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New **ENGLISH FILE**

Intermediate



and the

**Common European Framework
of Reference**

OXFORD

What is this booklet for?

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

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

Why do we need a Common European Framework?

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

What is the CEF? What are its aims?

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

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

What are the CEF levels?

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

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

How do the CEF levels correspond to New English File?

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

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

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

What does the CEF say about teaching and learning?

■ Teaching

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

- The CEF doesn't promote a particular language teaching methodology. It suggests that the methods teachers use should be appropriate to the teaching context and the social context. It recognizes that effective teaching depends on lots of variables, and that there's a huge range of possible teaching methods and materials.
- It recognizes that teachers have to think on their feet and be flexible and responsive to their students' needs.
- It suggests that teachers need to understand why they're doing what they do, and help to define their learners' objectives, and it acknowledges that experience is extremely valuable in helping them do this.
- It suggests that teachers should help students as much as they can to develop both their language knowledge and their ability to learn (in class and on their own).

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

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

■ Learning

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

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

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

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

Is New English File compatible with the CEF?

Yes, definitely. The CEF focuses on using language in real, communicative contexts, and so does *New English File*. The CEF encourages the development of the ability to 'do things' in a foreign language, not just to 'know about' that language, and this is an aim we all share – though students also need to 'know about' a language in order to function successfully in that language. As the CEF says, '... a language learner has to acquire both form and meaning'. For example, an A1 descriptor might be 'can understand simple directions'. In order to do this, students need to know lexical items (left, right, straight on, first, second, third), grammatical elements such as imperatives (take the ..., turn ...), fixed phrases (you

can't miss it), and probably be able to ask for repetition. *New English File* teaches the language and skills that students will need in order to develop their range of communicative competences.

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

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

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

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

Common European Framework of Reference Level Overview

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



Level: B1

DESCRIPTOR	STUDENT'S BOOK PAGES
Coherence and cohesion: B1 User can link a series of shorter, discrete simple elements into a connected, linear sequence of points. B1 User can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.	24, 73 33
Conversation: B1 User can establish social contact: greetings and farewells, introductions, giving thanks.	16
Correspondence: B1 User can write personal letters describing experiences, feelings and events in some detail.	17, 81, 49
Creative writing: B1 User can narrate a story. B1 User can write about everyday aspects of his/her environment, e.g. people, places, a job or study experiences in linked sentences. B1 User can write very short, basic descriptions of events, past activities and personal experiences.	33 17, 65 81
Flexibility: B1 User can adapt well rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	5, 9
Goal-oriented co-operation: B1 User can discuss what to do next, making and responding to suggestions, asking for and giving directions. B1 User can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.	48, 64 71
Grammatical accuracy: B1 User can use reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	5, 8, 15, 24, 27, 30, 33, 37, 42, 44, 45, 48, 54, 57, 60, 64, 68, 72, 77, 80, 81
Identifying cues and inferring: B1 User can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	5, 14, 20, 26, 40, 53, 58, 78
Informal discussion: B1 User can give and seek personal views and opinions in discussing topics of interest.	4, 5, 7, 8, 9, 11, 13, 14, 15, 26, 29, 31, 37, 38, 39, 42, 43, 44, 47, 53, 62, 69, 70, 73, 74, 77, 78, 79, 80
Interview and being interviewed: B1 User can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	6, 10, 20, 36, 52
Listening to announcements and instructions: B1 User can follow detailed directions.	48
Listening to audio media and recordings: B1 User can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	23
Orthographic control: B1 Spelling, punctuation and layout are accurate enough to be followed most of the time.	17, 33, 49, 65, 81

Overall listening comprehension: B1 User can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. B1 User can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. B1 User can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.	5, 7, 9, 15, 24, 29, 31, 37, 39, 43, 46, 58, 61, 63, 69, 74 15, 20, 21, 27, 40, 47, 58, 75, 79 16, 32, 48, 55, 64, 80
Overall oral production: B1 User can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	73
Overall reading comprehension: B1 User can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	4, 5, 6, 8, 11, 14, 20, 26, 33, 38, 44, 47, 58, 60, 62, 68, 70, 73, 78, 81
Overall spoken interaction: B1 User can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	5, 10, 23, 24, 25, 26, 27, 28, 30, 31, 32, 40, 45, 46, 52, 54, 57, 58, 63, 68, 75, 76, 78
Phonological control: B1 User's pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	6, 10, 15, 16, 23, 24, 27, 30, 32, 37, 40, 45, 48, 52, 57, 61, 64, 69, 71, 72, 76, 80
Planning: B1 User can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/ she can recall or find the means to express.	7, 9, 17, 31, 33, 58, 63, 65, 71, 81
Propositional precision: B1 User can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.	47, 70
Reading correspondence: B1 User can understand the description of events, feelings and wishes in personal letters well enough to be able to correspond regularly with a pen friend.	17, 49
Reading for information and argument: B1 User can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. B1 User can identify the main conclusions in clearly signalled argumentative texts. B1 User can recognize significant points in straightforward newspaper articles on familiar subjects.	37 12, 40 28, 31, 42, 53, 56, 57, 74
Reading for orientation: B1 User can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	65, 70, 81
Sociolinguistic appropriateness: B1 User is aware of the salient politeness conventions and acts appropriately.	49
Sustained monologue: Describing experience B1 User can describe dreams hopes and ambitions. B1 User can give short, basic descriptions of events and activities. B1 User can describe everyday aspects of his/ her environment e.g. people, places, a job or study experience. B1 User can describe past activities and personal experiences. B1 User can describe habits and routines.	54, 58, 77 24, 54 58 61, 77 62, 77
Sustained monologue: Putting a case B1 User can briefly give reasons and explanations for opinions, plans and actions.	7
Vocabulary control: B1 User can show a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	6, 10, 11, 13, 15, 17, 20, 23, 27, 30, 33, 38, 40, 45, 46, 52, 58, 60, 63, 65, 70, 71, 74, 75, 76

Vocabulary range: B1 User has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	16, 32, 36, 48, 64, 80
B1 User has sufficient vocabulary to express himself/herself with some circumlocutions on most topics pertinent to his/her everyday life, such as family, hobbies and interests, work, travel, and current affairs.	25, 27

Level: B2

DESCRIPTOR	STUDENT'S BOOK PAGES
Conversation: B2 User can convey degrees of emotion and highlight the personal significance of events and experiences.	96, 112
Creative writing: B2 User can write a review of a film, book or play.	97
Flexibility: B2 User can vary formulation of what he/she wants to say.	84
Goal-oriented co-operation: B2 User can explain why something is a problem, discuss what to do next, compare and contrast alternatives.	112
Grammatical accuracy: B2 User shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	84, 87, 89, 93, 94, 97, 101, 103, 106, 108, 112, 113
Identifying cues and inferring: B2 User can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	86, 111
Informal discussion: B2 User can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	86, 91, 92, 94, 100, 101, 106, 111
Interview and being interviewed: B2 User can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	85, 90, 105, 106, 108
Listening to audio media and recordings: B2 User can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear, standard speech. B2 User can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify the speaker viewpoints and attitudes as well as the information content.	87, 94, 95, 103 96, 112
Orthographic control: B2 Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	97, 113
Overall listening comprehension: B2 User can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	91, 100, 105, 106, 111
Overall reading comprehension: B2 User can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	84, 88, 89, 92, 93, 94, 95, 97, 100, 101, 104, 106, 109, 111

Overall spoken interaction: B2 User can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. B2 User can express thoughts on more abstract, cultural topics such as films, books, music, etc.	85, 110 88, 89, 97
Phonological control: B2 User has acquired a clear, natural pronunciation and intonation.	85, 89, 95, 96, 101, 103, 105, 107, 108, 110, 112
Planning: B2 User can plan what is to be said and the means to say it, considering the effect on the recipient(s).	87, 90, 95, 97, 113
Processing text: B2 User can summarize a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main theme.	93, 94, 109
Reading for information and argument: B2 User can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	86, 102, 113
Reports and essays: B2 User can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	113
Sustained monologue: Describing experience B2 User can give detailed accounts of experiences, describing feelings and reactions. B2 User can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	86, 87, 101 95
Transaction to obtain goods and services: B2 User can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.	87
Vocabulary control: B2 Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	90, 94, 95, 103, 107, 110
Vocabulary range: B2 User has a good range of vocabulary for matters connected to his/her field and most general topics.	85, 96, 108, 112



1A Food: fuel or pleasure?

Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	4, 5 7 7	1 Reading & Speaking a, e 5 Listening a, d 6 Speaking b
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	4, 5 6	1 Reading & Speaking b, c 3 Vocabulary c
Identifying cues and inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	5	1 Reading & Speaking d
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	6	3 Vocabulary a, b
Flexibility	Can adapt well rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	5	1 Reading & Speaking e
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	5 5	1 Reading & Speaking f 2 Grammar e
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	5 7	2 Grammar a, b 5 Listening b
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	5	2 Grammar c–e
Interview and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	6	3 Vocabulary c
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	6	4 Pronunciation a–g
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.	7	6 Speaking a
Sustained monologue: Putting a case	Can briefly give reasons and explanations for opinions, plans and actions.	7	6 Speaking a, b

1B If you really want to win, cheat

Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	8	1 Grammar a
		9	3 Listening a, c
		11	7 Reading b, f
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	8	1 Grammar b
		11	7 Reading a, c, d
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	8	1 Grammar c–e
Flexibility	Can adapt well rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	9	1 Grammar f
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.	9	2 Speaking a
Sustained monologue: Describing experience	Can describe events, real or imagined.	9	2 Speaking b
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.	9	3 Listening b, c
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	10	4 Vocabulary a, b
		11	7 Reading e
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	10	4 Vocabulary c
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	10	5 Pronunciation a–d
Interview and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	10	6 Speaking

1C Families have a great-great future

Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Reading for information and argument	Can identify the main conclusions in clearly signaled argumentative texts.	12	1 Vocabulary & Speaking a
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	13 15	1 Vocabulary & Speaking b 4 Vocabulary a–c
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	13 14 15	1 Vocabulary & Speaking c 3 Reading a, b, e 6 Listening & Speaking d
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	14	3 Reading c
Identifying cues and inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	14	3 Reading d
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	15	How words work...
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	15	5 Pronunciation a–c
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	15	6 Listening & Speaking a–c
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	15	7 Song

1 Practical English Introductions

Framework 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.	16 16 16	1 The story so far Meeting people a, c Social English a, b
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	16 16	Meeting people e Social English d
Conversation	Can establish social contact: greetings and farewells; introductions, giving thanks.	16	Meeting people f
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	16 16	Meeting people b–d Social English c

1 Writing Describing a person

Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Reading correspondence	Can understand the description of events, feelings and wishes in personal letters well enough to be able to correspond regularly with a penfriend.	17	Describing a person a, c
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	17	Describing a person d
Creative writing	Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experiences in linked sentences.	17	Describing a person Write
Orthographic control	Spelling, punctuation and layout are accurate enough to be followed most of the time.	17 17	Describing a person b Describing a person Check
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	17	Describing a person Plan
Correspondence	Can write personal letters describing experiences, feelings and events in some detail.	17	Describing a person Write

2A Ka-ching!

Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	20 21	1 Vocabulary & Listening a, b 2 Grammar b
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	20 23	1 Vocabulary & Listening a, b, d 5 Vocabulary & Pronunciation a-c
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	23	5 Vocabulary & Pronunciation a-c
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.	23	6 Listening and Speaking a, b
Interview and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	20	3 Speaking
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	20	4 Reading c
Identifying cues and inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	20	4 Reading d
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	23	6 Listening and Speaking c

2B Changing your life

Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	24 25 26 27	1 Listening a 4 Speaking b 5 Reading c 7 Grammar d
Sustained monologue: Describing experience	Can give short, basic descriptions of events and activities.	24	1 Listening b
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.	24 24	1 Listening c, d 2 Grammar a
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	24 27	2 Grammar a–c 7 Grammar
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	24 27	3 Pronunciation b 6 Vocabulary & Pronunciation c
Coherence and cohesion	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	24	3 Pronunciation a
Vocabulary range	Has sufficient vocabulary to express himself/herself with some circumlocutions on most topics pertinent to his/her everyday life, such as family, hobbies and interests, work, travel, and current events.	25 27	4 Speaking b 6 Vocabulary & Pronunciation d
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	26	5 Reading b, d
Identifying cues and inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	26	5 Reading e
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	26	5 Reading f
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	27	6 Vocabulary & Pronunciation a, b
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	27	7 Grammar b

2C Race to the sun

Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	28 28	1 Reading a How words work...
Reading for information and argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	28 31	1 Reading b–d 6 Listening & Speaking a

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.	29 31	2 Listening 6 Listening & Speaking	a–c b, c
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	29	2 Listening	d
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	30	3 Grammar	a–c
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	30	4 Vocabulary	a, b
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	30	5 Pronunciation & Speaking	a
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	30 31	5 Pronunciation & Speaking 6 Listening & Speaking	b a
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	31	6 Listening & Speaking	d
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	31	6 Listening & Speaking	e

2 Practical English In the office

Framework 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.	32 32	1 Requests and permission a, b Social English a, b
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	32 32	1 Requests and permission d Social English d
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	32	Communication f
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	32 32	1 Requests and permission b, e Social English c

2 Writing Telling a story

Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	33	Telling a story a
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	33	Telling a story a
Coherence and cohesion	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.	33	Telling a story b
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	33	Telling a story c
Orthographic control	Spelling, punctuation and layout are accurate enough to be followed most of the time.	33	Telling a story Check
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	33	Telling a story Plan
Creative writing	Can narrate a story.	33	Telling a story Write

3A Modern manners

Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	36	1 Vocabulary & Speaking a, b
Interview and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	36	1 Vocabulary & Speaking a, b
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	37	2 Grammar a
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.	37 39	2 Grammar b, c 5 Listening a, b
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	37 37	2 Grammar d, e 3 Pronunciation & Speaking c
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	37	3 Pronunciation & Speaking a
Reading for information and argument	Can recognize the line or argument in the treatment of the issue presented, though not necessarily in detail.	37	3 Pronunciation & Speaking b

Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	38	4 Reading a–c
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	38	4 Reading d
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	38 39	4 Reading e 6 Speaking

3B Judging by appearances

Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	40	1 Reading a, b
Reading for information and argument	Can identify the main conclusions in clearly signaled argumentative texts.	40	1 Reading c, d
Identifying cues and inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	40	1 Reading e
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	40 40	How words work... 2 Vocabulary a
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	40	2 Vocabulary b
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	40	3 Pronunciation a–d
Reading for information and argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	42	4 Grammar a, b
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	42 42	4 Grammar c, d 4 Communication e
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	42 43	4 Communication e 5 Listening a, e
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	43	5 Listening b–d

3 Writing An informal letter

Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Reading correspondence	Can understand the description of events, feelings and wishes in personal letters well enough to be able to correspond regularly with a pen friend.	49	An informal letter a, b
Orthographic control	Spelling, punctuation and layout are accurate enough to be followed most of the time.	49	An informal letter c
		49	An informal letter Check
Correspondence	Can write personal letters describing experiences, feelings and events in some detail.	49	An informal letter Write
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.	49	An informal letter Plan
Sociolinguistic appropriateness	Is aware of the salient politeness conventions and acts appropriately.	49	An informal letter d

4A Back to school, aged 35

Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	52	1 Vocabulary a
		54	4 Grammar a
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	52	1 Vocabulary b, c
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	52	2 Pronunciation & Speaking a–c
Interview and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	52	2 Pronunciation & Speaking d
Reading for information and argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	53	3 Reading b–d
Identifying cues and inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	53	3 Reading e
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	53	3 Reading a, f
		55	5 Listening a, d
		55	6 Speaking a, b
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.	55	5 Listening b, c
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	54	4 Grammar b, c
Sustained monologue	Can give short, basic descriptions of events and activities.	54	4 Grammar f
	Can describe dreams, hopes and ambition		

3C If at first you don't succeed, ...

Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	44 47	1 Grammar a 6 Reading a, e
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	44,45	1 Grammar a–f
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	44 47	1 Grammar c 6 Reading b, d
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	45	2 Pronunciation a–c
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	45 46	How words work... 4 Vocabulary a–e 5 Listening a
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	45 46	3 Speaking a 4 Vocabulary e
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	46	5 Listening b, c
Propositional precision	Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.	47	6 Reading c
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	47	7 Song

3 Practical English Renting a flat

Framework 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.	48 48	1 How to get there a, c 1 Social English a, b
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	48	1 How to get there d Social English d
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	48 48	How to get there b Social English c
Listening to announcements and instructions	Can follow detailed directions.	48	1 How to get there a, c
Goal-oriented co-operation	Can discuss what to do next, making and responding to suggestions, asking for and giving directions.	48	Communication f
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	48	1 How to get there e

4B In an ideal world...

Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Reading for information and argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	56,57	1 Grammar b
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	57 57	1 Grammar c, d 2 Pronunciation & Speaking d
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	57 58	1 Grammar e 3 Vocabulary c
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	57	2 Pronunciation & Speaking a-c
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	58	3 Vocabulary a, b
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.	58	4 Listening & Speaking a, 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.	58	4 Listening & Speaking c
Sustained monologue: describing experience	Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience.	58	4 Listening & Speaking d
	Can describe past activities and personal experiences.	58	5 Reading a
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	58	5 Reading b
Identifying cues and inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	58	5 Reading c
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	58	6 Song

4C Still friends?

Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	60 63	1 Vocabulary & Speaking a 1, 2 How words work...
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	63	1, 2 How words work...
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	60 62	2 Grammar b, c 5 Reading b–d
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used ‘routines’ and patterns associated with more predictable situations.	60	2 Grammar d–f
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	61 63	3 Listening a, b 6 Listening & Speaking a, b
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	61	4 Pronunciation & Speaking a, b
Sustained monologue: Describing experience	Can describe past activities and personal experiences.	61	4 Pronunciation & Speaking c
	Can describe habits and routines.	62	5 Reading a
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	62	5 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.	63	6 Listening & Speaking c
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	63	6 Listening & Speaking d

4 Practical English A visit from a pop star

Framework 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.	64	Making suggestions a, c
		64	Social English a, b
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	64	Making suggestions d
		64	Social English d
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	64	Making suggestions b, d
		64	Social English c

Goal-oriented co-operation	Can discuss what to do next, making and responding to suggestions, asking for and giving directions.	64	Making suggestions f
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	64	Making suggestions e

4 Writing Describing a house or flat

Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Reading for orientation	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	65	Describing a house or flat a
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	65	Describing a house or flat b, c
Orthographic control	Spelling, punctuation and layout are accurate enough to be followed most of the time.	65	Describing a house or flat Check
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.	65	Describing a house or flat Plan
Creative writing	Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience.	65	Describing a house or flat Write

5A Slow down, you move too fast

Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	68	1 Grammar a, e
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	68	1 Grammar b
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	68	1 Grammar c, d
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	69 71	2 Pronunciation a–c 5 Vocabulary b
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.	69	3 Listening a, b
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	69 70	3 Listening c 4 Reading & Vocabulary e

Reading for orientation	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	70	4 Reading & Vocabulary	a
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	70 71	4 Reading & Vocabulary 5 Vocabulary	a a
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	70	4 Reading & Vocabulary	b, c
Propositional precision	Can convey simple, straightforward information of immediate relevance, getting across which point he/ she feels is most important.	70	4 Reading & Vocabulary	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.	71	6 Speaking	a
Goal oriented co-operation	Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.	71	6 Speaking	b, c

5B Same planet, different worlds

Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	72	1 Grammar a–d
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	72	2 Pronunciation a–c
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	73 74	3 Reading & Speaking a 4 Listening a, e
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	73	3 Reading & Speaking b, c
Overall oral production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects related to his/her field of interest, presenting it as a linear sequence of points.	73	3 Reading & Speaking d
Coherence and cohesion	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	73	How words work...
Reading for information and argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	74	4 Listening b
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.	74	4 Listening c
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	74 75	4 Listening d 6 Vocabulary a, b

Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	75 75	5 Speaking 6 Vocabulary b
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	75	Song

5C Nice work?

Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	76	1 Vocabulary a, c
Thematic development	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	76	1 Vocabulary b
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	76	2 Speaking & Pronunciation a, b
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	76 78	2 Speaking & Pronunciation c 4 Reading d
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	77	3 Grammar a, d, e
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	77 78 79	3 Grammar b, c 4 Reading a, e 6 Speaking 6
Sustained monologue: Describing experience	Can describe habits and routines. Can describe dreams, hopes and ambitions. Can describe past activities and personal experiences.	77	3 Grammar f
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	78	4 Reading b
Identifying cues and inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	78	4 Reading c
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	79	5 Listening a, b

5 Practical English Meetings

Framework 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.	80	Giving opinions a, c
		80	Social English a, b
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	80	Giving opinions d
		80	Social English d
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	80	Giving opinions b
		80	Social English c
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	80	Giving opinions f
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	80	Giving opinions e

5 Writing Formal letters and a CV

Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Reading for orientation	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	81	Formal letters and a CV a
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	81	Formal letters and a CV b
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	81	Formal letters and a CV c, d
Orthographic control	Spelling, punctuation and layout are accurate enough to be followed most of the time.	81	Formal letters and a CV Check
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.	81	Formal letters and a CV Plan
Creative writing	Can write very short, basic descriptions of events, past activities and personal experiences.	81	Formal letters and a CV Write
Correspondence	Can write formal letters describing experiences, feelings and events in some detail.	81	Formal letters and a CV Write

6A Love in the supermarket

Framework 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.	84	1 Grammar a–c
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	84 87	1 Grammar d, e 6 Grammar a–c
Flexibility	Can vary formulation of what he/she wants to say.	84	1 Grammar f
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	85	2 Vocabulary a, c
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	85	2 Vocabulary b
Phonological control	Has acquired a clear, natural pronunciation and intonation.	85	3 Pronunciation a–c
Interviewing and being interviewed	Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	85	4 Speaking
Sustained monologue: Describing experience	Can give detailed accounts of experiences, describing feelings and reactions.	86 87	5 Reading a 7 Listening & Speaking b
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	86	5 Reading b, c
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	86	5 Reading d, e
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	86	5 Reading 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.	87	7 Listening & Speaking a
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient(s).	87	7 Listening & Speaking c
Transaction to obtain goods and services	Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.	87	7 Listening & Speaking c

6B See the film... get on a plane

Framework 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.	88,89	1 Reading b, c
Overall spoken interaction	Can express thoughts on more abstract, cultural topics such as films, books, music etc.	88,89	1 Reading a, d
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	89	2 Grammar a–c
Phonological control	Has acquired a clear, natural pronunciation and intonation.	89	3 Pronunciation a–c
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	90	4 Vocabulary a–c
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient(s).	90	5 Speaking a
Interviewing and being interviewed	Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	90	5 Speaking b
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	91	6 Listening a
Overall listening comprehension	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	91	6 Listening b–e

6C I need a hero

Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	92 94	1 Grammar a, b 3 Reading a
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.	92,93 94,95	1 Grammar c 3 Reading b, c
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	93 94	1 Grammar d–f 2 Listening & Speaking b
Processing text	Can summarize a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main theme.	93 94	1 Grammar g 3 Reading 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.	94	2 Listening & Speaking a

Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	94 94 95	2 Listening & Speaking b 3 Reading d 4 Vocabulary & Pronunciation a
Phonological control	Has acquired a clear, natural pronunciation and intonation.	95	4 Vocabulary & Pronunciation b
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient(s).	95	5 Speaking a
Sustained monologue: Describing experience	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	95	5 Speaking a
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.	95	Song

6 Practical English Breaking news

Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Listening to audio media and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	96 96	Giving and reacting to news a, c Social English a, b
Phonological control	Has acquired a clear, natural pronunciation and intonation.	96 96	Giving and reacting to news d Social English d
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	96 96	Giving and reacting to news b Social English c
Sustained monologue: Describing experience	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	96	Giving and reacting to news f
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	96	Giving and reacting to news f

6 Writing A film review

Framework 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.	97	A film review a
Overall spoken interaction	Can express thoughts on more abstract, cultural topics such as films, books, music etc.	97	A film review a
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	97	A film review b, c

Orthographic control	Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	97	A film review	Check
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient(s).	97	A film review	Plan
Creative writing	Can write a review of a film, book or play.	97	A film review	Write

7A Can we make our own luck?

Framework 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.	100	1 Reading & Listening a
		101	4 Speaking a, c
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	100	1 Reading & Listening a
Overall listening comprehension	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	100	1 Reading & Listening b–d
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	101	2 Grammar 2 a–d
		101	3 Pronunciation c
		103	How words work...
Phonological control	Has acquired a clear, natural pronunciation and intonation.	101	3 Pronunciation a, b
		103	6 Vocabulary b
Sustained monologue: Describing experience	Can give detailed accounts of experiences, describing feelings and reactions.	101	4 Speaking b
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	101	4 Speaking b
		102	5 Reading b, d
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	102	5 Reading b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	103	5 Reading c
		103	6 Vocabulary a, 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.	103	Song

7B Murder mysteries

Framework 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.	104 106	1 Reading & Listening a 4 Grammar a
Overall listening comprehension	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	105 106	1 Reading & Listening b, c 4 Grammar b
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	106	4 Grammar b–e
Phonological control	Has acquired a clear, natural pronunciation and intonation.	105 107	3 Pronunciation & Speaking a, b 5 Vocabulary b
Interviewing and being interviewed	Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	105 106	3 Pronunciation & Speaking c 4 Grammar f
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	106	4 Grammar a, b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	107	5 Vocabulary a–c

7C Switch it off

Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	108	1 Vocabulary & Speaking a
Phonological control	Has acquired a clear, natural pronunciation and intonation.	108 110	1 Vocabulary & Speaking a 3 Pronunciation a–d
Interviewing and being interviewed	Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	108	1 Vocabulary & Speaking b
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	108	2 Grammar a, b, d, e
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	111 111	5 Reading a 6 Listening 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.	109 111	2 Grammar 5 Reading	b b–d
Processing text	Can summarize a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main theme.	109	2 Grammar	d
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	110	4 Vocabulary & Speaking	a
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	110	4 Vocabulary & Speaking	b
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	111	5 Reading	e
Overall listening comprehension	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	111	6 Listening	a, b

7 Practical English Everything in the open

Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Listening to audio media and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	112 112	Apologizing, giving excuses a, c Social English a, b
Phonological control	Has acquired a clear, natural pronunciation and intonation.	112 112	Apologizing, giving excuses d Social English d
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	112 112	Apologizing, giving excuses b Social English c
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	112	Apologizing, giving excuses e
Goal oriented co-operation	Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.	112	Apologizing, giving excuses f
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	112	Apologizing, giving excuses f

7 Writing An article for a magazine

Framework level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	113	An article for a magazine a, b
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	113	An article for a magazine a
Orthographic control	Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	113	An article for a magazine a
		113	An article for a magazine Check
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient(s).	113	An article for a magazine c, d
		113	An article for a magazine Plan
Reports and essays	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	113	An article for a magazine Write