 58–59)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 4

Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	2, 3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	5
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5, 9
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	6, 7
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	8
Overall written production	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	9
Interviewing and being interviewed	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.	10

5b The adventures of Hergé (pages 60–61)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 4
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	3
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5, 6, 7
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	8, 9, 10
Overall written production	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	11

5c In Patagonia (pages 62–63)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1

Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	1
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	2, 4, 5, 6
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2, 3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	4, 5, 6
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	7, 8
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	8
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	9

5d I'd like to read (page 64)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	3
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	4, 5
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	6
Addressing audiences	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly.	6

5e Book of the month (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	2, 3

Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	4, 5
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5
Overall written production	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	6, 7
Orthographic control	Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.	6

5f On the road: Andrew McCarthy (pages 66–67)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 2, 9
Watching TV and film	Can follow films employing a considerable degree of slang and idiomatic usage.	3
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	4, 5, 6, 7
Interviewing and being interviewed	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.	8

Unit 5 Review (page 68)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	2, 3
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	2, 3
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	4
Sustained monologue (describing experience)	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	5
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	5
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	6, 7

Unit 6 Body matters

Unit 6 opener (page 69)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 4
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	2, 3
Understanding interaction between native speakers	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics	2
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	4

6a Exercise around the world (pages 70–71)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 4
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2, 3
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	5, 6, 7, 8, 9
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	10
Interviewing and being interviewed	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.	8
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	11

6b No pain, no gain (pages 72–73)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 3
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	2, 6
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	4, 5

Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5, 6, 11
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	7, 8, 13
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	9
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	10, 11, 12, 14
Sustained monologue (describing experience)	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	15

6c The enigma of beauty (pages 74–75)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 5
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	2, 4
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	3
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	6, 7
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	7
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	8

6d A bold initiative (page 76)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 5
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	2, 3
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	4

6e A controversial plan (page 77)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	2, 3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	4
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	4
Overall written production	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	5, 6
Orthographic control	Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.	5

6f Palestinian free running (pages 78–79)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 2, 7
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 2, 8
Watching TV and film	Can follow films employing a considerable degree of slang and idiomatic usage.	3
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	4, 5, 6

Unit 6 Review (page 80)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 9
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	3, 4
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	6, 7
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	8

Unit 7 Stories from history

Unit 7 opener (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 4
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	2, 3
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	4

7a The father of history (pages 82–83)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 4
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2, 3
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	5
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	5, 6, 7
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	8
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	9

7b Microhistory (pages 84–85)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	2, 3
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	4, 11
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	5

Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	6
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	7, 8, 10
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	9
Overall written production	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	11

7c Diamond shipwreck (pages 86–87)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 6, 9
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	5
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2, 3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	4, 7, 8
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	7, 8

7d I blame the weather (page 88)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	3, 4, 5
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	6
Sustained monologue (describing experience)	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	7

Interviewing and being interviewed	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.	7
------------------------------------	--	---

7e Krakatoa (page 89)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 5
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	2, 3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	3
Overall written production	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	4
Orthographic control	Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.	4

7f Collecting the past (pages 90–91)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 2, 7, 8
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 2
Watching TV and film	Can follow films employing a considerable degree of slang and idiomatic usage.	3
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	4, 5, 6

Unit 7 Review (page 92)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	2
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	3
Sustained monologue (describing experience)	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	4
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	4, 6

Unit 8 Digital media

Unit 8 opener (page 93)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 4
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	2, 3
Understanding interaction between native speakers	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.	2
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	4
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	4

8a Sinkholes (pages 94–95)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 2
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	3, 4
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	5
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	5
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	6, 7, 8, 9
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	10
Overall written production	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	11

8b Creating a buzz (pages 96–97)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 10
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	2, 9

Overall listening comprehension	<p>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</p> <p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</p> <p>Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p>	3, 4
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5, 6
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	5
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	7, 8, 9

8c A hacker's life (pages 98–99)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 4, 10
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2, 3
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	5
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	5
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	6
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	7, 8
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	9
Interviewing and being interviewed	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.	10

8d A podcast (page 100)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 2
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
Overall listening comprehension	<p>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</p> <p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</p> <p>Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p>	2, 3, 4

Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	4
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	5
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	6

8e The invisible man (page 101)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 2
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1, 2, 3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	4
Overall written production	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	4, 5, 6
Orthographic control	Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.	5

8f Talking dictionaries (pages 102–103)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 8
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	2, 9
Watching TV and film	Can follow films employing a considerable degree of slang and idiomatic usage.	3
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	4, 5, 6, 7

Unit 8 Review (page 104)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1, 2
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	1, 3, 4
Sustained monologue (describing experience)	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	4

Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	6, 7
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	8, 9

Unit 9 The music in us

Unit 9 opener (page 105)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 4
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	2
Understanding interaction between native speakers	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.	2
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	3
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	4

9a World music (pages 106–107)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 4, 8
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2, 3
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	3
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	5, 6
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	7
Conversation	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	7
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	8

9b Healing music (pages 108–109)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 11
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	2
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	3, 4
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	5
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5, 6
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	7
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	7
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	8, 9, 10
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	11
Addressing audiences	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly.	11

9c One love (pages 110–111)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 3, 6
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	2, 5
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	4
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	7, 8
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	9

9d Desert Island Discs (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	2, 3
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	4
Interviewing and being interviewed	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.	5

9e Fado (page 113)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	2, 3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	3
Overall written production	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	5
Creative writing	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.	5
Orthographic control	Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.	5

9f A biopic (pages 114–115)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 2, 7
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 8
Watching TV and film	Can follow films employing a considerable degree of slang and idiomatic usage.	3

Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	4, 5, 6
Interviewing and being interviewed	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.	7

Unit 9 Review (pages 116)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	2, 3
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	4
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	5
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	5
Interviewing and being interviewed	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.	7

Unit 10 Social living

Unit 10 opener (page 117)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 4
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 4
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	2, 3
Understanding interaction between native speakers	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics	2
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	3

10a Good citizens (pages 118–119)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	1, 4

Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	1
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	2, 11
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	3, 4
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	5, 11
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	6, 7, 8, 9
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	10

10b The civilised insect (pages 120–121)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 2
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	3, 4
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	4
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	5, 6, 7
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	8, 9
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	10
Interviewing and being interviewed	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.	10

10c Living free? (pages 122–123)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 2
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	3, 4, 5, 6, 7
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	3

Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	8, 9
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	8, 9
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	10
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	11
Formal discussion	Can easily keep up with the debate, even on abstract, complex unfamiliar topics. Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.	11

10d An interesting subject (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	3, 4
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	5
Conversation	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	6

10e A good start in life (page 125)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 2
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	3, 4
Reports and essays	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	5

Orthographic control	Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.	5
----------------------	---	---

10f Initiation with ants (pages 126–127)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 2, 8, 9
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 2
Watching TV and film	Can follow films employing a considerable degree of slang and idiomatic usage.	3
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	4, 5, 6, 7
Interviewing and being interviewed	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.	8

Unit 10 Review (page 128)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	1
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	3
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	4
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	5, 6
Conversation	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	5, 6

Unit 11 Reason and emotion

Unit 11 opener (page 129)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1

Overall listening comprehension	<p>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</p> <p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</p> <p>Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p>	1, 2
Understanding interaction between native speakers	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.	1, 2
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	3
Sustained monologue (describing experience)	<p>Can give clear, detailed descriptions of complex subjects.</p> <p>Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.</p>	4

11a Emotional intelligence (pages 130–131)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 4
Overall listening comprehension	<p>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</p> <p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</p> <p>Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p>	2, 3
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5, 6
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	6, 7
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	7, 8, 9
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	10
Overall spoken interaction	<p>Can express him/herself fluently and spontaneously, almost effortlessly.</p> <p>Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.</p>	11

11b Thinking fast and slow (pages 132–133)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	3, 4

Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	4
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	5, 10
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	6
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	7, 8, 9
Overall written production	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	9

11c Us. And them. (pages 134–135)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 6, 8
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	2, 3
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	3, 5
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	4, 7
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	7
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	7
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	8
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	9

11d A sensitive subject (page 136)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1

Overall listening comprehension	<p>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</p> <p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</p> <p>Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p>	2, 3, 4
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	4
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	5
Conversation	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	6

11e Don't get me wrong (page 137)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	<p>Can express him/herself fluently and spontaneously, almost effortlessly.</p> <p>Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.</p>	1
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	2
Reading correspondence	Can understand any correspondence given the occasional use of a dictionary.	3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	3
Correspondence	Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.	5
Orthographic control	<p>Layout, paragraphing and punctuation are consistent and helpful.</p> <p>Spelling is accurate, apart from occasional slips of the pen.</p>	5

11f Self-teaching robots (pages 138–139)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	<p>Can express him/herself fluently and spontaneously, almost effortlessly.</p> <p>Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.</p>	1, 2, 6
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 2, 7
Watching TV and film	Can follow films employing a considerable degree of slang and idiomatic usage.	3
Overall listening comprehension	<p>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</p> <p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</p> <p>Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p>	4, 5
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	6

Unit 11 Review (page 140)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	1
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2, 3
Sustained monologue (describing experience)	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	3
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	4
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	4
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	5
Conversation	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	6, 7
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	8

Unit 12 Landscapes

Unit 12 opener (page 141)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1, 4
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	1, 2, 3

12a Under the big sky (pages 142–143)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 2
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	2
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	3
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	4
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	4, 6
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	5, 6, 7, 8

Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	8
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	9

12b Nature close up (pages 144–145)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 3
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	2, 3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	4
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	6
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	7, 8, 10
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	9
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	11
Creative writing	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.	12

12c Room with a view (pages 146–147)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	4, 5
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2, 3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	6, 7
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	6

Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	7
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	8
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	9

12d A blot on the urban landscape (page 148)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	2, 3, 4, 6
Phonological control	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	5
Formal discussion	Can easily keep up with the debate, even on abstract, complex unfamiliar topics. Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.	6

12e A unique service (page 149)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	2
Reading correspondence	Can understand any correspondence given the occasional use of a dictionary.	3
Reading for information and argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	3
Identifying cues and inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	4
Correspondence	Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.	4, 5, 6
Orthographic control	Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.	5

12f Canada oil sands (pages 150–151)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	1

Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 8
Watching TV and film	Can follow films employing a considerable degree of slang and idiomatic usage.	2, 3
Overall listening comprehension	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	4, 5, 6
Interviewing and being interviewed	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.	7

Unit 12 Review (page 152)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
Overall reading comprehension	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2
Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	2
Sustained monologue (describing experience)	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	3
Vocabulary range	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	4
Vocabulary control	Occasional minor slips, but no significant vocabulary errors.	5
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	7, 8