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**New  
ENGLISH FILE**

**Upper-  
intermediate**



**and the**

**Common European Framework  
of Reference**

**OXFORD**

## What is this booklet for?

The aim of this booklet is to give a clear and simple introduction to the Common European Framework of Reference, and to show how it works with *New English File*. This document is not a summary of the Common European Framework of Reference (CEF), which is an extremely comprehensive and detailed document of over 250 pages. This introduction highlights points of particular interest, and if detailed information is required, teachers are advised to consult the original document.

The main body of this document maps each Student's Book unit of *New English File Upper-intermediate* and refers to the competences detailed in the CEF.

## Why do we need a Common European Framework?

The Council of Europe, an organization that includes nearly 50 European countries, began to develop the Common European Framework in 1991. One of the main purposes of the Council of Europe is to promote a shared European identity, while recognizing the importance of different cultures. The promotion of language teaching and learning plays a central role in this mission. People within Europe, and indeed throughout the world, need to be able to understand each other. The Council of Europe therefore wishes to encourage people to learn languages and develop their ability to communicate with people from other countries and cultures.

## What is the CEF? What are its aims?

The CEF is a carefully developed descriptive framework. It has often closely linked educational and social aims including:

- to encourage the development of language skills, so that people can work together more effectively.
- to encourage the development of inter-cultural awareness and 'plurilingualism'.
- to examine and define *what we can do* with a language.
- to help us compare the language levels of individuals in an accurate and impartial way, across different countries, educational systems, ages, and cultures.
- to encourage learner autonomy and lifelong learning.
- to promote a coherent approach to language teaching – not by imposing a system of its own, but by encouraging the sharing of ideas.

## What are the CEF levels?

There are six global levels in the CEF – what these levels reflect is shown in the table on the following pages. Behind these levels are a very large number of competences which make up a person's language ability – these are defined by 'descriptors'.

The CEF says that teachers shouldn't feel that they have to use these levels in their teaching situations. They are intended to be common reference points. It is also important to remember that these levels are *purely descriptive*, and that they don't necessarily correspond to a year of study, or to 100 hours of study, for example. Everyone has different aims and learns at different speeds, in different environments, and in different ways. The CEF is careful to point out that the levels are not 'linear' – that is, the time needed to move from A1 to A2 may not be the same as that needed to move from B1 to B2, or C1 to C2, and progress from level to level may slow down as a person moves up the levels. The CEF recommends 'extreme caution' in trying to calculate or predict how long it will take to move from one CEF level to the next.

## How do the CEF levels correspond to New English File?

*New English File Elementary* is A1 leading into A2. A2 corresponds to the Cambridge ESOL KET exam, which we'd anticipate most students being able to take successfully around one-third of the way through *New English File Pre-intermediate*. Stronger students could take KET at the end of *New English File Elementary*.

*New English File Pre-intermediate* briefly revises A2 before covering approximately half of the competences required for B1.

*New English File Intermediate*, covers the competences required for B1, and introduces some of the competences of B2. Students who have successfully completed *New English File Intermediate* are typically ready to sit the Cambridge PET examination.

*New English File Upper-intermediate* briefly revises B1 competences, then goes on to cover B2. Students who have successfully completed *New English File Upper-intermediate* are typically ready to sit the Cambridge FCE examination.

## What does the CEF say about teaching and learning?

### ■ Teaching

Here are some of the things that the CEF says about teaching and the teacher's role:

- The CEF doesn't promote a particular language teaching methodology. It suggests that the methods teachers use should be appropriate to the teaching context and the social context. It recognizes that effective teaching depends on lots of variables, and that there's a huge range of possible teaching methods and materials.
- It recognizes that teachers have to think on their feet and be flexible and responsive to their students' needs.
- It suggests that teachers need to understand why they're doing what they do, and help to define their learners'

objectives, and it acknowledges that experience is extremely valuable in helping them do this.

- It suggests that teachers should help students as much as they can to develop both their language knowledge and their ability to learn (in class and on their own).

These points offer a reassuring indication that the CEF doesn't set out to change teachers and the way they teach. It encourages a focus on communicative ability (the end result) rather than 'knowing language', but it isn't a new methodology or a new approach to teaching, and it doesn't introduce new syllabus elements. It doesn't tell you what to do – but that's a good thing. It allows for as many different teaching styles as there have always been, and it's not trying to make everyone teach the same things in the same way. We think there are two key points for teachers:

- The CEF focuses on the 'end result' of teaching – if you keep this end in mind too, and if you cover a comprehensive language syllabus and include active work on the four skills, then you don't need to make radical changes to your teaching practices.
- You need not only to teach but also to help your students develop as autonomous learners – partly to improve their current language learning skills, and partly to help them throughout their language learning lives.

### ■ Learning

A real strength of the CEF for students is that it focuses on the positive – on what they can do, not on what they can't do. All levels of performance from A1 upwards are valued, and students should feel positive about the growing list of things that they know they can do.

Here are some of the things the CEF says about learning and the learner's role:

- Language teaching needs to be 'learner-centred' because it is ultimately the learner who has to do the learning.
- Learners need to take more responsibility for planning and carrying out their own learning. They sometimes tend to be 'reactive' (they do what the teacher tells them to do) but they need to be autonomous, and to study effectively on their own ...
- ... so they need to 'learn to learn' and to be made aware of the ways they can do this.

These statements stress that language learning is ultimately in the hands of the learner, and that we need to help students not only by teaching them, but also by encouraging them to learn independently.

## Is *New English File* compatible with the CEF?

Yes, definitely. The CEF focuses on using language in real, communicative contexts, and so does *New English File*. The CEF encourages the development of the ability to 'do things' in a foreign language, not just to 'know about' that language, and this is an aim we all share – though students also need to 'know about' a language in order to

function successfully in that language. As the CEF says, '... a language learner has to acquire both form and meaning'. For example, an A1 descriptor might be 'can understand simple directions'. In order to do this, students need to know lexical items (left, right, straight on, first, second, third), grammatical elements such as imperatives (take the ..., turn ...), fixed phrases (you can't miss it), and probably be able to ask for repetition. *New English File* teaches the language and skills that students will need in order to develop their range of communicative competences.

Here are some examples of how *New English File* fits with the aims of the CEF:

- The **Grammar, Vocabulary, and Pronunciation** syllabus gives students the linguistic competences they need to be able to communicate successfully.
- Regular **receptive and productive work** on the four skills – every lesson has speaking activities, and every File has listening, reading, and writing – emphasises what student's do with English.
- Clear **lesson aims** are given for each lesson, so learners know what the lesson objectives are.
- The **Colloquial English** lessons help students to follow the main points of an extended interview as well as giving practice in deducing the meaning of unknown language from context.
- The 'What can you do?' pages at the end of every File ask students to see what they can achieve with language they have studied – a strong focus on the 'end result'.
- The **English File Pronunciation pictures** help students to work on pronunciation autonomously, and to use dictionaries more effectively.
- The **Workbook, MultiROM, and student's website** all give students extra practice and learning resources.
- **Workbook Study** ideas give tips for using dictionaries and remembering new words (and their pronunciation).
- The **Study Link** feature helps students see where they can find extra help and extra practice – one of the main obstacles to autonomous learning is that students don't know what to do to improve their English, and **Study Link** helps to make it clear. There are regular **Study Link** references to the Grammar Bank, the Vocabulary Bank, the MultiROM, and the student's website.
- The **Teacher's Book** gives you all the support you need, including extra photocopiable material and ideas so you can respond to your students' needs.

The CEF emphasizes that teachers and materials writers will continue to need to make their own decisions about the precise linguistic content of their courses – and that is what we have done in *New English File*. We hope that the decisions we have made in writing the course help you and your students as much as they can.

You can find information about the Council of Europe and its aims by visiting its website: [www.coe.int](http://www.coe.int). On this site there are hyperlinked pdfs of the CEF document in various European languages.

## Common European Framework of Reference Level Overview

<b>proficient</b>	<b>C2</b>	Mastery	This level isn't supposed to equal 'native speaker' mastery – though a student at this level would be a very successful learner who can use a language with real precision and fluency.
	<b>C1</b>	Effective Operational Proficiency	At this level students command a wide range of language.
<b>independent</b>	<b>B2</b>	Vantage	This level is where language use begins to become more 'abstract', for example giving and justifying opinions, summarizing a short story or plot, or giving detailed instructions.
	<b>B1</b>	Threshold	At this level students can maintain a conversation and express ideas. They can also begin to deal with problems and situations where they meet unpredictable language.
<b>basic</b>	<b>A2</b>	Waystage	This level has lots of descriptors for social functions, for example greeting people, asking about work and free time, and making invitations.
	<b>A1</b>	Breakthrough	This is the lowest level of 'generative language use' – students can interact in a simple way and ask and answer simple questions.
<p>The CEF recognizes a level of ability below <b>A1</b>, which includes descriptors like 'can say <i>yes, no, please, thank you</i>', 'can use some basic greetings', 'can fill in uncomplicated forms'.</p> <p>The CEF also recognizes that there can be levels between these six global levels, like <b>A2+</b>, <b>B1+</b> and <b>B2+</b>.</p>			<p>For a breakdown of the six global levels above, see chapter 3 of the CEF.</p> <p>For detailed scales for each area of competence, see chapter 4 of the CEF.</p>

## Level: B1

DESCRIPTOR	STUDENT'S BOOK PAGES
<b>Conversation</b> <b>B1</b> User can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	27
<b>Correspondence</b> <b>B1</b> User can write personal letters describing experiences, feelings and events in some detail.	17
<b>Creative writing</b> <b>B1</b> User can narrate a story.	29, 33
<b>Flexibility</b> <b>B1</b> User can adapt well rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	9
<b>Grammatical accuracy</b> <b>B1</b> User can use reasonably accurately utilise a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	4, 9, 11, 14, 21, 23, 25, 26, 28
<b>Identifying cues and inferring (Spoken and Written)</b> <b>B1</b> User can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	6–8, 12, 16, 22, 30–32
<b>Informal discussion (with friends)</b> <b>B1</b> User can give or seek personal views and opinions in discussing topics of interest.	7, 16, 20–22, 24, 27
<b>Informal discussion (with friends)</b> <b>B1</b> User can make and respond to suggestions.	13
<b>Information exchange</b> <b>B1</b> User can ask and answer questions about habits and routines.	11
<b>Information exchange</b> <b>B1</b> User can deal with everyday practical demands; finding out and passing on straightforward factual information.	12
<b>Information exchange</b> <b>B1</b> User can summarize and give his / her opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail.	10, 31
<b>Orthographic control</b> <b>B1</b> User's spelling, punctuation and layout are accurate enough to be followed most of the time.	17, 33
<b>Overall listening comprehension</b> <b>B1</b> User can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	7, 10, 13, 16, 20, 27, 32
<b>Overall listening comprehension</b> <b>B1</b> User can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	30, 31
<b>Overall listening comprehension</b> <b>B1</b> User can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	23
<b>Overall reading comprehension</b> <b>B1</b> User can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	8, 10, 13, 24, 26, 30, 31, 33

<p><b>Overall spoken interaction</b></p> <p><b>B1</b> User can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</p>	5, 7, 13–16, 23, 30, 32
<p><b>Overall spoken production</b></p> <p><b>B1</b> User can reasonably fluently sustain a straightforward description of one of a variety of subjects within his / her field of interest, presenting it as a linear sequence of points.</p>	23
<p><b>Overall written production</b></p> <p><b>B1</b> User can write straightforward connected texts on a range of familiar subjects within his / her field of interest, by linking a series of shorter discreet elements into a linear sequence.</p>	23
<p><b>Phonological control</b></p> <p><b>B1</b> User's pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.</p>	5, 9, 11, 12, 23, 26, 29
<p><b>Planning</b></p> <p><b>B1</b> User can work out how to communicate the main point(s) he / she wants to get across, exploiting any resources available and limiting the message to what he / she can recall or find the means to express.</p>	17, 29
<p><b>Reading correspondence</b></p> <p><b>B1</b> User can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.</p>	17
<p><b>Reading for information and argument</b></p> <p><b>B1</b> User can recognise significant points in straightforward newspaper articles on familiar subjects.</p>	4–7, 15, 27
<p><b>Reading for information and argument</b></p> <p><b>B1</b> User can identify the main conclusions in clearly signalled argumentative texts.</p>	22
<p><b>Sociolinguistic appropriateness</b></p> <p><b>B1</b> User is aware of the salient politeness conventions and acts appropriately.</p>	5
<p><b>Sustained monologue: Describing experience</b></p> <p><b>B1</b> User can describe events, real or imagined.</p>	13, 28
<p><b>Sustained monologue: Describing experience</b></p> <p><b>B1</b> User can narrate a story.</p>	27, 29
<p><b>Sustained monologue: Putting a case</b></p> <p><b>B1</b> User can briefly give reasons and explanations for opinions, plans, and actions.</p>	5
<p><b>Understanding conversations between native speakers</b></p> <p><b>B1</b> User can generally follow the main points of extended discussion, provided speech is clearly articulated in standard dialect.</p>	16, 32
<p><b>Vocabulary control</b></p> <p><b>B1</b> User shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</p>	29
<p><b>Vocabulary range</b></p> <p><b>B1</b> User has sufficient vocabulary to express himself / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.</p>	9, 15, 22, 25

## Level: B2

DESCRIPTOR	STUDENT'S BOOK PAGES
<p><b>Coherence and cohesion</b></p> <p><b>B2</b> User can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.</p>	45, 49
<p><b>Conversation</b></p> <p><b>B2</b> User can follow clearly articulated speech directed at him / her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</p>	56
<p><b>Conversation</b></p> <p><b>B2</b> User can convey degrees of emotion and highlight the personal significance of events and experiences.</p>	58, 103
<p><b>Correspondence</b></p> <p><b>B2</b> User can write letters conveying degrees of emotion and highlighting the significance of events and experiences.</p>	81
<p><b>Creative writing</b></p> <p><b>B2</b> User can write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear, connected text, and following established conventions of the genre concerned.</p>	41
<p><b>General linguistic range</b></p> <p><b>B2</b> User has sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics.</p>	48, 64, 80, 96, 112
<p><b>Grammatical accuracy</b></p> <p><b>B2</b> User shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.</p>	38, 42, 43, 45, 46, 54, 56, 59, 60, 72, 76, 77, 79, 85, 89–91, 93, 95, 100, 102, 104, 107, 108, 113
<p><b>Identifying cues and inferring (Spoken and Written)</b></p> <p><b>B2</b> User can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.</p>	40, 48, 52, 53, 57, 62, 64, 89, 90, 94, 96, 97, 103, 110, 112
<p><b>Informal discussion (with friends)</b></p> <p><b>B2</b> User can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments.</p>	36, 39, 40, 42, 43, 45, 47, 52, 54, 55, 57, 59, 65, 71, 73, 76, 78, 79, 84–86, 90, 92, 94, 101, 103–105, 107, 108, 111
<p><b>Informal discussion (with friends)</b></p> <p><b>B2</b> User can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.</p>	39, 43, 52, 54, 55
<p><b>Informal discussion (with friends)</b></p> <p><b>B2</b> User can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem.</p>	70
<p><b>Interviewing or being interviewed</b></p> <p><b>B2</b> User can carry out a prepared interview, checking and confirming information, though he / she may occasionally have to ask for repetition if the other person's response is rapid or extended.</p>	72
<p><b>Listening as a member of a live audience</b></p> <p><b>B2</b> User can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.</p>	87
<p><b>Listening to audio media and recordings</b></p> <p><b>B2</b> User can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.</p>	36, 43, 47, 58, 68, 79, 92, 104, 111
<p><b>Listening to audio media and recordings</b></p> <p><b>B2</b> User can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear, standard speech.</p>	41, 55, 61, 75, 90, 103

<p><b>Listening to audio media and recordings</b></p> <p><b>B2</b> User can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc.</p>	55, 100, 103
<p><b>Note-taking (lectures, seminars, etc.)</b></p> <p><b>B2</b> User can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him / her as important, even though he / she tends to concentrate on the words themselves and therefore to miss some information.</p>	68
<p><b>Orthographic control</b></p> <p><b>B2</b> User can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions.</p>	49, 65, 81, 97, 113
<p><b>Orthographic control</b></p> <p><b>B2</b> User's spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.</p>	49, 65, 81, 97, 113
<p><b>Overall listening comprehension</b></p> <p><b>B2</b> User can follow extended speech and complex lines of argument provided the topic is reasonably familiar and the direction of the talk is sign-posted by explicit markers.</p>	41, 45, 64, 80, 86, 96, 112
<p><b>Overall listening comprehension</b></p> <p><b>B2</b> User can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect.</p>	48, 64, 80, 96, 112
<p><b>Overall oral production</b></p> <p><b>B2</b> User can give clear, detailed descriptions and presentations on a wide range of subjects related to his / her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.</p>	87
<p><b>Overall reading comprehension</b></p> <p><b>B2</b> User can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources effectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.</p>	36, 38, 40, 43, 47, 52–54, 60, 62, 63, 65, 71, 78, 79, 85, 88, 92–94, 97, 101–104, 106, 108–110, 113
<p><b>Overall spoken interaction</b></p> <p><b>B2</b> User can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.</p>	37, 45, 47, 72, 74, 78, 91, 95
<p><b>Overall spoken interaction</b></p> <p><b>B2</b> User can express thoughts on more abstract, cultural topics.</p>	48, 64, 80, 96, 112
<p><b>Overall written production</b></p> <p><b>B2</b> User can write clear, detailed texts on a variety of subjects related to his / her field of interest, synthesising and evaluating information and arguments from a number of sources.</p>	107
<p><b>Phonological control</b></p> <p><b>B2</b> User has acquired a clear, natural pronunciation and intonation.</p>	37, 41, 46, 54, 56, 62, 70, 72, 77, 85, 87, 89, 94, 95, 103, 105, 111
<p><b>Planning</b></p> <p><b>B2</b> User can plan what is to be said and the means to say it, considering the effect on the recipient/s.</p>	49, 65, 81, 87, 97, 113
<p><b>Processing text</b></p> <p><b>B2</b> User can summarize extracts from news items, interviews or documentaries containing opinions, arguments, and discussion.</p>	48, 64, 80, 96, 102, 104, 112
<p><b>Reading correspondence</b></p> <p><b>B2</b> User can read correspondence relating to his / her field of interest and readily grasp the essential meaning.</p>	81
<p><b>Reading for information and argument</b></p> <p><b>B2</b> User can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.</p>	49, 57

<p><b>Reading for orientation</b></p> <p><b>B2</b> User can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.</p>	39
<p><b>Reading for orientation</b></p> <p><b>B2</b> User can quickly identify the content and relevance of news items, articles or reports on a wide range of professional issues, deciding whether closer study is worthwhile.</p>	75
<p><b>Reports and essays</b></p> <p><b>B2</b> User can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.</p>	49, 113
<p><b>Reports and essays</b></p> <p><b>B2</b> User can write short, simple essays on topics of interest.</p>	65
<p><b>Reports and essays</b></p> <p><b>B2</b> User can summarize, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.</p>	97
<p><b>Sociolinguistic appropriateness</b></p> <p><b>B2</b> User can express him or herself appropriately in situations and avoid crass errors of formulation.</p>	81
<p><b>Transaction to obtain goods and services</b></p> <p><b>B2</b> User can explain a problem which has arisen and make it clear that the provider of the service / customer must make a concession.</p>	81
<p><b>Sustained monologue: Describing experience</b></p> <p><b>B2</b> User can give detailed accounts of experiences, describing feelings and emotions.</p>	40, 41, 44, 45, 53
<p><b>Sustained monologue: Describing experience</b></p> <p><b>B2</b> User can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</p>	60, 61, 63
<p><b>Sustained monologue: Describing experience</b></p> <p><b>B2</b> User can give detailed accounts of experiences, describing feelings and reactions.</p>	69, 86, 101
<p><b>Sustained monologue: Putting a case</b></p> <p><b>B2</b> User can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>	49, 73, 79
<p><b>Understanding conversations between native speakers</b></p> <p><b>B2</b> User can with some effort catch much of what is said in discussion by native speakers who do not modify their language.</p>	48, 64, 80, 96, 112
<p><b>Vocabulary control</b></p> <p><b>B2</b> User's lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.</p>	37, 40, 45, 53, 55, 58, 59, 60, 62, 74, 78, 87, 89, 95, 101, 103, 105, 107, 108, 110, 111
<p><b>Vocabulary range</b></p> <p><b>B2</b> User has a good range of vocabulary for matters connected to his/her field and most general topics.</p>	70

## 1A Q and A

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	4	1 Grammar a, e, f
		5	3 Speaking a
Identifying cues and inferring (Spoken and Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	6, 7	4 Reading & Vocabulary b, e, f
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	7	4 Reading & Vocabulary h
			5 Listening c
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	7	4 Reading & Vocabulary b, e, f
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	5	3 Speaking b
		7	6 Speaking a-c
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	5	2 Pronunciation b, c
Reading for information and argument	Can recognise significant points in straightforward newspaper articles on familiar subjects.	4, 5	1 Grammar c, d
		6, 7	4 Reading & Vocabulary a, c, d, g
Sociolinguistic appropriateness	Is aware of the salient politeness conventions and acts appropriately.	5	1 Grammar b
			2 Pronunciation a
			3 Speaking b

## 1B Do you believe it?

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Flexibility	Can adapt well rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	9	4 Speaking
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	9	Mini Grammar
		11	<i>the ... the + comparatives</i> 7 Grammar a-d
Identifying cues and inferring (Spoken and Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	8	1 Reading & Speaking
Information exchange	Can summarize and give his/her opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail.	10	6 Listening & Reading

Information exchange	Can ask and answer questions about habits and routines.	11	<b>Communication</b> <i>You're psychic, aren't you?</i>	e
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	10	<b>6 Listening &amp; Reading</b>	b, d, e
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	9	<b>5 Song <i>You gotta be</i></b>	
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	8 10	<b>1 Reading &amp; Speaking</b> <b>6 Listening &amp; Reading</b>	a–c a, c
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	9	<b>4 Speaking</b>	b
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	9 11	<b>3 Pronunciation</b> <b>3 Pronunciation</b>	a–c a–d
Sustained monologue: Putting a case	Can briefly give reasons and explanations for opinions, plans, and actions.	9	<b>1 Reading &amp; Speaking</b>	
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	9	<b>2 Vocabulary</b>	

## 1C You're the doctor!

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	14	<b>5 Grammar</b>	a–d
Identifying cues and inferring (Spoken and Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	12	<b>1 Speaking &amp; Vocabulary</b>	a
Informal discussion (with friends)	Can make and respond to suggestions.	13	<b>4 Speaking</b>	
Information exchange	Can deal with everyday practical demands; finding out and passing on straightforward factual information.	12	<b>2 Pronunciation</b>	e
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	13	<b>3 Reading &amp; Listening</b>	d
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	14	<b>5 Grammar</b>	b
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	13	<b>3 Reading &amp; Listening</b>	a
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	13 14 15	<b>4 Speaking</b> <b>5 Grammar</b> <b>6 Reading</b>	d a, b, g

Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	12 15	<b>2 Pronunciation</b> <b>6 Reading</b>	a–d f
Reading for information and argument	Can recognise significant points in straightforward newspaper articles on familiar subjects.	15	<b>6 Reading</b>	c, d
Sustained monologue: Describing experience	Can describe events, real or imagined.	13	<b>3 Reading &amp; Listening</b>	b, c
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	15	<b>6 Reading</b>	e

## 1 Colloquial English What does the future hold?

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	16	<b>The Interview</b> <b>In the street</b>	b–e b–d
Understanding conversations between native speakers	Can generally follow the main points of extended discussion, provided speech is clearly articulated in standard dialect.	16	<b>The Interview</b> <b>In the street</b>	b–e b–d
Identifying cues and inferring (Spoken and Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	16	<b>The Interview</b> <b>In the street</b>	a, d d
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	16	<b>The Interview</b>	e
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics.	16	<b>The Interview</b> <b>In the street</b>	e d

## 1 Writing An informal email / letter

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Correspondence	Can write personal letters describing experiences, feelings and events in some detail.	17	<b>An informal email / letter</b>	c
Orthographic control	Spelling, punctuation and layout are accurate enough to be followed most of the time.	17	<b>An informal email / letter</b>	a, c
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	17	<b>An informal email / letter</b>	c
Reading correspondence	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.	17	<b>Writing An informal email / letter</b>	a, b

## 2A National stereotypes: truth or myth?

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	21	2 Grammar e, f
		23	7 Grammar a, b
Identifying cues and inferring (Spoken and Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	22	3 Reading e
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	20, 21	2 Grammar a, d, g
		22	3 Reading a, b, f
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	20	1 Listening & Speaking b-d
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	23	8 Song <i>Englishman in New York</i>
Overall spoken production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	23	7 Grammar d
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	23	6 Speaking a
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discreet elements into a linear sequence.	23	7 Grammar c
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	23	5 Pronunciation
Reading for information and argument	Can identify the main conclusions in clearly signalled argumentative texts.	22	3 Reading c, d, f
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	22	4 Vocabulary a-c

## 2B Air travel: the inside story

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Conversation	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	27	6 Speaking
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	25	Mini Grammar
		26	<i>so / such...that</i> 3 Grammar b-e
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	24	1 Reading b, d
		27	5 Listening a, e
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	27	5 Listening b-d

Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	24 26	<b>1 Reading</b> <b>3 Grammar</b>	a–c a
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	26	<b>4 Pronunciation</b>	
Reading for information and argument	Can recognise significant points in straightforward newspaper articles on familiar subjects.	27	<b>6 Speaking</b>	a
Sustained monologue: Describing experience	Can narrate a story.	27	<b>6 Speaking</b>	a, b
Vocabulary range	Has sufficient vocabulary to express himself / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.	25	<b>2 Vocabulary</b>	a–c

## 2C Incredibly short stories

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Creative writing	Can narrate a story.	29	<b>4 Writing</b>	a–c
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	28	<b>1 Grammar</b>	c–f
Identifying cues and inferring (Spoken and Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	30, 31	<b>6 Reading &amp; Listening</b>	a–c
Information exchange	Can summarize and give his or her opinion about a short story, article, talk, discussion, interview or documentary, and answer further questions of detail.	31	<b>6 Reading &amp; Listening</b>	d
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	30, 31	<b>6 Reading &amp; Listening</b>	a–c
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	30, 31	<b>6 Reading &amp; Listening</b>	a
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	30	<b>5 Speaking</b>	
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	29	<b>3 Pronunciation</b>	a–c
Sustained monologue: Describing experience	Can describe events, real or imagined.	28	<b>1 Grammar</b>	b
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	29	<b>2 Vocabulary</b>	a–c

## 2 Colloquial English Flying High

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	32	<b>The Interview</b> <b>In the street</b> b–e b–d
Understanding conversations between native speakers	Can generally follow the main points of extended discussion, provided speech is clearly articulated in standard dialect.	32	<b>The Interview</b> <b>In the street</b> b–e b–d
Identifying cues and inferring (Spoken and Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	32	<b>The Interview</b> <b>In the street</b> a, d a–c
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics.	32	<b>The Interview</b> <b>In the street</b> e d

## 2 Writing A short story

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Creative writing	Can narrate a story.	33	<b>A short story</b> d
Orthographic control	Spelling, punctuation and layout are accurate enough to be followed most of the time.	33	<b>A short story</b> c, d
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	33	<b>A short story</b> a
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	33	<b>A short story</b> d

## 3A The one place a burglar won't look

### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	38	<b>4 Grammar</b> a, c, d
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments.	36 39	<b>1 Speaking &amp; Listening</b> <b>5 Reading</b> <b>6 Speaking</b> a, c, f a, d a, b
	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.	39	<b>6 Speaking</b> a, b
Listening to audio media and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	37	<b>1 Speaking &amp; Listening</b> d, e

Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources effectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	36 38	<b>1 Speaking &amp; Listening</b> <b>4 Grammar</b>	a, b a, b
Overall spoken interaction	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	37	<b>3 Pronunciation</b>	d
Phonological control	Has acquired a clear, natural pronunciation and intonation.	37	<b>2 Vocabulary</b> <b>3 Pronunciation</b>	b a–c
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	39	<b>5 Reading</b>	b, c
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	37	<b>2 Vocabulary</b>	a–c

### 3B Stormy weather

#### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Creative writing	Can write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear, connected text, and following established conventions of the genre concerned.	41	<b>5 Speaking &amp; Writing</b>	b
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	42	<b>7 Grammar</b>	a, b
		43	<b>7 Grammar</b>	d, e
Identifying cues and inferring (Spoken and Written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	40	<b>1 Reading</b>	c
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments.	41	<b>2 Vocabulary</b>	b
		42	<b>7 Grammar</b>	c
		43	<b>7 Grammar</b>	f
		43	<b>8 Listening &amp; Speaking</b>	d, e
	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.	43	<b>7 Grammar</b>	f
		43	<b>8 Listening &amp; Speaking</b>	e
Listening to audio media and recordings	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear, standard speech.	41	<b>6 Song <i>It's raining men</i></b>	
	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	43	<b>8 Listening &amp; Speaking</b>	a–c
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources effectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	40	<b>1 Reading</b>	a, b
		43	<b>8 Listening &amp; Speaking</b>	e

Overall listening comprehension	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar and the direction of the talk is sign-posted by explicit markers.	41	<b>4 Listening</b>	a, b
Phonological control	Has acquired a clear, natural pronunciation and intonation.	41	<b>3 Pronunciation</b>	a–c
Sustained monologue: Describing experience	Can give detailed accounts of experiences, describing feelings and emotions.	40	<b>1 Reading</b>	d
		41	<b>5 Speaking &amp; Writing</b>	a
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	40	<b>2 Vocabulary</b>	a

### 3C Taking a risk

#### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Coherence and cohesion	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.	45	<b>1 Reading</b>	d
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	45	<b>Mini Grammar</b> <i>likely and probably</i>	
		46	<b>4 Grammar</b>	a–e
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments.	45	<b>2 Listening</b>	a, d
		47	<b>6 Listening</b>	a, d
Listening to audio media and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	47	<b>6 Listening</b>	b, c
Overall listening comprehension	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar and the direction of the talk is sign-posted by explicit markers.	45	<b>2 Listening</b>	b, c
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources effectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	47	<b>6 Listening</b>	a
Overall spoken interaction	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	45	<b>3 Vocabulary</b>	b
		47	<b>7 Speaking</b>	
Phonological control	Has acquired a clear, natural pronunciation and intonation.	46	<b>5 Pronunciation</b>	a–c
Sustained monologue: Describing experience	Can give detailed accounts of experiences, describing feelings and emotions.	44, 45	<b>1 Reading</b>	a, e
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	45	<b>3 Vocabulary</b>	a

### 3 Colloquial English High risk?

#### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect.  Can follow extended speech and complex lines or argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	48	<b>The Interview</b> b–e
Understanding conversations between native speakers	Can with some effort catch much of what is said in discussion by native speakers who do not modify their language.	48	<b>The Interview</b> b–d <b>In the street</b> b–d
Identifying cues and inferring (Spoken and Written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	48	<b>The Interview</b> a, d <b>In the street</b> d
Overall spoken interaction	Can express thoughts on more abstract, cultural topics.	48	<b>The Interview</b> e <b>In the street</b> e
Processing text	Can summarize extracts from news items, interviews or documentaries containing opinions, arguments, and discussion.	48	<b>The Interview</b> c <b>In the street</b> c
General linguistic range	Has sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics.	48	<b>The Interview</b> a–e <b>In the street</b> a–e

### 3 Writing Expressing your opinion

#### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Coherence and cohesion	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.	49	<b>Expressing your opinion</b> b
Orthographic control	Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions.  Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	49	<b>Expressing your opinion</b> c
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	49	<b>Expressing your opinion</b> c
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	49	<b>Expressing your opinion</b> a
Reports and essays	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	49	<b>Expressing your opinion</b> c
Sustained monologue: Putting a case	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	49	<b>Expressing your opinion</b> a

## 4A Would you get out alive?

### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	54	3 Grammar a–d
Identifying cues and inferring (Spoken and Written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	52, 53	1 Speaking & Reading a–e
Informal discussion (with friends)	Can account for and sustain his / her opinions in discussion by providing relevant explanations, arguments, and comments.	52 54, 55	1 Speaking & Reading a, b, f 5 Reading & Listening a–c, e
	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.	52 54, 55	1 Speaking & Reading a, b, f 5 Reading & Listening b, c, e
Listening to audio media and recordings	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc.	55	5 Reading & Listening c
	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear, standard speech.	55	6 Song <i>Survivor</i>
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources effectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	52, 53 54	1 Speaking & Reading b–d 5 Reading & Listening b
Phonological control	Has acquired a clear, natural pronunciation and intonation.	54	4 Pronunciation a–d
Sustained monologue: Describing experience	Can give detailed accounts of experiences, describing feelings and emotions.	53	2 Vocabulary d
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	53	2 Vocabulary a–c
		55	5 Reading & Listening d

## 4B How I trained my husband

### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Conversation	Can follow clearly articulated speech directed at him / her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.	56	1 Grammar c
	Can convey degrees of emotion and highlight the personal significance of events and experiences.	58	5 Speaking a, b
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	56	1 Grammar a, b, d, e, f
		59	Mini Grammar a–c <i>would rather, had better</i>
Identifying cues and inferring (Spoken and Written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	57	3 Reading c

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments.	57	<b>3 Reading</b> a, d
		58	<b>4 Listening</b> a, c
		58	<b>5 Speaking</b> a, b
		59	<b>6 Vocabulary</b> c
Listening to audio media and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	58	<b>4 Listening</b> a, b
Phonological control	Has acquired a clear, natural pronunciation and intonation.	56	<b>2 Pronunciation</b> a–c
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	57	<b>3 Reading</b> b, d
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	58	<b>4 Listening</b> d, e
		59	<b>6 Vocabulary</b> a–c

## 4C Let your body do the talking

### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	60, 61	<b>1 Grammar</b> a, c, h
Identifying cues and inferring (Spoken and Written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	62, 63	<b>5 Reading</b> b, d
Listening to audio media and recordings	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear, standard speech.	61	<b>2 Listening</b> a–d
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources effectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	60	<b>1 Grammar</b> b, e
		62, 63	<b>5 Reading</b> c, e
Phonological control	Has acquired a clear, natural pronunciation and intonation.	62	<b>4 Pronunciation</b> a–e
Describing experience	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	60, 61	<b>1 Grammar</b> d, f, h
		63	<b>6 Speaking</b> a, b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	60	<b>1 Grammar</b> g
		62	<b>3 Vocabulary</b> a–c
		62	<b>5 Reading</b> b

## 4 Colloquial English Stage and screen

### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect.  Can follow extended speech and complex lines or argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	64	<b>The Interview</b> b–e
Understanding conversations between native speakers	Can with some effort catch much of what is said in discussion by native speakers who do not modify their language.	64	<b>The Interview</b> b–d <b>In the street</b> b–d
Identifying cues and inferring (Spoken and Written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	64	<b>The Interview</b> a, d <b>In the street</b> c
Overall spoken interaction	Can express thoughts on more abstract, cultural topics.	64	<b>The Interview</b> e <b>In the street</b> d
Processing text	Can summarize extracts from news items, interviews or documentaries containing opinions, arguments, and discussion.	64	<b>The Interview</b> c <b>In the street</b> c
General linguistic range	Has sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics.	64	<b>The Interview</b> a–d <b>In the street</b> a–d

## 4 Writing An article

### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments.	65	<b>An article</b> a
Orthographic control	Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions.  Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	65	<b>An article</b> c
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources effectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	65	<b>An article</b> a, b
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	65	<b>An article</b> c
Reports and essays	Can write short, simple essays on topics of interest.	65	<b>An article</b> c

## 5A The psychology of music

### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	69	2 Grammar a–c
Informal discussion (with friends)	Can express his / her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Can account for and sustain his / her opinions in discussion by providing relevant explanations, arguments, and comments.	70 71	5 Speaking 6 Reading a–c, f
Listening to audio media and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	68	1 Listening & Speaking a–c
Note-taking (lectures, seminars, etc.)	Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him / her as important, even though he / she tends to concentrate on the words themselves and therefore to miss some information.	68	1 Listening & Speaking b, c
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources effectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	71	6 Reading b–d
Overall spoken interaction	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments	70	3 Vocabulary c
Phonological control	Has acquired a clear, natural pronunciation and intonation.	70	4 Pronunciation a–f
Sustained monologue: Describing experience	Can give detailed accounts of experiences, describing feelings and reactions.	69	2 Grammar d
Vocabulary range	Has a good range of vocabulary for matters connected to his / her field and most general topics.	70	3 Vocabulary a–d

## 5B Counting sheep

### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	72	1 Grammar a–e
Informal discussion (with friends)	Can account for and sustain his / her opinions in discussion by providing relevant explanations, arguments, and comments.	73	3 Reading & Speaking f
Interviewing or being interviewed	Can carry out a prepared interview, checking and confirming information, though he / she may occasionally have to ask for repetition if the other person's response is rapid or extended.	72	1 Grammar a
Listening to audio media and recordings	Can understand the information content of the majority of recorded broadcast audio material on topics of personal interest delivered in clear standard speech.	75 75	6 Listening b–d 7 Song <i>I don't want to miss a thing</i>

Overall spoken interaction	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	72 74	<b>2 Pronunciation</b> <b>5 Speaking</b>	c
Phonological control	Has acquired a clear, natural pronunciation and intonation.	72	<b>2 Pronunciation</b>	a, b
Reading for orientation	Can quickly identify the content and relevance of news items, articles or reports on a wide range of professional issues, deciding whether closer study is worthwhile.	75	<b>6 Listening</b>	b
Sustained monologue: Putting a case	Can construct a chain of reasoned argument.	73	<b>3 Reading &amp; Speaking</b>	d
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	74	<b>4 Vocabulary</b>	a–c

## 5C Breaking news

### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	76, 77 79	<b>1 Grammar</b> <b>Mini Grammar as</b>	b, d, e
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments.	76 78, 79	<b>1 Grammar</b> <b>4 Reading &amp; Listening</b>	a, c a, f
Listening to audio media and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	79	<b>4 Reading &amp; Listening</b>	d, e
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources effectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	78, 79	<b>4 Reading &amp; Listening</b>	b, c
Phonological control	Has acquired a clear, natural pronunciation and intonation.	77	<b>2 Pronunciation</b>	a–d
Sustained monologue: Putting a case	Can explain a viewpoint on a topical issue giving advantages and disadvantages of various options.	79	<b>5 Speaking</b>	a–c
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	78	<b>3 Vocabulary</b>	a, b

## 5 Colloquial English Music festivals

### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect.  Can follow extended speech and complex lines or argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	80	<b>The Interview</b> b–e <b>In the street</b> b–d
Understanding conversations between native speakers	Can with some effort catch much of what is said in discussion by native speakers who do not modify their language.	80	<b>The Interview</b> b–d <b>In the street</b> b–d
Identifying cues and inferring (Spoken and Written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	80	<b>The Interview</b> a, d <b>In the street</b> c
Overall spoken interaction	Can express thoughts on more abstract, cultural topics.	80	<b>The Interview</b> e <b>In the street</b> d
Processing text	Can summarize extracts from news items, interviews or documentaries containing opinions, arguments, and discussion.	80	<b>The Interview</b> b, c <b>In the street</b> b
General linguistic range	Has sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics.	80	<b>The Interview</b> a–d <b>In the street</b> a–d

## 5 Writing A formal letter

### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Correspondence	Can write letters conveying degrees of emotion and highlighting the significance of events and experiences.	81	<b>A formal letter</b> c
Orthographic control	Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions.  Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	81	<b>A formal letter</b> c
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	81	<b>A formal letter</b> c
Reading correspondence	Can read correspondence relating to his or her field of interest and readily grasp the essential meaning.	81	<b>A formal letter</b> a
Sociolinguistic appropriateness	Can express him or herself appropriately in situations and avoid crass errors of formulation.	81	<b>A formal letter</b> a
Transaction to obtain goods and services	Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.	81	<b>A formal letter</b> c

## 6A Speaking to the world

### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	85	2 Grammar a–c
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments.	84	1 Reading a
		85	2 Grammar d
		86	5 Listening f
Listening as a member of a live audience	Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.	87	7 Speaking d
Overall listening comprehension	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	86	5 Listening d, e 4 Song <i>Space Oddity</i>
Overall oral production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	87	7 Speaking c, d
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources effectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	84	1 Reading a–e
Phonological control	Has acquired a clear, natural pronunciation and intonation.	85	3 Pronunciation a–c
		87	7 Speaking a, b
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	87	7 Speaking c
Sustained monologue: Describing experience	Can give detailed accounts of experiences, describing feelings and reactions.	86	5 Listening a
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	87	6 Vocabulary a–f

## 6B Bright lights, big city

### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	89	4 Grammar a, b
		90	5 Listening c
		91	Mini Grammar <i>have something done</i>
Identifying cues and inferring (Spoken and Written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	89	2 Vocabulary a
		90	5 Listening c
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments.	90	5 Listening d
Listening to audio media and recordings	Can understand the information content of the majority of recorded broadcast audio material on topics of personal interest delivered in clear standard speech.	90	5 Listening b, c

Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources effectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	88	<b>1 Reading &amp; Speaking</b>	b, c
Phonological control	Has acquired a clear, natural pronunciation and intonation.	89	<b>3 Pronunciation</b>	a, b
Sustained monologue: Describing experience	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.	89	<b>4 Grammar</b>	c
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	89	<b>2 Vocabulary</b> <b>3 Pronunciation</b>	a, b b
Overall spoken interaction	Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.  Can express thoughts on more abstract, cultural topics.	91	<b>6 Speaking &amp; Writing</b>	b

## 6C Eureka!

### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	93	<b>2 Grammar</b>
		95	<b>4 Vocabulary &amp; Pronunciation</b>
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments.	92	<b>1 Listening &amp; Speaking</b>
		94	<b>2 Grammar</b>
		94	<b>3 Reading</b>
Listening to audio media and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	92	<b>1 Listening &amp; Speaking</b>
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources effectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	92, 93	<b>1 Listening &amp; Speaking</b>
		93	<b>2 Grammar</b>
		94	<b>3 Reading</b>
Overall spoken interaction	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	95	<b>5 Speaking</b>
Phonological control	Has acquired a clear, natural pronunciation and intonation.	94	<b>3 Reading</b>
		95	<b>4 Vocabulary &amp; Pronunciation</b>
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	95	<b>4 Vocabulary &amp; Pronunciation</b>

## 6 Colloquial English Great cities

### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect.  Can follow extended speech and complex lines or argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	96	<b>The Interview</b> b–e <b>In the street</b> b–d
Understanding conversations between native speakers	Can with some effort catch much of what is said in discussion by native speakers who do not modify their language.	96	<b>The Interview</b> b–e <b>In the street</b> b–d
Identifying cues and inferring (Spoken and Written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	96	<b>The Interview</b> a, d <b>In the street</b> c
Overall spoken interaction	Can express thoughts on more abstract, cultural topics.	96	<b>The Interview</b> e <b>In the street</b> d
Processing text	Can summarize extracts from news items, interviews or documentaries containing opinions, arguments, and discussion.	96	<b>The Interview</b> b, c <b>In the street</b> b
General linguistic range	Has sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics.	96	<b>The Interview</b> a–e <b>In the street</b> a–d

## 6 Writing A report

### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Identifying cues and inferring (Spoken and Written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	97	<b>A report</b> b
Orthographic control	Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions.  Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	97	<b>A report</b> c
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources effectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	97	<b>A report</b> a
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	97	<b>A report</b> c
Reports and essays	Can summarize, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.	97	<b>A report</b> c

## 7A I wish you wouldn't...!

### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	103	7 <b>Listening &amp; Speaking</b> c, d
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	100	2 <b>Grammar</b> d, e
		102	5 <b>Grammar</b> a–c
Identifying cues and inferring (Spoken and Written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	103	8 <b>Vocabulary</b> a
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments.	100	1 <b>Speaking</b> a, b
		103	8 <b>Vocabulary</b> c
Listening to audio media and recordings	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.  Can understand the information content of the majority of recorded broadcast audio material on topics of personal interest delivered in clear standard speech.	100	2 <b>Grammar</b> a–c
		103	7 <b>Listening &amp; Speaking</b> a, b
		103	9 <b>Song</b> <i>If I could turn back time</i>
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources effectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	100	1 <b>Speaking</b> a
		102	4 <b>Reading</b> b, c
		103	7 <b>Listening &amp; Speaking</b> c
Phonological control	Has acquired a clear, natural pronunciation and intonation.	103	6 <b>Pronunciation</b> a–c
Processing text	Can summarize extracts from news items, interviews or documentaries containing opinions, arguments and discussion.	102	4 <b>Reading</b> d
Sustained monologue: describing experience	Can give detailed accounts of experiences, describing feelings and reactions.	101	3 <b>Vocabulary</b> c
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	101	3 <b>Vocabulary</b> a, b
		103	8 <b>Vocabulary</b> b

## 7B A test of honesty

### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	105	Mini <b>Grammar</b> <i>whatever, whenever, etc.</i>
		107	4 <b>Grammar</b> d–f
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments.	104	1 <b>Reading &amp; Listening</b> a, c
		105	1 <b>Reading &amp; Listening</b> f
		107	5 <b>Speaking</b> a
Listening to audio media and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	104	1 <b>Reading &amp; Listening</b> d, e

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources effectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	104	1 Reading & Listening b
		106	4 Grammar a, b
Overall written production	Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.	107	5 Speaking & Writing b
Phonological control	Has acquired a clear, natural pronunciation and intonation.	105	3 Pronunciation a–c
Processing text	Can summarize extracts from news items, interviews or documentaries containing opinions, arguments and discussion.	104	1 Reading & Listening b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	105	2 Vocabulary a–c
		106	4 Grammar c

## 7C Tingo

### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	108	1 Grammar b–h
Identifying cues and inferring (Spoken and Written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	110	3 Reading & Listening c
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments.	108	2 Speaking
		111	4 Vocabulary & Pronunciation d
Listening to audio media and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	111	3 Reading & Listening e, f
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources effectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	108	1 Grammar e
		110	3 Reading & Listening a
Phonological control	Has acquired a clear, natural pronunciation and intonation.	111	4 Vocabulary & Pronunciation b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	108	1 Grammar a, i
		108	2 Speaking
		110	3 Reading & Listening a, b
		111	4 Vocabulary & Pronunciation a, c

## 7 Colloquial English Words

### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect.  Can follow extended speech and complex lines or argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	112	<b>The Interview</b> b–e <b>In the street</b> b–d
Understanding conversations between native speakers	Can with some effort catch much of what is said in discussion by native speakers who do not modify their language.	112	<b>The Interview</b> b–e <b>In the street</b> b–d
Identifying cues and inferring (Spoken and Written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	112	<b>The Interview</b> a, d <b>In the street</b> c
Overall spoken interaction	Can express thoughts on more abstract, cultural topics.	112	<b>The Interview</b> e <b>In the street</b> d
Processing text	Can summarize extracts from news items, interviews or documentaries containing opinions, arguments, and discussion.	112	<b>The Interview</b> b, c <b>In the street</b> b
General linguistic range	Has sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics.	112	<b>The Interview</b> a–e <b>In the street</b> a–d

## 7 Writing For and against

### Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	113	<b>For and against</b> a, b
Orthographic control	Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions.  Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	113	<b>For and against</b> c
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources effectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	113	<b>For and against</b> a
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	113	<b>For and against</b> c
Reports and essays	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	113	<b>For and against</b> c