

Units	Skills	Descriptors
Unit 1 - Relationships	Listening	Can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.(page 10)
	Speaking	Can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points. (page 8) Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. (page 11)
	Reading	Can read correspondence relating to his/her field of interest and readily grasp the essential meaning. (Pages 6, 7) Can obtain information, ideas and opinions from highly specialised sources within his/her field. (pages 12, 13)
	Writing	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.(pages 16, 17)
	Vocabulary	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.(pages 9, 15)
	Language in use	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. (pages 8, 14)
Unit 2 - Travelling	Listening	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. (page 22)
	Speaking	Can pass on detailed information reliably. (page 23)
	Reading	Can scan quickly through long and complex texts, locating relevant details.(pages 18, 19, 24, 25) 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. (pages 18, 19)
	Writing	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources. (pages 28, 29)
	Vocabulary	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.(pages 18, 21)
	Language in use	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.(pages 20, 26, 27)

Unit 3 - Technology	Listening	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. (pages 36 Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information. (page 36)
	Speaking	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.(page 37)
	Reading	Can scan quickly through long and complex texts, locating relevant details. (pages 32, 33) Can obtain information, ideas and opinions from highly specialised sources within his/her field.(pages 38, 39)
	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.(pages 42, 43)
	Vocabulary	Has a good range of vocabulary for matters connected to his field and most general topics. (pages 35,
	Language in use	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (pages 34, 40) Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. (page 41)
Unit 4 - Money	Listening	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.(page 48)
	Speaking	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. (page 49)
	Reading	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. (pages 44, 45) Can obtain information, ideas and opinions from highly specialised sources within his/her field.(pages 50, 51)
	Writing	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.(pages 54, 55)
	Vocabulary	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (page 47)

	Language in use	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (page 46) 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. (pages 52, 53)
Unit 5 - Leisure	Listening	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics in a standard dialect, including technical discussions in his/her field of specialisation. (page 62)
	Speaking	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. (page 63) 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. (page 63)
	Reading	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (pages 58, 59) Can scan quickly through long and complex texts, locating relevant details. (pages 64, 65)
	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. (pages 68, 69)
	Vocabulary	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. (page 61)
	Language in use	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (pages 60, 66) Can vary formulation of what he/she wants to say. (page 60) Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. (page 67)
Unit 6 - Work	Listening	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. (page 74)
	Speaking	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses. (page 75)
	Reading	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (pages 70, 71) Can scan quickly through long and complex texts, locating relevant details. (pages 76, 77)
	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. (pages 80, 81)
	Vocabulary	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. (page 73)

	Language in use	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.(pages 72, 78) Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. (page 79)
Unit 7 – Sport	Listening	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.(page 94)
	Speaking	Can participate actively in routine and non routine formal discussion.(page 95)
	Reading	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.(pages 90, 91) Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.(pages 96,97)
	Writing	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. (page 100, 101) Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.(page 100, 101)
	Vocabulary	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. (page 93)
	Language in use	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (page 92) 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(page 98) 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.(page 99)
Unit 8 – Communication	Listening	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.(page 106)
	Speaking	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. (page 107)
	Reading	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. (pages 102, 103) Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.(pages 108, 109)

	Writing	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.(pages 112, 113)
	Vocabulary	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. (page 105)
	Language in use	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (page 104, 105) 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(page 110, 111)
Unit 9 – Work	Listening	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.(page 120)
	Speaking	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. (page 121)
	Reading	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.(pages 116, 117) Can obtain information, ideas and opinions from highly specialised sources within his/her field.(pages 122, 123)
	Writing	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.(pages 126, 127)
	Vocabulary	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(page 119) Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.(page 119)
	Language in use	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(pages 118, 124) Can obtain information, ideas and opinions from highly specialised sources within his/her field.(page 125)
Unit 10 – Health	Listening	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.(page 132)
	Speaking	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.(page 133) 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. (page 133)
	Reading	Can obtain information, ideas and opinions from highly specialised sources within his/her field.(pages 128, 129) Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.(pages 128, 129, 134, 135)

	Writing	Can express news and views effectively in writing, and relate to those of others. (pages 138, 139) 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. (pages 138, 139)
	Vocabulary	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. (page 131)
	Language in use	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (pages 130, 136) Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. (page 137)
Unit 11 – Learning	Listening	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics in a standard dialect, including technical discussions in his/her field of specialisation. (page 146) Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. (page 146)
	Speaking	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest. (page 147) Can develop an argument well enough to be followed without difficulty most of the time. (page 147)
	Reading	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. (pages 142, 143) Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (pages 142, 143, 148, 149) Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. (pages 148, 149)
	Writing	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. (pages 152, 153)
	Vocabulary	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (pages 145, 151)
	Language in use	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (pages 144, 150) 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. (pages 144, 150)

Unit 12 – The Law	Listening	<p>Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. (page 158)</p> <p>Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics in a standard dialect, including technical discussions in his/her field of specialisation. (page 158)</p>
	Speaking	<p>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. (page 159)</p> <p>Can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points. (page 159)</p>
	Reading	<p>Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. (pages 154, 155)</p> <p>Can obtain information, ideas and opinions from highly specialised sources within his/her field. (pages 160, 161)</p>
	Writing	<p>Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. (pages 164, 165)</p>
	Vocabulary	<p>Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (page 157)</p> <p>Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. (page 157)</p>
	Language in use	<p>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. (pages 156, 162)</p> <p>Can vary formulation of what he/she wants to say. (pages 156, 163)</p> <p>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 films. (page 163)</p>