

1A Eating in...and out

Simple present and continuous • action and non-action verbs • food and cooking • vowel sounds

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
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.	7	3 Listening & Speaking b, c
Understanding conversation between other speakers	Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent. Can generally follow the main points of extended discussion around him / her, provided speech is clearly articulated in standard dialect.	8 8	5 Listening b–d 6 Grammar b
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.	7	3 Listening & Speaking b, c
	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. Can understand the main points and important details in stories and other narratives (e.g., a description of a holiday), provided the speaker speaks slowly and clearly.	8 8	5 Listening b–d 6 Grammar b
Overall reading comprehension	Can read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension.	6 7 8	3 Listening & Speaking a 4 Reading b–d 5 Listening a
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. Can scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use.	7	4 Reading c, d
Overall spoken interaction	Can exploit a wide range of simple language to deal with most situations likely to arise while traveling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel, and current events).	7 7	3 Listening & Speaking d 4 Reading a
Conversation	Can enter unprepared into conversations on familiar topics. 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. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	6 7 8 9	1 Vocabulary a 4 Reading e 5 Listening e 6 Grammar d
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g., an outing). Can express belief, opinion, agreement and disagreement politely.	8 9	5 Listening a 7 Speaking a, b
Sustained monologue: describing experience	Can give straightforward descriptions on a variety of familiar subjects within his / her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describe feelings and	7 8	4 Reading e 5 Listening e

	<p>reactions.</p> <p>Can relate details of unpredictable occurrences, e.g., an accident.</p> <p>Can relate the plot of a book or movie and describe his/her reactions.</p> <p>Can describe dreams, hopes, and ambitions.</p> <p>Can describe events, real or imagined.</p> <p>Can narrate a story.</p>		
General linguistic range	Has enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	6 7 8 9 9	1 Vocabulary a 4 Reading a, b, e 5 Listening a, e 6 Grammar d 7 Speaking a, b
Vocabulary range	<p>Has a good range of vocabulary related to familiar topics and everyday situations.</p> <p>Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.</p>	6 7 8 9 152	1 Vocabulary a 4 Reading a, e 5 Listening a 6 Grammar d Vocabulary Bank: Food and cooking 1, 2
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently-used "routines" and patterns associated with more predictable situations.	8–9 133	6 Grammar a, b, d 1A Grammar bank a, b
Vocabulary control	<p>Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</p> <p>Uses a wide range of simple vocabulary appropriately when talking about familiar topics.</p>	6 7	1 Vocabulary a 4 Reading d
Phonological control	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.	6 9	2 Pronunciation a–d 7 Speaking a, b
Spoken fluency	Can express him / herself with relative ease. Despite some problems with formulation resulting in pauses and "cul-de-sacs", he / she is able to keep going effectively without help.	9	7 Speaking b
Mediation Collaborating to construct meaning	Can ask a group member to give the reason(s) for their views.	9	7 Speaking b

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Taking the floor (turn taking)	<p>Can intervene appropriately in discussion, exploiting appropriate language to do so.</p> <p>Can initiate, maintain and end discourse appropriately with effective turn-taking.</p> <p>Can initiate discourse, take his turn when appropriate and end conversation when he / she needs to, though he / she may not always do this elegantly.</p> <p>Can use stock phrases (e.g., "That's a difficult question to answer") to gain time and keep the turn while formulating what to say.</p>	9	7 Speaking b

1B Modern families

Future forms: present continuous • *going to* • *will / won't* • family • adjectives of personality • sentence stress • word stress

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.	10 153	1 Vocabulary & Speaking c Vocabulary bank: Personality 1 b, 2 b
Understanding conversation between other speakers	Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent. Can generally follow the main points of extended discussion around him / her, provided speech is clearly articulated in standard dialect.	11	2 Grammar a, b
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.	10 13	1 Vocabulary & Speaking c 7 Listening & Speaking b, c
Overall reading comprehension	Can read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension.	10 12–13	1 Vocabulary & Speaking b 6 Reading c, d
Reading correspondence	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend. Can understand straightforward personal letters, emails, or postings giving a relatively detailed account of events and experiences. Can understand standard formal correspondence and online postings in his/her area of professional interest.	13 115	8 Writing a Writing 1: A description of a person a, c
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures, and short official documents. Can pick out important information about preparation and usage on the labels on foodstuffs and medicine. Can assess whether an article, report, or review is on the required topic. Can understand the important information in simple, clearly drafted advertisements in newspapers or magazines, provided that there are not too many abbreviations.	13 115	8 Writing a Writing 1: A description of a person a, c
Conversation	Can enter unprepared into conversations on familiar topics. 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. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	12–13 13	6 Reading a, e 7 Listening & Speaking d
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g., an outing). Can express belief, opinion, agreement and disagreement politely.	13 13	6 Reading e 7 Listening & Speaking e
Interviewing and being interviewed	Can take some initiatives in an interview / consultation (e.g., to bring up a new subject) but is very dependent on interviewer in the interaction. Can describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is	11	3 Pronunciation & Speaking e

	given clearly in everyday language. Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.		
Overall written interaction	Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he / she feels to be important.	115	Writing 1: A description of a person e
Correspondence	Can write personal letters describing experiences, feelings, and events in some detail.	115	Writing 1: A description of a person e
Sustained monologue: describing experience	Can give straightforward descriptions on a variety of familiar subjects within his / her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describe feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident. Can relate the plot of a book or movie and describe his / her reactions. Can describe dreams, hopes, and ambitions. Can describe events, real or imagined. Can narrate a story.	11 12–13	2 Grammar 6 Reading a a, e
Sustained monologue: putting a case (e.g., in a debate)	Can express opinions on subjects relating to everyday life, using simple expressions. Can briefly give reasons and explanations for opinions, plans and actions. Can say whether or not he / she approves of what someone has done and give reasons to justify this opinion.	13	6 Reading e
Taking the floor (turn taking)	Can initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest.	13	6 Reading e
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.	115	Writing 1: A description of a person e
Processing text	Can summarise in writing (in Language B) the main points made in straightforward informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech. Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.	12 115	6 Reading Writing 1: A description of a person c, d b
General linguistic range	Has enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	10 11 12 12–13 13	1 Vocabulary & Speaking 3 Pronunciation & Speaking 4 Vocabulary 6 Reading 7 Listening & Speaking a, b, d e a a, e a, d
Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies, and interests, work, travel, and current events.	10 11 12 12 13 153	1 Vocabulary & Speaking 3 Pronunciation & Speaking 6 Reading 4 Vocabulary 7 Listening & Speaking Vocabulary bank: Personality a, b, d e a, e a d 1, 2
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he / she is trying to express.	133	1B Grammar bank a, b
	Uses reasonably accurately a repertoire of frequently-used “routines” and patterns associated with more predictable situations.	11 133	2 Grammar 1B Grammar bank c a, 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.	12 12–13 13	4 Vocabulary 6 Reading 8 Writing a a, e a
	Uses a wide range of simple vocabulary appropriately when talking about familiar topics.	115 153	Writing 1: A description of a person Vocabulary bank: Personality e 1, 2

Phonological control	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he / she speaks.	11 13	3 Pronunciation & Speaking 5 Pronunciation	d a, b
Orthographic control	Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation, and layout are accurate enough to be followed most of the time.	13 115	8 Writing Writing 1: A description of a person	a e
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Is aware of the salient politeness conventions and acts appropriately. Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.	115	Writing 1: A description of a person	e
Flexibility	Can adapt his / her expression to deal with less routine, even difficult, situations.	115	Writing 1: A description of a person	e
	Can exploit a wide range of simple language flexibly to express much of what he / she wants.	10 11 12–13 13	1 Vocabulary & Speaking 3 Pronunciation & Speaking 6 Reading 7 Listening & Speaking	d e a, e d
Thematic development	Shows awareness of the conventional structure of the text type concerned, when communicating his / her ideas. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	13	6 Reading	e
Coherence and cohesion	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. Can form longer sentences and link them together using a limited number of cohesive devices, e.g., in a story. Can make simple, logical paragraph breaks in a longer text.	10 11 115	1 Vocabulary & Speaking 3 Pronunciation & Speaking Writing 1: A description of a person	a, d e e
Propositional precision	Can explain the main points in an idea or problem with reasonable precision.	10	1 Vocabulary & Speaking	a
	Can convey simple, straightforward information of immediate relevance, getting across which point he / she feels is most important. Can express the main point he / she wants to make comprehensibly.	12 13 115	6 Reading 8 Writing Writing 1: A description of a person	e a e
Spoken fluency	Can express him / herself with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, he / she is able to keep going effectively without help.	10 13	1 Vocabulary & Speaking 7 Listening & Speaking	c, d d
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	11 13	3 Pronunciation & Speaking 6 Reading	e e
Mediation Relaying specific information in speech	Can relay specific information given in straightforward informational texts (such as leaflets, brochure entries, notices, and letters or emails).	13	7 Listening & Speaking	d

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Monitoring and repair	Can correct slips and errors if he / she becomes conscious of them or if they have led to misunderstandings. Can make a note of “favorite mistakes” and consciously monitor speech for it / them.	115	Writing 1: A description of a person b, f

Practical English Episode 1 – Meeting the parents

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
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.	14 14–15 15	1 Introduction b 2 Reacting to what people say a–d, b 3 Harry finds out more about Rob a–e
Understanding conversation between other speakers	Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent. Can generally follow the main points of extended discussion around him / her, provided speech is clearly articulated in standard dialect.	14 14–15 15	1 Introduction b 2 Reacting to what people say a–d 3 Harry finds out more about Rob a–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.	14 14–15 15	1 Introduction b 2 Reacting to what people say a–d 3 Harry finds out more about Rob a–e
Watching TV, movie and video	Can understand a large part of many TV programs on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear	14 14–15 15	1 Introduction b 2 Reacting to what people say a–d 3 Harry finds out more about Rob a–e
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.	14	1 Introduction a
Sustained monologue: describing experience	Can give straightforward descriptions on a variety of familiar subjects within his / her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describe feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident. Can relate the plot of a book or movie and describe his / her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.	14	1 Introduction a
General linguistic range	Has enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	14 14 15	1 Introduction a 2 Reacting to what people say b 3 Harry finds out more about Rob b, c
Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.	14 14	1 Introduction a 2 Reacting to what people say b
Phonological control	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he / she speaks.	15 15	2 Reacting to what people say d, e 3 Harry finds out more about Rob d
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Is aware of the salient politeness conventions and acts appropriately. Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.	15	3 Harry finds out more about Rob b, e
Flexibility	Can exploit a wide range of simple language flexibly to express much of what he / she wants.	14	1 Introduction a

Coherence and cohesion	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. Can form longer sentences and link them together using a limited number of cohesive devices, e.g., in a story. Can make simple, logical paragraph breaks in a longer text.	14	1 Introduction a
Spoken fluency	Can express him / herself with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, he / she is able to keep going effectively without help.	14 106, 111	1 Introduction a Communication PE1 a, b, c

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Taking the floor (turn taking)	Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turn-taking. Can initiate discourse, take his turn when appropriate and end conversation when he / she needs to, though he / she may not always do this elegantly. Can use stock phrases (e.g., “That’s a difficult question to answer”) to gain time and keep the turn while formulating what to say.	15 15 106, 111	2 Reacting to what people say e 3 Harry finds out more about Rob d, e Communication PE1 a, b, c

2A Spending money

Present perfect and simple past • money • o and or

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.	19	6 Listening d, e
	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives.		
Understanding conversation between other speakers	Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent. Can generally follow the main points of extended discussion around him / her, provided speech is clearly articulated in standard dialect.	18	4 Grammar b
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.	16	6 Listening d, e
Overall reading comprehension	Can read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension.	17	3 Reading b, 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. Can scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use.	19	6 Listening a, b
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his / her interests and professional field. 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 such as movies, books, music, etc.	17	3 Reading d, f
Conversation	Can enter unprepared into conversations on familiar topics. 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. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	19	6 Listening f
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g., an outing). Can express belief, opinion, agreement and disagreement politely.	17	3 Reading d, f
Interviewing and being interviewed	Can take some initiatives in an interview / consultation (e.g., to bring up a new subject) but is very dependent on interviewer in the interaction. Can describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language. Can use a prepared questionnaire to carry out a structured interview,	18	5 Speaking b

	with some spontaneous follow up questions.		
Asking for clarification	Can ask someone to clarify or elaborate what he / she has just said.	18 19	5 Speaking b 6 Listening f
General linguistic range	Has enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	16 17 18 19	1 Vocabulary a 3 Reading d, f 5 Speaking b 6 Listening f
Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.	16 154	1 Vocabulary a Vocabulary bank: Money 1–4
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he / she is trying to express.	18 134	4 Grammar b, c 2A Grammar bank a, b
	Uses reasonably accurately a repertoire of frequently-used “routines” and patterns associated with more predictable situations.	18 134	4 Grammar b, c 2A Grammar bank a, 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. Uses a wide range of simple vocabulary appropriately when talking about familiar topics.	154	Vocabulary bank: Money 1–4
Phonological control	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.	17	2 Pronunciation & Speaking a–f
Flexibility	Can exploit a wide range of simple language flexibly to express much of what he / she wants.	17 19	3 Reading d, f 6 Listening f
Spoken fluency	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	19 106, 111	6 Listening f Communication 2A a, b
Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, shared tasks and work towards a common goal by asking and answering straightforward questions.	18 106, 111	5 Speaking b Communication 2A a, b

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Interviewing and being interviewed	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	18	5 Speaking b
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	18 134	4 Grammar b–d 2A Grammar bank a, b
	Has a good command of simple language structures and some complex grammatical forms, although he / she tends to use complex structures rigidly with some inaccuracy.		

2B Changing lives

Present perfect + *for / since*, present perfect continuous • strong adjectives: *exhausted, amazed*, etc. • sentence stress

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
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.	21 23	3 Pronunciation a–d 8 Video Listening a, b
Understanding conversation between other speakers	Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent. Can generally follow the main points of extended discussion around him / her, provided speech is clearly articulated in standard dialect.	23	7 Vocabulary & Speaking c
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.	20 23	1 Listening a–c 8 Video Listening a, b
Overall reading comprehension	Can read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension.	22–23 116	6 Reading b–d Writing 2: An informal email a, b
Reading correspondence	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend. Can understand straightforward personal letters, emails, or postings giving a relatively detailed account of events and experiences. Can understand standard formal correspondence and online postings in his / her area of professional interest.	116	Writing 2: An informal email a, b
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. Can scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use.	22	6 Reading b
Conversation	Can enter unprepared into conversations on familiar topics. 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. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	23	6 Reading e
Interviewing and being interviewed	Can take some initiatives in an interview / consultation (e.g., to bring up a new subject) but is very dependent on interviewer in the interaction. Can describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language. Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	21 106, 111	4 Speaking b Communication 2B a, b, c
Correspondence	Can write personal letters describing experiences, feelings, and events in some detail.	116	Writing 2: An informal email c
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.	20	1 Listening a, f
Sustained monologue: describing experience	Can give straightforward descriptions on a variety of familiar subjects within his / her field of interest. Can reasonably fluently relate a straightforward narrative or	20 22 23	1 Listening d 6 Reading e 7 Vocabulary & Speaking e

	<p>description as a linear sequence of points. Can give detailed accounts of experiences, describe feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident. Can relate the plot of a book or movie and describe his / her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.</p>		
Cooperating	<p>Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. Can summarize the point reached in a discussion and so help focus the talk.</p>	21 23	4 Speaking b 7 Vocabulary & Speaking e
Asking for clarification	<p>Can ask someone to clarify or elaborate what he / she has just said.</p>	21 23	4 Speaking b 7 Vocabulary & Speaking e
Planning	<p>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>	116	Writing 2: An informal email c
Monitoring and repair	<p>Can correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem.</p>	116	Writing 2: An informal email d
General linguistic range	<p>Has enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.</p>	20 21 22 23	1 Listening d 4 Speaking b 6 Reading e 7 Vocabulary & Speaking e
Vocabulary range	<p>Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.</p>	21 22 23	4 Speaking a 6 Reading a 7 Vocabulary & Speaking a, e
Grammatical accuracy	<p>Uses reasonably accurately a repertoire of frequently-used "routines" and patterns associated with more predictable situations.</p>	21 21 135	2 Grammar a, b 3 Pronunciation d 2B Grammar bank a, b
Vocabulary control	<p>Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. Uses a wide range of simple vocabulary appropriately when talking about familiar topics.</p>	22 23	6 Reading d 7 Vocabulary & Speaking b
Phonological control	<p>Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.</p>	21 23	3 Pronunciation a, c 7 Vocabulary & Speaking c
Orthographic control	<p>Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation, and layout are accurate enough to be followed most of the time.</p>	116	Writing 2: An informal email c
Sociolinguistic appropriateness	<p>Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Is aware of the salient politeness conventions and acts appropriately. Is aware of, and looks out for signs of, the most significant differences between customs, usages, attitudes, values, and beliefs prevalent in the community concerned and those of his / her own.</p>	116	Writing 2: An informal email c
Flexibility	<p>Can exploit a wide range of simple language flexibly to express much of what he / she wants.</p>	21 22 23	3 Pronunciation d 6 Reading e 7 Vocabulary & Speaking e
Thematic development	<p>Shows awareness of the conventional structure of the text type concerned, when communicating his / her ideas. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</p>	22	6 Reading g

Spoken fluency	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	20 22	1 Listening 6 Reading	a a, g
Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, shared tasks and work towards a common goal by asking and answering straightforward questions.	21	4 Speaking	d

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
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.	20 23	1 Listening a–c 8 Video Listening a, b
Planning	Can, in preparing for a potentially complicated or awkward situation, plan what to say in the event of different reactions, reflecting on what expression would be appropriate. Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	116	Writing 2: An informal email c
Monitoring and repair	Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. Can make a note of “favorite mistakes” and consciously monitor speech for it/them.	116	Writing 2: An informal email d
Grammatical accuracy	Good grammatical control. Occasional “slips” or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	135	2B Grammar bank a, b
	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy.	21 135	2 Grammar b 2B Grammar bank a, b
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	22	6 Reading a

3A Survive the drive

choosing between comparatives and superlatives • transportation • /ʃ/, /dʒ/, and /tʃ/, linking

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.	27	3 Reading & Listening f–g
	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives.	26	2 Pronunciation f
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.	27 28	3 Reading & Listening f–g 5 Listening & Pronunciation b–d
	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. Can understand the main points and important details in stories and other narratives (e.g., a description of a holiday), provided the speaker speaks slowly and clearly.		
Overall reading comprehension	Can read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension.	26–27 28 117	3 Reading & Listening c–d 5 Listening & Pronunciation a Writing 3: An article for a website b, 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. Can scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use.	26 117	3 Reading & Listening a, c Writing 3: An article for a website b, c
Overall spoken interaction	Can exploit a wide range of simple language to deal with most situations likely to arise while traveling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).	27 29 106, 111	3 Reading & Listening h 6 Speaking b Communication 3A a, b
Conversation	Can enter unprepared into conversations on familiar topics. 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. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	27 106, 111	3 Reading & Listening h Communication 3A a, b
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g., an outing). Can express belief, opinion, agreement and disagreement politely.	28	5 Listening & Pronunciation a, e
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.	28	5 Listening & Pronunciation a, e

Sustained monologue: putting a case (e.g., in a debate)	Can express opinions on subjects relating to everyday life, using simple expressions. Can briefly give reasons and explanations for opinions, plans and actions. Can say whether or not he/she approves of what someone has done and give reasons to justify this opinion.	29	6 Speaking b
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 discrete elements into a linear sequence.	117	Writing 3: An article for a website d
Written reports and essays	Can write short, simple essays on topics of interest. Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion. Can summarize, report and give his / her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence.	117	Writing 3: An article for a website d
Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. Can summarize the point reached in a discussion and so help focus the talk.	29	6 Speaking b
Asking for clarification	Can ask someone to clarify or elaborate what he / she has just said.	27	3 Reading & Listening h
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.	117	Writing 3: An article for a website d
General linguistic range	Has enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	27 28 29 117	3 Reading & Listening h 5 Listening & Pronunciation a, e 6 Speaking b Writing 3: An article for a website d
Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.	26 117 155	1 Vocabulary & Speaking a Writing 3: An article for a website d Vocabulary bank: Transport 1–4
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. Uses a wide range of simple vocabulary appropriately when talking about familiar topics.	117 155	Writing 3: An article for a website d Vocabulary bank: Transport 1–4
Phonological control	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he / she speaks.	26 28	2 Pronunciation a–f 5 Listening & Pronunciation b
Orthographic control	Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation, and layout are accurate enough to be followed most of the time.	117	Writing 3: An article for a website d
Flexibility	Can exploit a wide range of simple language flexibly to express much of what he / she wants.	27 28 117	3 Reading & Listening h 5 Listening & Pronunciation a, e Writing 3: An article for a website d
Thematic development	Shows awareness of the conventional structure of the text type concerned, when communicating his/her ideas. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	27	3 Reading & Listening h
Coherence and cohesion	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. Can form longer sentences and link them together using a limited number of cohesive devices, e.g., in a story. Can make simple, logical paragraph breaks in a longer text.	28	5 Listening & Pronunciation a, e
Spoken fluency	Can express him / herself with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, he / she is able to keep going effectively without help.	27 28	3 Reading & Listening h 5 Listening & Pronunciation a, e

Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	106, 111	Communication 3A a, b
---	--	-------------	------------------------------

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, including technical discussions in his/her field of specialization. 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.	29	5 Listening & Pronunciation c, d
Listening to announcements and instructions	Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed. Can understand detailed instructions well enough to be able to follow them successfully.	27	3 Reading & Listening f, g
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.	27	3 Reading & Listening f, g
Overall spoken interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	29	6 Speaking b
Informal discussion (with friends)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can with some effort catch much of what is said around him / her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. Can account for and sustain his / her opinions in discussion by providing relevant explanations, arguments and comments.	29	6 Speaking b
Sustained monologue: putting a case (e.g., in a debate)	Can develop a clear argument, expanding and supporting his / her points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument: Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	27	3 Reading & Listening h
Monitoring and repair	Can correct slips and errors if he / she becomes conscious of them or if they have led to misunderstandings. Can make a note of "favorite mistakes" and consciously monitor speech for it / them.	28 117	4 Grammar a Writing 3: An article for a website e
Grammatical accuracy	Good grammatical control. Occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	28 136	4 Grammar a, c 3A Grammar bank a, b
	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although he / she tends to use complex structures rigidly with some inaccuracy.	136	3A Grammar bank a, b
Mediation Collaborating to construct meaning	Can present his / her ideas in a group and pose questions that invite reactions from other group member's perspectives.	29	6 Speaking b

3B Men, women, and children

Articles: *a / an, the*, no article • collocation: verbs / adjectives + prepositions • /ə/, two pronunciations of *the*

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
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.	32	4 Listening & Speaking c, d
	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	32	4 Listening & Speaking c, d
	Can understand the main points and important details in stories and other narratives (e.g., a description of a holiday), provided the speaker speaks slowly and clearly.	33	5 Vocabulary d
Overall reading comprehension	Can read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension.	30	1 Speaking & Reading c, d
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. Can scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use.	30	1 Speaking & Reading c, d
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his / her interests and professional field. 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 such as movies, books, music, etc.	31 32 33	1 Speaking & Reading f 4 Listening & Speaking c 5 Vocabulary d
Conversation	Can enter unprepared into conversations on familiar topics. 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. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	30 32 33	1 Speaking & Reading b 4 Listening & Speaking c 5 Vocabulary d
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g., an outing). Can express belief, opinion, agreement and disagreement politely.	30 32 33	1 Speaking & Reading b 4 Listening & Speaking c 5 Vocabulary d
Information exchange	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his / her field with some confidence. Can summarize and give his / her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail.	31	1 Speaking & Reading f
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.	33	5 Vocabulary d
Identifying cues and inferring (spoken & written)	Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organization, in order to better understand the argumentation in a text.	30	1 Speaking & Reading e

	Can extrapolate the meaning of a section of a text by taking into account the text as a whole. Can identify unfamiliar words from the context on topics related to his / her field and interests. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.		
Processing text	Can summarise in writing (in Language B) the main points made in straightforward informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech. Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.	30	1 Speaking & Reading c
General linguistic range	Has enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	30 32 33	1 Speaking & Reading a 4 Listening & Speaking c 5 Vocabulary d
Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.	32–33 156	4 Listening & Speaking c–e Vocabulary bank: Dependent prepositions 1, 2
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently-used “routines” and patterns associated with more predictable situations.	31 137	2 Grammar a 3B Grammar bank a, 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. Uses a wide range of simple vocabulary appropriately when talking about familiar topics.	33 156	5 Vocabulary a, c Vocabulary bank: Dependent prepositions 1, 2
Phonological control	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.	31	3 Pronunciation a–c
Flexibility	Can exploit a wide range of simple language flexibly to express much of what he / she wants.	32–33 33	4 Listening & Speaking c–e 5 Vocabulary d
Propositional precision	Can explain the main points in an idea or problem with reasonable precision.	30	1 Speaking & Reading b
Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	30	1 Speaking & Reading b

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Understanding conversation between other speakers	Can keep up with an animated conversation between speakers of the target language.	32	4 Listening & Speaking c, d
Overall spoken interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	32–33	4 Listening & Speaking c, e
Informal discussion (with friends)	Can keep up with an animated discussion between native speakers Can express his / her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	31	1 Speaking & Reading f
	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can with some effort catch much of what is said around him / her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.	30	1 Speaking & Reading a

	Can account for and sustain his / her opinions in discussion by providing relevant explanations, arguments and comments.		
Sustained monologue: putting a case (e.g., in a debate)	Can develop a clear argument, expanding and supporting his / her points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument: Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	32–33	4 Listening & Speaking c, e
General linguistic range	Can express him / herself clearly and without much sign of having to restrict what he / she wants to say.	32–33	4 Listening & Speaking c, e
Grammatical accuracy	Good grammatical control. Occasional “slips” or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	31	2 Grammar a
	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although he / she tends to use complex structures rigidly with some inaccuracy.	137	3B Grammar bank a, b

Practical English Episode 2 – A difficult celebrity

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Conversation	Can enter unprepared into conversations on familiar topics. 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. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	35	2 Giving opinions f
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g., an outing). Can express belief, opinion, agreement and disagreement politely.	35	2 Giving opinions f
Taking the floor (turn taking)	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.	35	2 Giving opinions f
General linguistic range	Has enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	34 34 35	1 Rob's interview b 2 Giving opinions b 3 A surprise for Kerri a, b
Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.	35	3 A surprise for Kerri c, e
Flexibility	Can exploit a wide range of simple language flexibly to express much of what he / she wants.	35	2 Giving opinions f

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Understanding conversation between other speakers	Can keep up with an animated conversation between speakers of the target language.	34 34–35 35	1 Rob's interview a, b 2 Giving opinions a–d 3 A surprise for Kerri a, b, d
Watching TV, movie and video	Can understand documentaries, live interviews, talk shows, plays and the majority of movies in standard dialect.	34 34 35 35	1 Rob's interview a, b 2 Giving opinions a, b 2 Giving opinions c, d 3 A surprise for Kerri a, b, d
General linguistic range	Has a 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 such as music and movies.	34 35	2 Giving opinions b 2 Giving opinions f
Phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he / she speaks, but has little or no effect on intelligibility.	35 35	2 Giving opinions d, e 3 A surprise for Kerri e
Mediation Collaborating to construct meaning	Can present his / her ideas in a group and pose questions that invite reactions from other group member's perspectives.	35	2 Giving opinions f

4A Bad manners?

obligation and prohibition: *have to, must, should* • phone language • silent consonants

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Listening to audio media and recordings	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. Can understand the main points and important details in stories and other narratives (e.g., a description of a holiday), provided the speaker speaks slowly and clearly.	36 39	1 Vocabulary a, b 6 Listening a, c, d
Conversation	Can enter unprepared into conversations on familiar topics. 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. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	36 37 38–39	1 Vocabulary c 4 Speaking 5 Reading a, d, e
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g., an outing). Can express belief, opinion, agreement and disagreement politely.	36 37 38–39 39	1 Vocabulary c 4 Speaking 5 Reading a, d, e 7 Speaking a, b
Sustained monologue: putting a case (e.g., in a debate)	Can express opinions on subjects relating to everyday life, using simple expressions. Can briefly give reasons and explanations for opinions, plans and actions. Can say whether or not he/she approves of what someone has done and give reasons to justify this opinion.	39	7 Speaking a, b
Identifying cues and inferring (spoken & written)	Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organization, in order to better understand the argumentation in a text. Can extrapolate the meaning of a section of a text by taking into account the text as a whole. Can identify unfamiliar words from the context on topics related to his / her field and interests. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	37 38	2 Grammar c 5 Reading c
General linguistic range	Has enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	36 36 38–39	1 Vocabulary c 2 Grammar a 5 Reading a, d, e
Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.	36 38–39	1 Vocabulary a, b 5 Reading a, c, d, e
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently-used “routines” and patterns associated with more predictable situations.	37 138	2 Grammar c 4A Grammar bank a, b
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar	37	2 Grammar b

	topics and situations. Uses a wide range of simple vocabulary appropriately when talking about familiar topics.		
Phonological control	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he / she speaks.	37	3 Pronunciation a–c
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Is aware of the salient politeness conventions and acts appropriately. Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.	37 38–39 39 39	4 Speaking 5 Reading a, c, d, e 6 Listening a, d 7 Speaking a, b
Flexibility	Can adapt his / her expression to deal with less routine, even difficult, situations.	39	6 Listening c
	Can exploit a wide range of simple language flexibly to express much of what he / she wants.	36 38 39	2 Grammar a 5 Reading e 6 Listening c
Thematic development	Shows awareness of the conventional structure of the text type concerned, when communicating his/her ideas. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	36	2 Grammar a
Propositional precision	Can explain the main points in an idea or problem with reasonable precision.	39	7 Speaking a, b
	Can convey simple, straightforward information of immediate relevance, getting across which point he / she feels is most important. Can express the main point he / she wants to make comprehensibly.	38	5 Reading e
Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	37	4 Speaking

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and / or idiomatic usage influence the ability to understand.	39	6 Listening a, c, d
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.	39	6 Listening a, 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 selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	38	5 Reading 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. Can recognize when a text provides factual information and when it seeks to convince readers of something. Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships.	38	5 Reading b, c
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can convey degrees of emotion and highlight the personal significance of events and experiences.	36	2 Grammar a
Informal discussion (with friends)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their	38	5 Reading e

	language in any way. Can account for and sustain his / her opinions in discussion by providing relevant explanations, arguments and comments.		
Interviewing and being interviewed	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	36	1 Vocabulary c
	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	36	1 Vocabulary c
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	36	2 Grammar a
Identifying cues and inferring (spoken & written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	38	5 Reading c
General linguistic range	Can express him / herself clearly and without much sign of having to restrict what he / she wants to say.	36	1 Vocabulary c
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	36	2 Grammar c
	Has a good command of simple language structures and some complex grammatical forms, although he / she tends to use complex structures rigidly with some inaccuracy.	138	4A Grammar bank a, b
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.	36	2 Grammar a
	Can produce text that is generally well-organized and coherent, using a range of linking words and cohesive devices.	37	4 Speaking
	Can structure longer texts in clear, logical paragraphs.	39	7 Speaking a, b
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	36	2 Grammar a
		37	4 Speaking
		39	7 Speaking a, b
	Can produce stretches of language with a fairly even tempo; although he / she can be hesitant as he / she searches for patterns and expressions, there are few noticeably long pauses.	37	4 Speaking
	Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	38	5 Reading e
		39	7 Speaking a, b
Mediation Collaborating to construct meaning	Can present his / her ideas in a group and pose questions that invite reactions from other group member' perspectives.	39	7 Speaking b

4B Yes, I can!

ability and possibility: *can, could, be able to* • *-ed / -ing* adjectives • sentence stress

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
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.	41 42 43	3 Listening d, e 5 Vocabulary c 7 Video Listening b–d
Listening to audio media and recordings	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. Can understand the main points and important details in stories and other narratives (e.g., a description of a holiday), provided the speaker speaks slowly and clearly.	41 43	3 Listening d, e 7 Video Listening b–d
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. Can scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use.	41 42–43	3 Listening a, b 6 Reading & Speaking b, c
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his / her interests and professional field. 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 such as movies, books, music, etc.	42	5 Vocabulary d
Conversation	Can enter unprepared into conversations on familiar topics. 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. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	42 43	5 Vocabulary d 6 Reading & Speaking g
Sustained monologue: describing experience	Can give straightforward descriptions on a variety of familiar subjects within his / her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describe feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident. Can relate the plot of a book or movie and describe his / her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.	40 41	1 Grammar f 4 Speaking
Asking for clarification	Can ask someone to clarify or elaborate what he / she has just said.	42	5 Vocabulary d
General linguistic range	Has enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	40 41 42–42	1 Grammar a, f 4 Speaking 6 Reading & Speaking g
Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.	41 42	4 Speaking 5 Vocabulary d

Grammatical accuracy	Uses reasonably accurately a repertoire of frequently-used “routines” and patterns associated with more predictable situations.	40 43 139	1 Grammar 6 Reading & Speaking 4B Grammar bank	b, c d–f a, 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. Uses a wide range of simple vocabulary appropriately when talking about familiar topics.	42	5 Vocabulary	a, b
Phonological control	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he / she speaks.	40	2 Pronunciation	a–d
Flexibility	Can exploit a wide range of simple language flexibly to express much of what he / she wants.	40 41 43	1 Grammar 4 Speaking 6 Reading & Speaking	a, f g
Coherence and cohesion	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. Can form longer sentences and link them together using a limited number of cohesive devices, e.g., in a story. Can make simple, logical paragraph breaks in a longer text.	41	4 Speaking	
Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	43	6 Reading & Speaking	g

Level: B2

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 selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	41 42	3 Listening 6 Reading & Speaking a, b b, c
General linguistic range	Can express him / herself clearly and without much sign of having to restrict what he/she wants to say.	40	1 Grammar a, f
Grammatical accuracy	Good grammatical control. Occasional “slips” or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	40	1 Grammar b, c
	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	40 43	1 Grammar 6 Reading & Speaking b, c d–f
	Has a good command of simple language structures and some complex grammatical forms, although he / she tends to use complex structures rigidly with some inaccuracy.	139	4B Grammar bank a, b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	42	5 Vocabulary a, b
Thematic development	Can develop a clear description or narrative, expanding and supporting his / her main points with relevant supporting detail and examples.	40	1 Grammar f
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	40 41	1 Grammar 4 Speaking f
	Can produce stretches of language with a fairly even tempo; although he / she can be hesitant as he / she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	41	4 Speaking

5A Sporting superstitions

past tenses: simple, continuous, perfect • sport • /ɔr/ and /ər/

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
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.	48	5 Listening b, d
	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. Can understand the main points and important details in stories and other narratives (e.g., a description of a holiday), provided the speaker speaks slowly and clearly.	46	2 Pronunciation c
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. Can pick out important information about preparation and usage on the labels on foodstuffs and medicine. Can assess whether an article, report or review is on the required topic. Can understand the important information in simple, clearly drafted advertisements in newspapers or magazines, provided that there are not too many abbreviations.	47	4 Reading b–d
Reading for information and argument	Can recognize significant points in straightforward newspaper articles on familiar subjects. Can understand most factual information that he / she is likely to come across on familiar subjects of interest, provided he / she has sufficient time for re-reading. Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.	48	6 Grammar a, b
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his / her interests and professional field. 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 such as movies, books, music, etc.	48 48 107, 112	5 Listening e 6 Grammar a, f Communication 5A b, c
Conversation	Can enter unprepared into conversations on familiar topics. 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. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	47	4 Reading e
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g., an outing). Can express belief, opinion, agreement and disagreement politely.	48	5 Listening e
Interviewing and being interviewed	Can take some initiatives in an interview / consultation (e.g., to bring up a new subject) but is very dependent on interviewer in the interaction. Can describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language. Can use a prepared questionnaire to carry out a structured interview,	46	3 Speaking

	with some spontaneous follow up questions.		
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.	48 48	5 Listening e 6 Grammar a, f
Sustained monologue: describing experience	Can give straightforward descriptions on a variety of familiar subjects within his / her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describe feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident. Can relate the plot of a book or movie and describe his / her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.	47 48 48 107, 112	4 Reading a–e 5 Listening a 6 Grammar a, f Communication 5A b
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 discrete elements into a linear sequence.	118	Writing 4: Telling a story 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.	118	Writing 4: Telling a story c
General linguistic range	Has enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	46 47 48 48 118	1 Vocabulary a 4 Reading a, e 5 Listening a, e 6 Grammar a, f Writing 4: Telling a story c
Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.	46 47 48 48 118 157	1 Vocabulary a, b 4 Reading a, e 5 Listening a, e 6 Grammar a, f Writing 4: Telling a story c Vocabulary bank: Sport 1–3
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently-used “routines” and patterns associated with more predictable situations.	48 140	6 Grammar d 5A Grammar bank a, b
Phonological control	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he / she speaks.	46	2 Pronunciation a–d
Flexibility	Can exploit a wide range of simple language flexibly to express much of what he / she wants.	47 48 48 49 107, 112 118	4 Reading a, e 5 Listening a, e 6 Grammar a, f 7 Speaking a, b Communication 5A b Writing 4: Telling a story c
Thematic development	Shows awareness of the conventional structure of the text type concerned, when communicating his/her ideas. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	48 48 118	5 Listening e 6 Grammar a, f Writing 4: Telling a story c
Coherence and cohesion	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. Can form longer sentences and link them together using a limited number of cohesive devices, e.g., in a story. Can make simple, logical paragraph breaks in a longer text.	48 107, 112	5 Listening a, e Communication 5A b
Propositional precision	Can explain the main points in an idea or problem with reasonable precision.	48	5 Listening a, e
Mediation Relaying specific information in speech	Can relay specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails).	107, 112	Communication 5A a

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and / or idiomatic usage influence the ability to understand.	47	5 Listening b, c
Understanding conversation between other speakers	Can keep up with an animated conversation between speakers of the target language.	48	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 selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	47 48 118	4 Reading b–d 6 Grammar a, b Writing 4: Telling a story a, b
Information exchange	Can pass on detailed information reliably.	47	4 Reading e
Interviewing and being interviewed	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	46	3 Speaking
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.	118	Writing 4: Telling a story c
Planning	Can, in preparing for a potentially complicated or awkward situation, plan what to say in the event of different reactions, reflecting on what expression would be appropriate. Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	49	7 Speaking a
Monitoring and repair	Can correct slips and errors if he / she becomes conscious of them or if they have led to misunderstandings. Can make a note of “favorite mistakes” and consciously monitor speech for it / them.	118	Writing 4: Telling a story d
General linguistic range	Can express him / herself clearly and without much sign of having to restrict what he / she wants to say.	107, 112 118	Communication 5A b Writing 4: Telling a story c
Grammatical accuracy	Good grammatical control. Occasional “slips” or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	48	6 Grammar f
	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although he / she tends to use complex structures rigidly with some inaccuracy.	48 140	6 Grammar d 5A Grammar bank a, b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	49 157	1 Vocabulary a, b Vocabulary bank: Sport 1–3
Sociolinguistic appropriateness	Can express him / herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	49	7 Speaking b
Flexibility	Can adjust what he / she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.	49	7 Speaking b
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. Can produce text that is generally well-organized and coherent, using a range of linking words and cohesive devices. Can structure longer texts in clear, logical paragraphs.	49 107, 112	7 Speaking b Communication 5A b
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he / she can be hesitant as he / she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	49 107, 112	7 Speaking b Communication 5A b

5B #thewaywemet

past and present habits and states • relationships • the letter *s*, *used to*

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension.	50 53	1 Reading & Listening b–d 6 Speaking a
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. Can scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use.	50	1 Reading & Listening b–d
Conversation	Can enter unprepared into conversations on familiar topics. 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. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	50 52 53	1 Reading & Listening a, e 4 Vocabulary c 5 Listening a, d
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g., an outing). Can express belief, opinion, agreement and disagreement politely.	50 53 53	1 Reading & Listening a, e 5 Listening a, d 6 Speaking b
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.	53	6 Speaking b, c
Sustained monologue: describing experience	Can give straightforward descriptions on a variety of familiar subjects within his / her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describe feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident. Can relate the plot of a book or movie and describe his / her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.	51	3 Pronunciation & Speaking e
General linguistic range	Has enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	50 53 53 107, 112	1 Reading & Listening a, e 5 Listening a, d 6 Speaking b, c Communication 5B a–c
Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.	50 52 53 107, 112 158	1 Reading & Listening a, e 4 Vocabulary a 5 Listening a, d Communication 5B a–c Vocabulary bank: Relationships 1, 2
Phonological control	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he / she speaks.	51	3 Pronunciation & Speaking a–d

Flexibility	Can exploit a wide range of simple language flexibly to express much of what he / she wants.	51 52 53	3 Pronunciation & Speaking 4 Vocabulary 6 Speaking	e c b, c
Thematic development	Shows awareness of the conventional structure of the text type concerned, when communicating his / her ideas. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	51	3 Pronunciation & Speaking	e
Propositional precision	Can convey simple, straightforward information of immediate relevance, getting across which point he / she feels is most important. Can express the main point he / she wants to make comprehensibly.	53	6 Speaking	b, c
Mediation Relaying specific information in speech	Can relay specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails).	107, 112	Communication 5B	a

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and / or idiomatic usage influence the ability to understand.	50	2 Grammar a, b
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.	53	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 selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	50	1 Reading & Listening b–d
Informal discussion (with friends)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. Can account for and sustain his / her opinions in discussion by providing relevant explanations, arguments and comments.	53	6 Speaking b
Taking the floor (turn taking)	Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turn-taking. Can initiate discourse, take his turn when appropriate and end conversation when he / she needs to, though he / she may not always do this elegantly. Can use stock phrases (e.g., “That's a difficult question to answer”) to gain time and keep the turn while formulating what to say.	53 107, 112	6 Speaking c Communication 5B a
Monitoring and repair	Can correct slips and errors if he / she becomes conscious of them or if they have led to misunderstandings. Can make a note of “favorite mistakes” and consciously monitor speech for it / them.	50	2 Grammar b
General linguistic range	Can express him / herself clearly and without much sign of having to restrict what he / she wants to say.	51	3 Pronunciation & Speaking e
Vocabulary range	Has a good range of vocabulary for matters connected to his / her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Can produce the appropriate collocations of many words in most contexts fairly systematically. Can understand and use much of the specialist vocabulary of his / her field but has problems with specialist terminology outside of it.	51 52 107, 112 158	3 Pronunciation & Speaking e 4 Vocabulary c–e Communication 5B a–c Vocabulary bank: Relationships 1, 2

Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although he / she tends to use complex structures rigidly with some inaccuracy.	50 141	2 Grammar 5B Grammar bank	c a, b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	52 158	4 Vocabulary Vocabulary bank: Relationships	a 1, 2
Phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he / she speaks, but has little or no effect on intelligibility.	51	3 Pronunciation & Speaking	a–d
Thematic development	Can develop a clear description or narrative, expanding and supporting his / her main points with relevant supporting detail and examples.	53	6 Speaking	b, c
Coherence and cohesion	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	51	3 Pronunciation & Speaking	e
	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. Can produce text that is generally well-organized and coherent, using a range of linking words and cohesive devices. Can structure longer texts in clear, logical paragraphs.	53 107, 112	6 Speaking Communication 5B	b, c a–c
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	51 53 107, 112	3 Pronunciation & Speaking 6 Speaking Communication 5B	e b, c a–c
Mediation Collaborating to construct meaning	Can present his / her ideas in a group and pose questions that invite reactions from other group member’s perspectives.	53	6 Speaking	c

Practical English Episode 3 – Old friends

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
General linguistic range	Has enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	54 107	2 Permission and requests d Communication PE3 b
Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.	55 107	3 Paul arrives c Communication PE3 b

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	54 54 55	1 Jenny has coffee with a friend a, b 2 Permission and requests a–c 3 Paul arrives a, b, d
Understanding conversation between other speakers	Can keep up with an animated conversation between speakers of the target language.	54 54 55	1 Jenny has coffee with a friend a, b 2 Permission and requests a–c 3 Paul arrives a, b, d
Watching TV, movie and video	Can understand documentaries, live interviews, talk shows, plays and the majority of movies in standard dialect.	54 54 55	1 Jenny has coffee with a friend a, b 2 Permission and requests a–c 3 Paul arrives a, b, d
Phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he / she speaks, but has little or no effect on intelligibility.	55 55	2 Permission and requests e, f 3 Paul arrives d, e
Sociolinguistic appropriateness	Can express him / herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	55 107	2 Permission and requests d Communication PE3 b
Flexibility	Can adjust what he / she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.	55 107	2 Permission and requests d Communication PE3 b

6A Behind the scenes

passive (all tenses) • movies • regular and irregular past participles

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension.	56 59 119	1 Reading b, c 6 Speaking a Writing 5: A movie review a, b
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. Can scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use.	119	Writing 5: A movie review a, b
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. Can pick out important information about preparation and usage on the labels on foodstuffs and medicine. Can assess whether an article, report or review is on the required topic. Can understand the important information in simple, clearly drafted advertisements in newspapers or magazines, provided that there are not too many abbreviations.	56	1 Reading b, c
Conversation	Can enter unprepared into conversations on familiar topics. 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. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	59	6 Speaking b
Informal discussion (with friends)	Can follow much of what is said around him / her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. Can express his / her thoughts about abstract or cultural topics such as music, movies. Can explain why something is a problem. Can give brief comments on the views of others. Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.	58	5 Listening a
	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g., an outing). Can express belief, opinion, agreement and disagreement politely.	57	1 Reading e
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 discrete elements into a linear sequence.	119	Writing 5: A movie review e
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.	59 119	6 Speaking a Writing 5: A movie review e
Note-taking (lectures, seminars, etc.)	Can take notes during a lecture, which are precise enough for his / her own use at a later date, provided the topic is within his / her field of interest and the talk is clear and well structured.	59	5 Listening d–f
General linguistic range	Has enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	56–57 58 58 59 119	1 Reading a, e 4 Vocabulary a, c 5 Listening a 6 Speaking b Writing 5: A movie review e

Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.	56 58 58 59 159	1 Reading c 4 Vocabulary a, c 5 Listening a 6 Speaking b Vocabulary bank: Cinema 1–3
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently-used “routines” and patterns associated with more predictable situations.	57 119 142	2 Grammar b Writing 5: A movie review e, f 6A Grammar bank a, 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. Uses a wide range of simple vocabulary appropriately when talking about familiar topics.	58 159	4 Vocabulary b Vocabulary bank: Cinema 1–3
Phonological control	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.	57	3 Pronunciation a–c
Flexibility	Can exploit a wide range of simple language flexibly to express much of what he / she wants.	57 58 119	1 Reading e 5 Listening a Writing 5: A movie review e
Thematic development	Shows awareness of the conventional structure of the text type concerned, when communicating his / her ideas. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	57	1 Reading e
Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	59	6 Speaking

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Understanding conversation between other speakers	Can keep up with an animated conversation between speakers of the target language.	58–59	5 Listening b–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 selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	56 119	1 Reading b, c Writing 5: A movie review b, c
Interviewing and being interviewed	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	59	6 Speaking b
	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	59	6 Speaking b
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.	119	Writing 5: A movie review e
Identifying cues and inferring (spoken & written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	58	4 Vocabulary a
Planning	Can, in preparing for a potentially complicated or awkward situation, plan what to say in the event of different reactions, reflecting on what expression would be appropriate. Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	119	Writing 5: A movie review e
Monitoring and repair	Can correct slips and errors if he / she becomes conscious of them or if they have led to misunderstandings. Can make a note of “favorite mistakes” and consciously monitor speech for it / them.	119	Writing 5: A movie review f
General linguistic range	Can express him / herself clearly and without much sign of having to restrict what he / she wants to say.	119	Writing 5: A movie review e

Vocabulary range	Has a good range of vocabulary for matters connected to his / her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Can produce the appropriate collocations of many words in most contexts fairly systematically. Can understand and use much of the specialist vocabulary of his / her field but has problems with specialist terminology outside of it.	58 159	4 Vocabulary Vocabulary bank: Cinema	a, c 1–3
Grammatical accuracy	Good grammatical control. Occasional “slips” or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	57	2 Grammar	a
	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although he / she tends to use complex structures rigidly with some inaccuracy.	57 142	2 Grammar 6A Grammar bank	a 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.	119	Writing 5: A movie review	e
Flexibility	Can adjust what he / she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.	119	Writing 5: A movie review	e
Thematic development	Can develop a clear description or narrative, expanding and supporting his / her main points with relevant supporting detail and examples.	119	Writing 5: A movie review	e

6B Every picture tells a story

modals of deduction: *might* / *can't* / *must* • the body • diphthongs

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.	62	3 Vocabulary c
	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives.	62–63	5 Reading & Listening e–g 6 Video Listening a–d
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his / her interests and professional field. 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 such as movies, books, music, etc.	61 63 107	2 Grammar d 5 Reading & Listening h, i Communication 6B
Conversation	Can enter unprepared into conversations on familiar topics. 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. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	60–61 62 107	1 Reading & Speaking a, d 4 Pronunciation d Communication 6B
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.	60–61 62 62 62 107	1 Reading & Speaking a, d 3 Vocabulary a 4 Pronunciation d 5 Reading & Listening d Communication 6B
Sustained monologue: describing experience	Can give straightforward descriptions on a variety of familiar subjects within his / her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describe feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident. Can relate the plot of a book or movie and describe his / her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.	62	5 Reading & Listening d
General linguistic range	Has enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	60–61 62 62–63	1 Reading & Speaking a, d 3 Vocabulary a, c 5 Reading & Listening a, d, h
Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.	60–61 62 62 62–63 160	1 Reading & Speaking a, d 3 Vocabulary a 4 Pronunciation d 5 Reading & Listening a, d, h Vocabulary bank: The body 1, 2
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently-used “routines” and patterns associated with more predictable situations.	61 143	2 Grammar a, b, d 6B Grammar bank
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. Uses a wide range of simple vocabulary appropriately when talking	62 62 160	3 Vocabulary a 4 Pronunciation d Vocabulary bank: The body 1, 2

	about familiar topics.		
Phonological control	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he / she speaks.	62	4 Pronunciation a–c
Flexibility	Can exploit a wide range of simple language flexibly to express much of what he / she wants.	60–61 62 62–63	1 Reading & Speaking a, d 3 Vocabulary a 5 Reading & Listening a, d, h
Thematic development	Shows awareness of the conventional structure of the text type concerned, when communicating his / her ideas. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	60–61 63	1 Reading & Speaking a, d 5 Reading & Listening h
Propositional precision	Can convey simple, straightforward information of immediate relevance, getting across which point he / she feels is most important. Can express the main point he / she wants to make comprehensibly.	62 63	4 Pronunciation d 5 Reading & Listening h
Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	61	1 Reading & Speaking d

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and / or idiomatic usage influence the ability to understand.	62 62–63 63	3 Vocabulary c 5 Reading & Listening e–g 6 Video Listening 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 selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	60–61 62	1 Reading & Speaking b, c 5 Reading & Listening c
Reading for information and argument	Can obtain information, ideas and opinions from highly specialized sources within his / her field. Can understand specialized articles outside his / her field, provided he / she can use a dictionary occasionally to confirm his / her interpretation of terminology.	62	5 Reading & Listening c
Informal discussion (with friends)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can with some effort catch much of what is said around him / her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. Can account for and sustain his / her opinions in discussion by providing relevant explanations, arguments and comments.	61 63 107	2 Grammar d 5 Reading & Listening i Communication 6B
Identifying cues and inferring (spoken & written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	63	5 Reading & Listening h
Coherence and cohesion	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	60–61	1 Reading & Speaking a, d
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	60–61	1 Reading & Speaking a, d
	Can produce stretches of language with a fairly even tempo; although he / she can be hesitant as he / she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	62 63 107	4 Pronunciation d 5 Reading & Listening h, i Communication 6B

7A Live and learn

first conditional and future time clauses + *when, until*, etc. • education • the letter *u*

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.	66	2 Pronunciation c
	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives.	66 67	1 Vocabulary c 4 Listening b–d
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. Can scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use	66 108, 112	1 Vocabulary c Communication 7A a
Reading for information and argument	Can recognize significant points in straightforward newspaper articles on familiar subjects. Can understand most factual information that he / she is likely to come across on familiar subjects of interest, provided he / she has sufficient time for re-reading. Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.	68	6 Reading & Speaking a, c
Conversation	Can enter unprepared into conversations on familiar topics. 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. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	68 69 69 108, 112	5 Grammar a, f 6 Reading & Speaking g 7 Speaking a, b Communication 7A b, c
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g., an outing). Can express belief, opinion, agreement and disagreement politely.	67 69 69	4 Listening a, e 6 Reading & Speaking g 7 Speaking a, b
Information exchange	Can find out and pass on straightforward factual information. Can ask for and follow detailed directions. Can obtain more detailed information. Can offer advice on simple matters within his / her field of experience.	66 108, 112	3 Speaking Communication 7A b, c
Interviewing and being interviewed	Can take some initiatives in an interview / consultation (e.g., to bring up a new subject) but is very dependent on interviewer in the interaction. Can describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language. Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	66 108, 112	3 Speaking Communication 7A b, c
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.	67 68	4 Listening a, e 5 Grammar a, f
Sustained monologue: describing experience	Can give straightforward descriptions on a variety of familiar subjects within his / her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	69	6 Reading & Speaking g

	Can give detailed accounts of experiences, describe feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident. Can relate the plot of a book or movie and describe his / her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.		
Asking for clarification	Can ask someone to clarify or elaborate what he / she has just said.	66	3 Speaking
Note-taking (lectures, seminars, etc.)	Can take notes during a lecture, which are precise enough for his / her own use at a later date, provided the topic is within his / her field of interest and the talk is clear and well structured.	67	4 Listening b
General linguistic range	Has enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	66 66 67 68 69 69	1 Vocabulary a, c 3 Speaking 4 Listening a, e 5 Grammar a, f 6 Reading & Speaking g 7 Speaking a, b
Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.	66 66 67 68 69 161	1 Vocabulary a–c 3 Speaking 4 Listening a 5 Grammar a, f 6 Reading & Speaking e Vocabulary bank: Education 1, 2
Phonological control	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he / she speaks.	66	2 Pronunciation a, b
Flexibility	Can exploit a wide range of simple language flexibly to express much of what he / she wants.	66 67 68 69 69	3 Speaking 4 Listening a, e 5 Grammar a, f 6 Reading & Speaking g 7 Speaking a, b
Thematic development	Shows awareness of the conventional structure of the text type concerned, when communicating his / her ideas. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	67	4 Listening b
Propositional precision	Can explain the main points in an idea or problem with reasonable precision.	67	4 Listening b
	Can convey simple, straightforward information of immediate relevance, getting across which point he / she feels is most important. Can express the main point he / she wants to make comprehensibly.	67	4 Listening a, e
Spoken fluency	Can express him / herself with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, he / she is able to keep going effectively without help.	68 69 69	5 Grammar a, f 6 Reading & Speaking g 7 Speaking a, b
Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	66	3 Speaking

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and / or idiomatic usage influence the ability to understand.	66 67	1 Vocabulary c 4 Listening b–d
Understanding conversation between other speakers	Can keep up with an animated conversation between speakers of the target language.	68	5 Grammar b–d

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.	67	4 Listening	b–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 selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	68	6 Reading & Speaking	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. Can recognize when a text provides factual information and when it seeks to convince readers of something. Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships.	69	6 Reading & Speaking	a, c
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he / she wants to say, adopting a level of formality appropriate to the circumstances.	66 68	3 Speaking 5 Grammar	a, f
Interviewing and being interviewed	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	66 108, 112	3 Speaking Communication 7A	b, c
	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	66 108, 112	3 Speaking Communication 7A	b, c
General linguistic range	Can express him / herself clearly and without much sign of having to restrict what he / she wants to say.	67 69	4 Listening 6 Reading & Speaking	a, e g
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although he / she tends to use complex structures rigidly with some inaccuracy.	68 144	5 Grammar 7A Grammar bank	d a, b
Flexibility	Can adjust what he / she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.	67 69	4 Listening 7 Speaking	a, e a, b
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. Can produce text that is generally well-organized and coherent, using a range of linking words and cohesive devices. Can structure longer texts in clear, logical paragraphs.	67 69	4 Listening 7 Speaking	a, e a, b
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he / she can be hesitant as he / she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	67 69 69	4 Listening 6 Reading & Speaking 7 Speaking	a, e g a, b
Mediation Collaborating to construct meaning	Can present his / her ideas in a group and pose questions that invite reactions from other group member's perspectives.	69	7 Speaking	b

7B The hotel of Mom and Dad

second conditional, choosing between conditionals • houses • sentence stress, the letter c

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.	72–73	6 Listening d–f
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.	72–73	6 Listening d–f
Overall reading comprehension	Can read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension.	70–71 71	1 Reading & Speaking c, d 2 Grammar a
Conversation	Can enter unprepared into conversations on familiar topics. 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. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	70–71	1 Reading & Speaking a, f
Informal discussion (with friends)	Can follow much of what is said around him / her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. Can express his / her thoughts about abstract or cultural topics such as music, movies. Can explain why something is a problem. Can give brief comments on the views of others. Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.	70–71	1 Reading & Speaking a, f
	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g., an outing). Can express belief, opinion, agreement and disagreement politely.	70–71	1 Reading & Speaking a, b
Information exchange	Can find out and pass on straightforward factual information. Can ask for and follow detailed directions. Can obtain more detailed information. Can offer advice on simple matters within his / her field of experience.	71	3 Pronunciation & Speaking c
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.	70–71 71 72 73 108, 112	1 Reading & Speaking a, f 3 Pronunciation & Speaking c 4 Vocabulary c 6 Listening g Communication 7B b, c
Sustained monologue: describing experience	Can give straightforward descriptions on a variety of familiar subjects within his / her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describe feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident. Can relate the plot of a book or movie and describe his / her reactions. Can describe dreams, hopes, and ambitions. Can describe events, real or imagined. Can narrate a story.	71 73	3 Pronunciation & Speaking c 6 Listening g

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 discrete elements into a linear sequence.	73 108, 112 120	7 Speaking & Writing Communication 7B Writing 6: Describing a house or apartment	a b d
Creative writing	Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. Can write accounts of experiences, describe feelings and reactions in simple connected text. Can write a description of an event, a recent trip – real or imagined. Can narrate a story.	120	Writing 6: Describing a house or apartment	d
Asking for clarification	Can ask someone to clarify or elaborate what he / she has just said.	71 108, 112	3 Pronunciation & Speaking Communication 7B	c b, 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.	120	Writing 6: Describing a house or apartment	e
Note-taking (lectures, seminars, etc.)	Can take notes during a lecture, which are precise enough for his / her own use at a later date, provided the topic is within his / her field of interest and the talk is clear and well structured.	72	6 Listening	c
General linguistic range	Has enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	70–71 71 72–73 120	1 Reading & Speaking 3 Pronunciation & Speaking 6 Listening Writing 6: Describing a house or apartment	a, f b–c b, c, g d
Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.	71 72 120 162	3 Pronunciation & Speaking 4 Vocabulary Writing 6: Describing a house or apartment Vocabulary bank: Houses	c a, c d 1–3
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently-used “routines” and patterns associated with more predictable situations.	71 71 145	2 Grammar 3 Pronunciation & Speaking 7B Grammar bank	b b 1, 2
Phonological control	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.	71 72	3 Pronunciation & Speaking 5 Pronunciation	a, c a–c
Flexibility	Can exploit a wide range of simple language flexibly to express much of what he / she wants.	70–71 71 72 73 120	1 Reading & Speaking 3 Pronunciation & Speaking 4 Vocabulary 6 Listening Writing 6: Describing a house or apartment	a, f c c g d
Thematic development	Shows awareness of the conventional structure of the text type concerned, when communicating his/her ideas. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	70–71	1 Reading & Speaking	a, f
Coherence and cohesion	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. Can form longer sentences and link them together using a limited number of cohesive devices, e.g., in a story. Can make simple, logical paragraph breaks in a longer text.	70–71 73 120	1 Reading & Speaking 6 Listening Writing 6: Describing a house or apartment	a, f g d
Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	71	1 Reading & Speaking 3 Pronunciation & Speaking	d c

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and / or idiomatic usage influence the ability to understand.	72–73	6 Listening d–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 selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	70–71 120	1 Reading & Speaking c, d Writing 6: Describing a house or apartment a–c
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	70–71	1 Reading & Speaking c, d
Sustained monologue: describing experience	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest. Can describe the personal significance of events and experiences in detail.o his field of interest.	73	6 Listening g
Planning	Can, in preparing for a potentially complicated or awkward situation, plan what to say in the event of different reactions, reflecting on what expression would be appropriate. Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	73 108, 112 120	7 Speaking & Writing Communication 7B a b, c Writing 6: Describing a house or apartment d
Monitoring and repair	Can correct slips and errors if he / she becomes conscious of them or if they have led to misunderstandings. Can make a note of “favorite mistakes” and consciously monitor speech for it/them.	108, 112 120	Communication 7B b, c Writing 6: Describing a house or apartment e
General linguistic range	Can express him / herself clearly and without much sign of having to restrict what he / she wants to say.	70–71	1 Reading & Speaking a, f
Vocabulary range	Has a good range of vocabulary for matters connected to his / her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Can produce the appropriate collocations of many words in most contexts fairly systematically. Can understand and use much of the specialist vocabulary of his / her field but has problems with specialist terminology outside of it.	70–71 120 162	1 Reading & Speaking a, f Writing 6: Describing a house or apartment d Vocabulary bank: Houses 1–3
Grammatical accuracy	Good grammatical control. Occasional “slips” or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	71 108, 112	3 Pronunciation & Speaking Communication 7B b b, c
	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	71 108, 112	2 Grammar Communication 7B b b, c
	Has a good command of simple language structures and some complex grammatical forms, although he / she tends to use complex structures rigidly with some inaccuracy.	145	7B Grammar bank 1, 2
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	72 162	4 Vocabulary Vocabulary bank: Houses a, c 1–3
Phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he / she speaks, but has little or no effect on intelligibility.	71 72	3 Pronunciation & Speaking 5 Pronunciation a, c a–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.	120	Writing 6: Describing a house or apartment d

Flexibility	Can adjust what he / she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.	73 120	7 Speaking & Writing Writing 6: Describing a house or apartment	b d
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. Can produce text that is generally well-organized and coherent, using a range of linking words and cohesive devices. Can structure longer texts in clear, logical paragraphs.	73 73 120	6 Listening 7 Speaking & Writing Writing 6: Describing a house or apartment	g b d
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he / she can be hesitant as he / she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	70–71 72–73 73	1 Reading & Speaking 6 Listening 7 Speaking & Writing	a, f a, b, g b

Practical English Episode 4– Boys' night out

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Informal discussion (with friends)	Can follow much of what is said around him / her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. Can express his / her thoughts about abstract or cultural topics such as music, movies. Can explain why something is a problem. Can give brief comments on the views of others. Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.	75 75	2 Making suggestions g 3 The morning after the night before e
	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g., an outing). Can express belief, opinion, agreement and disagreement politely.	75	3 The morning after the night before e
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.	74 74 75	1 Rob and Paul catch up a 2 Making suggestions a 3 The morning after the night before a
General linguistic range	Has enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	75	2 Making suggestions g
Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.	75	3 The morning after the night before 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. Uses a wide range of simple vocabulary appropriately when talking about familiar topics.	75	2 Making suggestions d
Flexibility	Can adapt his / her expression to deal with less routine, even difficult, situations.	75 75	2 Making suggestions g 3 The morning after the night before e
Mediation Facilitating collaborative interaction with peers	Can define the task in basic terms in a discussion and ask others to contribute their expertise and experience.	75	2 Making suggestions g

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Understanding conversation between other speakers	Can keep up with an animated conversation between speakers of the target language.	74 74–75 75	1 Rob and Paul catch up a, b 2 Making suggestions a, b, c, e 3 The morning after the night before a, b, d
Watching TV, movie and video	Can understand documentaries, live interviews, talk shows, plays and the majority of movies in standard dialect.	74 74–75 75	1 Rob and Paul catch up a, b 2 Making suggestions a, b, c, e 3 The morning after the night before a, b, d

Goal-oriented cooperation (e.g., assembling a furniture kit, discussing a document, organizing an event etc.)	Can understand detailed instructions reliably. Can help along the progress of the work by inviting others to join in, say what they think, etc. Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	75	2 Making suggestions g
Taking the floor (turn taking)	Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turn-taking. Can initiate discourse, take his turn when appropriate and end conversation when he /she needs to, though he / she may not always do this elegantly. Can use stock phrases (e.g., "That's a difficult question to answer") to gain time and keep the turn while formulating what to say.	75	2 Making suggestions g
Cooperating	Can give feedback on and follow up statements and inferences and so help the development of the discussion. Can summarise and evaluate the main points of discussion on matters within his / her academic or professional competence.	75	2 Making suggestions g
Phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he / she speaks, but has little or no effect on intelligibility.	75 75	2 Making suggestions e, f 3 The morning after the night before e
Mediation Collaborating to construct meaning	Can present his / her ideas in a group and pose questions that invite reactions from other group member' perspectives.	75	2 Making suggestions g

8A The right job for you

choosing between gerunds and infinitives • work • word stress

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension.	76 77 78 108 109, 113, 114 121	1 Vocabulary a 3 Grammar b, f 5 Reading a, b Communication 8A Communication 8A Writing 7: A cover email a, b
Conversation	Can enter unprepared into conversations on familiar topics. 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. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	77 108 109, 113, 114	3 Grammar g Communication 8A Communication 8A
Informal discussion (with friends)	Can follow much of what is said around him / her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. Can express his / her thoughts about abstract or cultural topics such as music, movies. Can explain why something is a problem. Can give brief comments on the views of others. Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.	77 79 109, 113, 114	3 Grammar b 7 Speaking d Communication 8A
	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g., an outing). Can express belief, opinion, agreement and disagreement politely.	77 79 108	3 Grammar b 6 Listening b, d, f Communication 8A
Overall written interaction	Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he / she feels to be important.	121	Writing 7: A cover email c
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.	76 77	1 Vocabulary b 2 Pronunciation & Speaking d
Sustained monologue: describing experience	Can give straightforward descriptions on a variety of familiar subjects within his / her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describe feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident. Can relate the plot of a book or movie and describe his / her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.	76 77	1 Vocabulary b 2 Pronunciation & Speaking d
Addressing audiences	Can give a prepared straightforward presentation on a familiar topic within his / her field which is clear enough to be followed without difficulty most of the time, and in which the main points are	77 79	3 Grammar g 7 Speaking c

	explained with reasonable precision. Can take follow up questions, but may have to ask for repetition if the speech was rapid.		
Asking for clarification	Can ask someone to clarify or elaborate what he / she has just said.	77	2 Pronunciation & Speaking d
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.	77 79 121	2 Pronunciation & Speaking c 7 Speaking b Writing 7: A cover email c
General linguistic range	Has enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	76 77 79	1 Vocabulary b 3 Grammar c, g 7 Speaking b
Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.	76 163	1 Vocabulary b, d Vocabulary bank: Work 1–3
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently-used “routines” and patterns associated with more predictable situations.	77 146	3 Grammar a, d, f 8A Grammar bank a, 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. Uses a wide range of simple vocabulary appropriately when talking about familiar topics.	163	Vocabulary bank: Work 1–3
Phonological control	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he / she speaks.	76	2 Pronunciation & Speaking a, b
Orthographic control	Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.	121	Writing 7: A cover email c
Flexibility	Can exploit a wide range of simple language flexibly to express much of what he / she wants.	77 79	3 Grammar g 7 Speaking b, c
Thematic development	Shows awareness of the conventional structure of the text type concerned, when communicating his / her ideas. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	76 79	1 Vocabulary b 7 Speaking b, c
Propositional precision	Can explain the main points in an idea or problem with reasonable precision.	79	7 Speaking b, c
Spoken fluency	Can express him / herself with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, he / she is able to keep going effectively without help.	77 108 109, 113, 114	3 Grammar g Communication 8A Communication 8A
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	76	1 Vocabulary b
Mediation Relaying specific information in speech	Can relay specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails).	77	3 Grammar g

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and / or idiomatic usage influence the ability to understand.	76 79	1 Vocabulary b 6 Listening b, d, f
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.	79	6 Listening b, d, 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 selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	76 77 78 108 109, 113, 114 121	1 Vocabulary a 3 Grammar b 5 Reading a, b Communication 8A Communication 8A Writing 7: A cover email a, b
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	78	5 Reading a, b
Interviewing and being interviewed	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	76	2 Pronunciation & Speaking d
	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	76	2 Pronunciation & Speaking d
Sustained monologue: describing experience	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest. Can describe the personal significance of events and experiences in detail.	77	3 Grammar g
Addressing audiences	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.	79	7 Speaking c
Asking for clarification	Can ask follow up questions to check that he / she has understood what a speaker intended to say, and get clarification of ambiguous points.	77	3 Grammar g
Planning	Can, in preparing for a potentially complicated or awkward situation, plan what to say in the event of different reactions, reflecting on what expression would be appropriate. Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	79 121	7 Speaking b Writing 7: A cover email c
Monitoring and repair	Can correct slips and errors if he / she becomes conscious of them or if they have led to misunderstandings. Can make a note of "favorite mistakes" and consciously monitor speech for it / them.	121	Writing 7: A cover email d
Grammatical accuracy	Good grammatical control. Occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	77	3 Grammar a
	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although he / she tends to use complex structures rigidly with some inaccuracy.	77 146	3 Grammar d 8A Grammar bank 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.	121	Writing 7: A cover email c

Sociolinguistic appropriateness	Can express him / herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	79 121	7 Speaking Writing 7: A cover email	c c
Flexibility	Can adjust what he / she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.	79 121	7 Speaking Writing 7: A cover email	c c
Taking the floor (turn taking)	Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turn-taking. Can initiate discourse, take his turn when appropriate and end conversation when he / she needs to, though he / she may not always do this elegantly. Can use stock phrases (e.g., "That's a difficult question to answer") to gain time and keep the turn while formulating what to say.	79 108 109, 113, 114	7 Speaking Communication 8A Communication 8A	c
Thematic development	Can develop a clear description or narrative, expanding and supporting his / her main points with relevant supporting detail and examples.	77 79	3 Grammar 7 Speaking	g c
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. Can produce text that is generally well-organized and coherent, using a range of linking words and cohesive devices. Can structure longer texts in clear, logical paragraphs.	79	7 Speaking	c
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he / she can be hesitant as he / she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	79 108 109, 113, 114	7 Speaking Communication 8A Communication 8A	c
Mediation Collaborating to construct meaning	Can present his / her ideas in a group and pose questions that invite reactions from other group member' perspectives.	79	7 Speaking	b

8B Have a nice day!

reported speech: sentences and questions • shopping, making nouns from verbs • the letters *ai*

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
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.	82 83	5 Pronunciation c 8 Video Listening c, d
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. Can pick out important information about preparation and usage on the labels on foodstuffs and medicine. Can assess whether an article, report or review is on the required topic. Can understand the important information in simple, clearly drafted advertisements in newspapers or magazines, provided that there are not too many abbreviations.	80 109 122	1 Reading & Speaking b, c Communication 8B Writing 8: An email of complaint a, b, c
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g., an outing). Can express belief, opinion, agreement and disagreement politely.	80 82	1 Reading & Speaking d 4 Reading e
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.	80 81 82 83	1 Reading & Speaking d 3 Vocabulary & Speaking b 4 Reading a, e 6 Listening a, e
Sustained monologue: describing experience	Can give straightforward descriptions on a variety of familiar subjects within his / her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describe feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident. Can relate the plot of a book or movie and describe his / her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.	80 82 83	1 Reading & Speaking d 4 Reading a, e 6 Listening a, e
Creative writing	Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. Can write accounts of experiences, describe feelings and reactions in simple connected text. Can write a description of an event, a recent trip – real or imagined. Can narrate a story.	122	Writing 8: An email of complaint d
Asking for clarification	Can ask someone to clarify or elaborate what he / she has just said.	81	3 Vocabulary & Speaking b
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.	122	Writing 8: An email of complaint d
Compensating	Can use a simple word meaning something similar to the concept he / she wants to convey and invites “correction”. Can “foreignize” a mother tongue word and ask for confirmation.	81	3 Vocabulary & Speaking b
Note-taking (lectures, seminars, etc.)	Can take notes during a lecture, which are precise enough for his / her own use at a later date, provided the topic is within his / her field of interest and the talk is clear and well structured.	80	2 Grammar g

Processing text	Can summarise in writing (in Language B) the main points made in straightforward informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech. Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.	80	2 Grammar	a, c
General linguistic range	Has enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	80 82	1 Reading & Speaking 4 Reading	d a, e
Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.	80 81 83	1 Reading & Speaking 3 Vocabulary & Speaking 7 Vocabulary	a b a
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he / she is trying to express.	80	2 Grammar	a, c
	Uses reasonably accurately a repertoire of frequently-used "routines" and patterns associated with more predictable situations.	80 147	2 Grammar 8B Grammar bank	a, c a, 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. Uses a wide range of simple vocabulary appropriately when talking about familiar topics.	81 122 164	3 Vocabulary & Speaking Writing 8: An email of complaint Vocabulary bank: Word building	a c, d 1
Phonological control	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.	82	5 Pronunciation	a, b
Orthographic control	Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.	83	Writing 8: An email of complaint	d
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Is aware of the salient politeness conventions and acts appropriately. Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.	80 82 83 109, 113	1 Reading & Speaking 4 Reading 6 Listening Communication 8B	a a a, e
Flexibility	Can adapt his / her expression to deal with less routine, even difficult, situations.	122	Writing 8: An email of complaint	d
	Can exploit a wide range of simple language flexibly to express much of what he / she wants.	80 81 82	1 Reading & Speaking 3 Vocabulary & Speaking 4 Reading	d b a
Thematic development	Shows awareness of the conventional structure of the text type concerned, when communicating his/her ideas. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	80	1 Reading & Speaking	d
Propositional precision	Can explain the main points in an idea or problem with reasonable precision.	122	Writing 8: An email of complaint	d
	Can convey simple, straightforward information of immediate relevance, getting across which point he / she feels is most important. Can express the main point he / she wants to make comprehensibly.	83 122	6 Listening Writing 8: An email of complaint	a, e d
Spoken fluency	Can express him / herself with relative ease. Despite some problems with formulation resulting in pauses and "cul-de-sacs", he / she is able to keep going effectively without help.	80 109, 113	1 Reading & Speaking Communication 8B	d
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	82 109, 113	4 Reading Communication 8B	a

Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	81	3 Vocabulary & Speaking b
---	--	----	--------------------------------------

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and / or idiomatic usage influence the ability to understand.	82 83	5 Pronunciation b 8 Video Listening c, d
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.	83 83	6 Listening b, c 8 Video Listening 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 selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	80 82 109	1 Reading & Speaking b, c 4 Reading b, d Communication 8B
Reading correspondence	Can read correspondence relating to his / her field of interest and readily grasp the essential meaning. Can understand what is said in a personal email or posting even where some colloquial language is used.	109 122	Communication 8B Writing 8: An email of complaint a, b, c
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	80 82 109	1 Reading & Speaking b, c 4 Reading c Communication 8B
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. Can recognize when a text provides factual information and when it seeks to convince readers of something. Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships.	80 82 109	1 Reading & Speaking b, c 4 Reading b Communication 8B
Obtaining goods and services	Can state requirements and ask detailed questions regarding more complex services, e.g., rental agreements Can explain a problem which has arisen and make it clear that the provider of the service / customer must make a concession.	80 83 122	1 Reading & Speaking b, c 6 Listening e Writing 8: An email of complaint d
Interviewing and being interviewed	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	81 81	3 Vocabulary & Speaking b 3 Vocabulary & Speaking b
Overall written interaction	Can express news and views effectively in writing, and relate to those of others.	122	Writing 8: An email of complaint d
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.	122	Writing 8: An email of complaint d
Identifying cues and inferring (spoken & written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	82	4 Reading e
Planning	Can, in preparing for a potentially complicated or awkward situation, plan what to say in the event of different reactions, reflecting on what expression would be appropriate. Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	122	Writing 8: An email of complaint d
Grammatical accuracy	Good grammatical control. Occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although he / she tends to use complex	80 147	2 Grammar a, c 8B Grammar bank a, b

	structures rigidly with some inaccuracy.		
Phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he / she speaks, but has little or no effect on intelligibility.	82	5 Pronunciation 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.	122	Writing 8: An email of complaint d
Sociolinguistic appropriateness	Can express him / herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	80 83 109, 113	1 Reading & Speaking a 6 Listening a, e Communication 8B
Flexibility	Can adjust what he / she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.	83 109, 113 122	6 Listening a, e Communication 8B Writing 8: An email of complaint d
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. Can produce text that is generally well-organized and coherent, using a range of linking words and cohesive devices. Can structure longer texts in clear, logical paragraphs.	122	Writing 8: An email of complaint d
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	80 109, 113	1 Reading & Speaking d Communication 8B
Mediation Collaborating to construct meaning	Can highlight the main issues that need to be solved in a complex task and the important aspects that need to be taken into account.	109, 113	8 Video listening e

9A Lucky encounters

third conditional • making adjectives and adverbs • sentence rhythm, weak pronunciation of *have*

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
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.	88–87	1 Listening & Speaking b–f
Overall reading comprehension	Can read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension.	86 87 88	1 Listening & Speaking b 2 Grammar a, b 4 Reading & Speaking b, c
Reading for information and argument	Can understand straightforward, factual texts on subjects relating to his/her interests or studies. Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g., critical contributions to an online discussion forum or readers' letters to the editor). Can identify the main conclusions in clearly signaled argumentative texts. Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.	88	4 Reading & Speaking b, c
	Can recognize significant points in straightforward newspaper articles on familiar subjects. Can understand most factual information that he / she is likely to come across on familiar subjects of interest, provided he / she has sufficient time for re-reading. Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.	86 88	1 Listening & Speaking b 4 Reading & Speaking b, c
Overall spoken interaction	Can exploit a wide range of simple language to deal with most situations likely to arise while traveling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).	86–87	1 Listening & Speaking a, g, h
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g., an outing). Can express belief, opinion, agreement and disagreement politely.	86–87 88–89	1 Listening & Speaking a, g, h 4 Reading & Speaking a, d
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.	86–87	1 Listening & Speaking a, g, h
Sustained monologue: describing experience	Can give straightforward descriptions on a variety of familiar subjects within his / her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describe feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident. Can relate the plot of a book or movie and describe his / her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.	86–87	1 Listening & Speaking a, g, h

Sustained monologue: putting a case (e.g., in a debate)	Can express opinions on subjects relating to everyday life, using simple expressions. Can briefly give reasons and explanations for opinions, plans and actions. Can say whether or not he / she approves of what someone has done and give reasons to justify this opinion.	86–87	1 Listening & Speaking a, g, h
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.	86	1 Listening & Speaking a
Monitoring and repair	Can correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem.	109, 113	Communication 9A b, c
	Can ask for confirmation that a form used is correct. Can start again using a different tactic when communication breaks down.	109, 113	Communication 9A b, c
General linguistic range	Has enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	88–89	4 Reading & Speaking a, d
Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.	88–89 89	4 Reading & Speaking a, d 5 Vocabulary a, c, d
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. Uses a wide range of simple vocabulary appropriately when talking about familiar topics.	89 164	5 Vocabulary a Vocabulary bank: Word-building 2
Thematic development	Shows awareness of the conventional structure of the text type concerned, when communicating his / her ideas. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	86–87	1 Listening & Speaking a, g, h
Spoken fluency	Can express him / herself with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, he / she is able to keep going effectively without help.	86–87	1 Listening & Speaking a, g, h
Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	89	4 Reading & Speaking d

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and / or idiomatic usage influence the ability to understand.	109, 113	Communication 9A c
	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his / her field of specialization. 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.	86–87	1 Listening & Speaking b–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 selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	88	4 Reading & Speaking b, c

Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	86 88	1 Listening & Speaking 4 Reading & Speaking	b b, c
Informal discussion (with friends)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can with some effort catch much of what is said around him / her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. Can account for and sustain his / her opinions in discussion by providing relevant explanations, arguments and comments.	86–87	1 Listening & Speaking	a, g, h
General linguistic range	Can express him / herself clearly and without much sign of having to restrict what he / she wants to say.	86–87	1 Listening & Speaking	a, g, h
Grammatical accuracy	Good grammatical control. Occasional “slips” or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	87 109, 113 148	2 Grammar Communication 9A	a, b, d, e a, b, c
	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although he / she tends to use complex structures rigidly with some inaccuracy.	87 109, 113 148	2 Grammar Communication 9A 9A Grammar bank	a, b, d, e a, b, c a, b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	89 164	5 Vocabulary Vocabulary bank: Word-building	a, 2
Phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he / she speaks, but has little or no effect on intelligibility.	87 109, 113	3 Pronunciation Communication 9A	a b, c
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. Can produce text that is generally well-organized and coherent, using a range of linking words and cohesive devices. Can structure longer texts in clear, logical paragraphs.	88–89	4 Reading & Speaking	a, d

9B Digital detox

quantifiers • electronic devices • linking, *ough* and *augh*

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Notes, messages & forms	Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his / her everyday life, getting across comprehensibly the points he / she feels are important. Can take messages over the phone containing several points, provided that the caller dictates these clearly and sympathetically.	123	Writing 9: An article – advantages and disadvantages c
Written reports and essays	Can write short, simple essays on topics of interest. Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion. Can summarize, report and give his / her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence.	123	Writing 9: An article – advantages and disadvantages e
Identifying cues and inferring (spoken & written)	Can identify unfamiliar words from the context on topics related to his / her field and Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organization, in order to better understand the argumentation in a text. Can extrapolate the meaning of a section of a text by taking into account the text as a whole. Can identify unfamiliar words from the context on topics related to his / her field and interests. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	93	5 Reading & Speaking d
Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.	90 93 123	1 Vocabulary & Pronunciation b, d 5 Listening & Speaking c, d, e Writing 9: An article – advantages and disadvantages e
Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, shared tasks and work towards a common goal by asking and answering straightforward questions.	91 93	2 Listening & Speaking f 5 Reading & Speaking f

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
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.	91	2 Listening & Speaking c–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 selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	91 93	2 Listening & Speaking b 5 Reading & Speaking c, d
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	91 93	2 Listening & Speaking b 5 Reading & Speaking c, d
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. Can recognize when a text provides factual information and when it seeks to convince readers of something. Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect	93 123	5 Reading & Speaking c, d Writing 9: An article – advantages and disadvantages a, b

	relationships.		
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. Can convey degrees of emotion and highlight the personal significance of events and experiences.	92–93	5 Reading & Speaking a, f
Informal discussion (with friends)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can with some effort catch much of what is said around him / her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. Can account for and sustain his / her opinions in discussion by providing relevant explanations, arguments and comments.	90 91 92–93 93	1 Vocabulary & Pronunciation g 2 Listening & Speaking f 5 Reading & Speaking a, f Writing 9: An article – advantages and disadvantages a
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources.	123	Writing 9: An article – advantages and disadvantages e
Written 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. Can synthesize information and arguments from a number of sources.	123	Writing 9: An article – advantages and disadvantages e
Planning	Can, in preparing for a potentially complicated or awkward situation, plan what to say in the event of different reactions, reflecting on what expression would be appropriate. Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	123	Writing 9: An article – advantages and disadvantages e
Monitoring and repair	Can correct slips and errors if he / she becomes conscious of them or if they have led to misunderstandings. Can make a note of “favorite mistakes” and consciously monitor speech for it / them.	123 149	Writing 9: An article – advantages and disadvantages b, f 9B Grammar bank b
Vocabulary range	Has a good range of vocabulary for matters connected to his / her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Can produce the appropriate collocations of many words in most contexts fairly systematically. Can understand and use much of the specialist vocabulary of his / her field but has problems with specialist terminology outside of it.	90 93 123	1 Vocabulary & Pronunciation b, d 5 Reading & Speaking e Writing 9: An article – advantages and disadvantages e
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although he / she tends to use complex structures rigidly with some inaccuracy.	92 149	3 Grammar a, b 9B Grammar bank a, b
Phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he / she speaks, but has little or no effect on intelligibility.	90 92	1 Vocabulary & Pronunciation f 4 Pronunciation a, 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.	123	Writing 9: An article – advantages and disadvantages e
Coherence and cohesion	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	92–93 123	5 Reading & Speaking a, f Writing 9: An article – advantages and disadvantages e

Spoken fluency	Can produce stretches of language with a fairly even tempo; although he / she can be hesitant as he / she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	90 91 92–93	1 Vocabulary & Pronunciation 2 Listening & Speaking 5 Reading & Speaking	g f a, f
----------------	---	-------------------	---	----------------

Practical English Episode 5– Unexpected events

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Watching TV, movie and video	Can follow many movies in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language. Can catch the main points in TV shows on familiar topics when the delivery is relatively slow and clear.	94 94 95	1 Jenny gets a surprise a, b 2 Indirect questions a–d 3 Rob gets serious a, b, d
Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.	95	3 Rob gets serious c, e

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
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.	94 94 95	1 Jenny gets a surprise a, b 2 Indirect questions a–d 3 Rob gets serious a, b, d
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	94 94 95	1 Jenny gets a surprise a, b 2 Indirect questions a–d 3 Rob gets serious a, b, d
Grammatical accuracy	Good grammatical control. Occasional “slips” or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	94–95	2 Indirect questions c, f
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	95	3 Rob gets serious b, c, e
Phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he / she speaks, but has little or no effect on intelligibility.	94 95	2 Indirect questions d 3 Rob gets serious d
Flexibility	Can adjust what he / she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.	110, 114	Communication PE5 b, c
Sociolinguistic appropriateness	Can express him / herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	110, 114	Communication PE5 b, c
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he / she can be hesitant as he / she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	110, 114	Communication PE5 b, c

10A Idols and icons

relative clauses: defining and nondefining • compound nouns • word stress

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
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.	98	5 Listening a–c
Conversation	Can enter unprepared into conversations on familiar topics. 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. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	96–97 97 99 110, 114	1 Reading a, d 3 Speaking a 6 Speaking b Communication 10A b–d
Informal discussion (with friends)	Can follow much of what is said around him / her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. Can express his / her thoughts about abstract or cultural topics such as music, movies. Can explain why something is a problem. Can give brief comments on the views of others. Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.	96–97 97 97 99 110, 114	1 Reading a, d 2 Grammar c 3 Speaking a 6 Speaking b Communication 10A b–d
	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g., an outing). Can express belief, opinion, agreement and disagreement politely.	96–97 97 110, 114	1 Reading a, d 2 Grammar c Communication 10A b–d
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.	96–97 97 99 110, 114	1 Reading a, d 3 Speaking a 6 Speaking b Communication 10A b–d
Creative writing	Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. Can write accounts of experiences, describe feelings and reactions in simple connected text. Can write a description of an event, a recent trip – real or imagined. Can narrate a story.	124	Writing 10: A biography c
Written reports and essays	Can write short, simple essays on topics of interest. Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his / her opinion. Can summarize, report and give his / her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence.	124	Writing 10: A biography c
Processing text	Can summarise in writing (in Language B) the main points made in straightforward informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech. Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.	97 124	2 Grammar a Writing 10: A biography b
Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life	97 98 99 99	2 Grammar c 5 Listening a, d 6 Speaking a, b 7 Vocabulary & Pronunciation a, c

	such as family, hobbies and interests, work, travel, and current events.		
Phonological control	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he / she speaks.	99	7 Vocabulary & Pronunciation b
Flexibility	Can exploit a wide range of simple language flexibly to express much of what he / she wants.	124	Writing 10: A biography c
Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, shared tasks and work towards a common goal by asking and answering straightforward questions.	97	Communication 10A

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and / or idiomatic usage influence the ability to understand.	98	5 Listening 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 selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	96–97 99 124	1 Reading b, c 7 Vocabulary & Pronunciation c Writing 10: A biography a
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	96–97 124	1 Reading b, c Writing 10: A biography a
Reading for information and argument	Can obtain information, ideas and opinions from highly specialized sources within his / her field. Can understand specialized articles outside his / her field, provided he / she can use a dictionary occasionally to confirm his / her interpretation of terminology.	96–97 124	1 Reading b, c Writing 10: A biography a
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he / she wants to say, adopting a level of formality appropriate to the circumstances.	96–97 97 97 110, 114	1 Reading a, d 2 Grammar c 3 Speaking a Communication 10A b–d
Informal discussion (with friends)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can with some effort catch much of what is said around him / her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. Can account for and sustain his / her opinions in discussion by providing relevant explanations, arguments and comments.	96–97 97 97 110, 114	1 Reading a, d 2 Grammar c 3 Speaking a Communication 10A b–d
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources.	124	Writing 10: A biography c
Planning	Can, in preparing for a potentially complicated or awkward situation, plan what to say in the event of different reactions, reflecting on what expression would be appropriate. Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	124	Writing 10: A biography c

Monitoring and repair	Can correct slips and errors if he / she becomes conscious of them or if they have led to misunderstandings. Can make a note of “favorite mistakes” and consciously monitor speech for it / them.	124	Writing 10: A biography	d
General linguistic range	Can express him / herself clearly and without much sign of having to restrict what he / she wants to say.	97 98 99 124	2 Grammar 5 Listening 6 Speaking Writing 10: A biography	c a, d a, b c
Vocabulary range	Has a good range of vocabulary for matters connected to his / her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Can produce the appropriate collocations of many words in most contexts fairly systematically. Can understand and use much of the specialist vocabulary of his / her field but has problems with specialist terminology outside of it.	98 99	5 Listening 7 Vocabulary & Pronunciation	a, d a, c
Grammatical accuracy	Good grammatical control. Occasional “slips” or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	97 110, 114 124	2 Grammar Communication 10A Writing 10: A biography	a, c a b
	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although he / she tends to use complex structures rigidly with some inaccuracy.	97 110, 114 124 150	2 Grammar Communication 10A Writing 10: A biography 9A Grammar bank	a, c a b a, b, c
Phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he / she speaks, but has little or no effect on intelligibility.	99	7 Vocabulary & Pronunciation	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.	124	Writing 10: A biography	c
Coherence and cohesion	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	99 124	6 Speaking Writing 10: A biography	b c
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he / she can be hesitant as he / she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	96–97 97 99 110, 114	1 Reading 2 Grammar 6 Speaking Communication 10A	a, d c b b–d
Mediation Collaborating to construct meaning	Can present his / her ideas in a group and pose questions that invite reactions from other group member’ perspectives.	99	6 Speaking	b

10B And the murderer is ...

Tag questions • crime • intonation in tag questions

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension.	100	1 Vocabulary & Reading d, e
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. Can scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use. desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	100 102– 103	1 Vocabulary & Reading d, e 5 Reading & Listening b, c, d
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his / her interests and professional field. 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 such as movies, books, music, etc.	101 102– 103	2 Listening d 5 Reading & Listening a, e, h
Conversation	Can enter unprepared into conversations on familiar topics. 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. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	101 110, 114	2 Listening d Communication 10B a–d
Formal discussion (meetings)	Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems. Can follow argumentation and discussion on a familiar or predictable topic, provided the points are made in relatively simple language and/or repeated, and opportunity is given for clarification.	101 110, 114	2 Listening d Communication 10B a–d
Information exchange	Can find out and pass on straightforward factual information. Can ask for and follow detailed directions. Can obtain more detailed information. Can offer advice on simple matters within his / her field of experience.	101	2 Listening d
Interviewing and being interviewed	Can provide concrete information required in an interview / consultation (e.g., describe symptoms to a doctor) but does so with limited precision. 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.	101 110, 114	2 Listening d Communication 10B a–d
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.	101 102– 103 110, 114	2 Listening d 5 Reading & Listening a, e, h Communication 10B a–d
Sustained monologue: describing experience	Can give straightforward descriptions on a variety of familiar subjects within his / her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describe feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident. Can relate the plot of a book or movie and describe his / her	101 102	2 Listening d 5 Reading & Listening a, e, h

	<p>reactions.</p> <p>Can describe dreams, hopes and ambitions.</p> <p>Can describe events, real or imagined.</p> <p>Can narrate a story.</p>		
Identifying cues and inferring (spoken & written)	<p>Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organization, in order to better understand the argumentation in a text.</p> <p>Can extrapolate the meaning of a section of a text by taking into account the text as a whole.</p> <p>Can identify unfamiliar words from the context on topics related to his / her field and interests.</p> <p>Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.</p>	102	5 Reading & Listening b
Taking the floor (turn taking)	Can initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest.	101	2 Listening d
Vocabulary range	<p>Has a good range of vocabulary related to familiar topics and everyday situations.</p> <p>Has a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.</p>	110, 114	Communication 10B a–d
Vocabulary control	<p>Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</p> <p>Uses a wide range of simple vocabulary appropriately when talking about familiar topics.</p>	101	2 Listening d
Flexibility	Can exploit a wide range of simple language flexibly to express much of what he / she wants.	101 101 110, 114	2 Listening d 4 Pronunciation & Speaking c Communication 10B a–d
Propositional precision	<p>Can convey simple, straightforward information of immediate relevance, getting across which point he / she feels is most important.</p> <p>Can express the main point he / she wants to make comprehensibly.</p>	101 110, 114	2 Listening d Communication 10B a–d
Mediation Collaborating to construct meaning	Can use questions, comments and simple reformulations to maintain the focus of a discussion.	110 114	Communication 10B a–d

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and / or idiomatic usage influence the ability to understand.	100 101 103	1 Vocabulary & Reading c 2 Listening a, b, c 6 Video Listening a, c
	<p>Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his / her field of specialization.</p> <p>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>	101 102– 103 103	2 Listening a–c 5 Reading & Listening b–d 6 Video Listening a, c
Understanding conversation between other speakers	Can keep up with an animated conversation between speakers of the target language.	101 101	2 Listening a–c 4 Pronunciation & Speaking a

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.	100 101 101 102– 103 103	1 Vocabulary & Reading c 2 Listening a–c 4 Pronunciation & Speaking a 5 Reading & Listening b–d 6 Video Listening 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 selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	100 102– 103	1 Vocabulary & Reading d, e 5 Reading & Listening b–d
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	100 102– 103	1 Vocabulary & Reading d, e 5 Reading & Listening b–d
Reading for information and argument	Can obtain information, ideas and opinions from highly specialized sources within his / her field. Can understand specialized articles outside his / her field, provided he / she can use a dictionary occasionally to confirm his / her interpretation of terminology.	102– 103	5 Reading & Listening b, c
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. Can convey degrees of emotion and highlight the personal significance of events and experiences.	110, 114	Communication 10B a–d
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his / her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	101 110, 114	2 Listening d Communication 10B a–d
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. Can summarise the point reached at a particular stage in a discussion and propose the next steps.	103 110, 114	6 Video Listening a, c Communication 10B a–d
Asking for clarification	Can ask follow up questions to check that he / she has understood what a speaker intended to say, and get clarification of ambiguous points.	110, 114	Communication 10B a–d
General linguistic range	Can express him / herself clearly and without much sign of having to restrict what he / she wants to say.	100 101 101 102– 103 110, 114	1 Vocabulary & Reading a 2 Listening d 4 Pronunciation & Speaking d 5 Reading & Listening a, e, h Communication 10B a–d
	Has a 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 such as music and movies.	101 102	2 Listening d 5 Reading & Listening a, e, h
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Can produce the appropriate collocations of many words in most contexts fairly systematically. Can understand and use much of the specialist vocabulary of his/her field but has problems with specialist terminology outside of it.	100 101 102	1 Vocabulary & Reading a, b 2 Listening d 5 Reading & Listening a
Grammatical accuracy	Good grammatical control. Occasional “slips” or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	101	3 Grammar a, b
	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although he / she tends to use complex structures rigidly with some inaccuracy.	101	10B Grammar bank a, b

Phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he / she speaks, but has little or no effect on intelligibility.	100 101	1 Vocabulary & Reading c 4 Pronunciation & Speaking b
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.	102	5 Reading & Listening a, e, h
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	101 102 110, 114	4 Pronunciation & Speaking d 5 Reading & Listening a, e, h Communication 10B a–d
	Can produce stretches of language with a fairly even tempo; although he / she can be hesitant as he / she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	101 110, 114	4 Pronunciation & Speaking d Communication 10B a–d