

Units	Skills	Descriptors
Unit 1 – Family Ties	Listening	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (page 10)
	Speaking	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. (page 10)
	Reading	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (pages 6, 7)
	Writing	Can write accounts of experiences, describing feelings and reactions in simple connected text. (pages 12, 13) Can produce continuous writing, which is generally intelligible throughout. (page 13)
	Vocabulary	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times. (page 9)
	Language in use	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (page 11)
Unit 2 – Te Open Road	Listening	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (page 18)
	Speaking	Can find out and pass on straightforward factual information. (page 18) Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. (page 18)
	Reading	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (pages 14, 15) Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. (pages 14, 15)
	Writing	Can write short, simple essays on topics of interest. (pages 20, 21) 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. (pages 20, 21)
	Vocabulary	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (page 17)
	Language in use	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (page 16) Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (page 16) Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (page 19)

Unit 3 – Killing Time	Listening	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (page 28)
	Speaking	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. (page 28) 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. (page 28)
	Reading	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (pages 24, 25)
	Writing	Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films. (pages 30, 31)
	Vocabulary	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. (page 27)
	Language in use	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (page 26) Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (page 29)
Unit 4 – Work Wonders	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 36)
	Speaking	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc. (page 36)
	Reading	Can obtain information, ideas and opinions from highly specialised sources within his/her field. (pages 32, 33) Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. (pages 32, 33)
	Writing	Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence. (pages 38, 39)
	Vocabulary	Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (page 35)
	Language in use	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (page 34) Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (page 37)

Unit 5 – The Global Village	Listening	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (page 46)
	Speaking	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (page 46)
	Reading	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (pages 42, 43) Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. . (pages 42, 43)
	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 48, 49)
	Vocabulary	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. (page 45)
	Language in use	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (page 44) Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (page 47)
Unit 6 – Come Rain or Shine	Listening	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (page 54)
	Speaking	Can give or seek personal views and opinions in discussing topics of interest. (page 54)
	Reading	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (pages 50, 51)
	Writing	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. (pages 56, 57)
	Vocabulary	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (page 53)
	Language in use	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (page 52) Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (page 55)
Unit 7 – A Matter of Taste	Listening	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (page 64)
	Speaking	Can obtain more detailed information. (page 65) Can pass on detailed information reliably. (page 65)

	Reading	Can identify the main conclusions in clearly signalled argumentative texts. (pages 60, 61) Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (pages 60, 61)
	Writing	Can produce continuous writing, which is generally intelligible throughout. (pages 66, 67) 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 66, 67)
	Vocabulary	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. (page 63)
	Language in use	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (page 62) Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (page 65)
Unit 8 – Out and About	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 72)
	Speaking	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. (page 72)
	Reading	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (pages 68, 69) Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. (pages 68, 69)
	Writing	Can write personal letters describing experiences, feelings and events in some detail. (pages 74, 75) Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. (pages 74, 75)
	Vocabulary	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. (page 71) Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (page 71)
	Language in use	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (page 70) Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (page 73)
Unit 9 – Lab Report	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 82)
	Speaking	Can convey degrees of emotion and highlight the personal significance of events and experiences. (page 82) Can pass on detailed information reliably. (page 82)

	Reading	Can identify the main conclusions in clearly signalled argumentative texts. (pages 78, 79) Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (pages 78, 79)
	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 84, 85) Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. (pages 84, 85)
	Vocabulary	Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (page 81)
	Language in use	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (page 80) Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (page 83)
Unit 10 – Let Me Entertain You	Listening	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. (page 90) Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. (page 90)
	Speaking	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. (page 90)
	Reading	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (pages 86, 87) Can recognise significant points in straightforward newspaper articles on familiar subjects. (pages 86, 87)
	Writing	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. (pages 92, 93) Can synthesise information and arguments from a number of sources. (pages 92, 93)
	Vocabulary	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. (page 89)
	Language in use	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (page 88) Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (page 88, 91) Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (page 91)

Unit 11 – The Learning Curve	Listening	<p>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. (page 100)</p> <p>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 100)</p>
	Speaking	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. (page 100)
	Reading	<p>Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. (pages 96, 97)</p> <p>Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (pages 96, 97)</p>
	Writing	<p>Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important. (pages 102, 103)</p> <p>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 102, 103)</p>
	Vocabulary	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. (page 99)
	Language in use	<p>Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (page 98, 101)</p> <p>Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (page 101)</p>
Unit 12 – Fighting Fit	Listening	<p>Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (page 108)</p> <p>Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. (page 108)</p>
	Speaking	<p>Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. (page 108)</p> <p>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (page 108)</p>
	Reading	<p>Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. (pages 104, 105)</p> <p>Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (pages 104, 105)</p>
	Writing	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. (pages 110, 111)
	Vocabulary	<p>Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. (page 107)</p> <p>Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (page 107)</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.. (page 106)</p> <p>Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (page 106)</p> <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. (page 109)</p>
Unit 13 – Art Attack	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 118)
	Speaking	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (page 118)
	Reading	<p>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 114, 115)</p> <p>Can scan quickly through long and complex texts, locating relevant details. (pages 114, 115)</p>
	Writing	<p>Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. (pages 120, 121)</p> <p>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 120, 121)</p>
	Vocabulary	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (page 117)
	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.. (page 116)</p> <p>Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (page 119)</p>
Unit 14 – Game, Set and Match	Listening	<p>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 126)</p> <p>Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. (page 126)</p>
	Speaking	<p>Can give clear, detailed descriptions on a wide range of subjects related to his field of interest. (page 126)</p> <p>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 126)</p>
	Reading	<p>Can scan quickly through long and complex texts, locating relevant details. (pages 122, 123)</p> <p>Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. (pages 122, 123)</p>

	Writing	Can synthesise information and arguments from a number of sources. (pages 128, 129) 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 128, 129)
	Vocabulary	Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (page 125) Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. (page 125)
	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.. (page 124, 127) Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (page 127)
Unit 15 – Up in Smoke	Listening	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. (page 136) Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. (page 136)
	Speaking	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 136) Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. (page 136)
	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 132, 133) Can scan quickly through long and complex texts, locating relevant details. (pages 132, 133)
	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 138, 139)
	Vocabulary	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. (page 135) Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (page 137)
	Language in use	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (page 134)
Unit 16 – On the Run	Listening	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. (page 144) Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. (page 144)
	Speaking	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. (page 144)

Reading	<p>Can scan quickly through long and complex texts, locating relevant details. (pages 140, 141)</p> <p>Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (pages 140, 141)</p>
Writing	<p>Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. (pages 146, 147)</p> <p>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 146, 147)</p>
Vocabulary	<p>Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (page 143)</p>
Language in use	<p>Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (page 142)</p> <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.. (page 145)</p>