

## Inside Out Advanced mapping to: The Common European Framework UNIT 1 Identity

G Adverbials: types and position Phrasal, verbs with objects. L: Vocabulary of personal values, Word building. P: Getting angry.

Framework level: C1

	<b>Descriptor</b>	<b>Page</b>
<b>CONVERSATION</b>	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	4, 12
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	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.	8
<b>PLANNING</b>	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	7, 13
<b>SUSTAINED MONOLOGUE: Describing experience</b>	Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	7, 13
<b>PROPOSITIONAL PRECISION</b>	Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.	7
<b>TURNTAKING</b>	Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.	7
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.	11
<b>OVERALL LISTENING COMPREHENSION</b>	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.	4
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	Can keep up with an animated conversation between native speakers.	10, 12
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can obtain information, ideas and opinions from highly specialised sources within his/her field.	8, 13
<b>CREATIVE WRITING</b>	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.	6
<b>GRAMMATICAL ACCURACY</b>	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	5, 9, 10
<b>PHONOLOGICAL CONTROL</b>	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	12
<b>VOCABULARY RANGE</b>	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5, 6, 9, 10, 11

## UNIT 2 Taste

**G** Describing nouns: Order of adjectives, Test yourself: past tenses Fronting. **L:** *Taste* & its collocations. **P:** Expressing enthusiasm & reservations, Expressions for agreeing and disagreeing.

Framework level: C1

	<b>Descriptor</b>	<b>Page</b>
<b>CONVERSATION</b>	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	17
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	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.	14, 17, 18, 23
<b>PLANNING</b>	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	20
<b>SUSTAINED MONOLOGUE:</b> Describing experience	Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	19,20
<b>OVERALL LISTENING COMPREHENSION</b>	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.	14
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	Can keep up with an animated conversation between native speakers.	17,22
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can obtain information, ideas and opinions from highly specialised sources within his/her field	18
<b>REPORTS AND ESSAYS</b>	Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	21,22,25
<b>GRAMMATICAL ACCURACY</b>	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	15,16,19, 20
<b>PHONOLOGICAL CONTROL</b>	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	23
<b>SOCIOLINGUISTIC APPROPRIATENESS</b>	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	17
<b>VOCABULARY CONTROL</b>	Occasional minor slips, but no significant vocabulary errors.	21,22
<b>VOCABULARY RANGE</b>	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	15,16,17, 19,21,22

## UNIT 3 City

G: Hedging: Negative & limiting adverbials. L: City collocations, Informal vocabulary. P: Adding emphasis: *just, really, actually*.

Framework level: C1

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	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.	31,33
<b>PLANNING</b>	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	29
<b>SUSTAINED MONOLOGUE: Describing experience</b>	Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	29,30
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.	24,31
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can obtain information, ideas and opinions from highly specialised sources within his/her field.	30
<b>CREATIVE WRITING</b>	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.	28
<b>NOTE-TAKING (LECTURES, SEMINARS, ETC.)</b>	Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people.	25
<b>REPORTS AND ESSAYS</b>	Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	25
<b>GRAMMATICAL ACCURACY</b>	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	28
<b>IDENTIFYING CUES AND INFERRING (Spoken &amp; Written)</b>	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	26,27,28,32
<b>PHONOLOGICAL CONTROL</b>	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	31
<b>PROPOSITIONAL PRECISION</b>	Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.	24,25
<b>VOCABULARY CONTROL</b>	Occasional minor slips, but no significant vocabulary errors.	27,28
<b>VOCABULARY RANGE</b>	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	27,28,31,32

## UNIT 4 Talk

**G:** Test yourself: *wh-* words, General tendencies, Past tendencies. **L:** *Conversation* and its collocations, Vocabulary of talking & conversations, *Talk* & its forms. **P:** Telling a funny story.

Framework level: C1

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	35
<b>OVERALL ORAL PRODUCTION</b>	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	42
<b>OVERALL SPOKEN INTERACTION</b>	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	34, 35, 36, 39, 40
<b>PLANNING</b>	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	42
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.	35, 42, 43
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	Can keep up with an animated conversation between native speakers.	39
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	36, 37, 38
<b>NOTE-TAKING (LECTURES, SEMINARS, ETC.)</b>	Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people.	35
<b>GRAMMATICAL ACCURACY</b>	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	40, 41, 42
<b>PHONOLOGICAL CONTROL</b>	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning	43
<b>VOCABULARY CONTROL</b>	Occasional minor slips, but no significant vocabulary errors.	35
<b>VOCABULARY RANGE</b>	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	34, 35, 36, 38, 39, 40, 42

## UNIT 5 Luck

G: Unreal conditionals, Wishes and regrets. L: Cultural items, Descriptive verbs, *Wish*.

Framework level: C1

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	44,45,53
<b>PLANNING</b>	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	52
<b>SUSTAINED MONOLOGUE: Describing experience</b>	Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	52
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.	44, 48, 49, 53
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	Can keep up with an animated conversation between native speakers.	47
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	44
<b>CREATIVE WRITING</b>	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.	53
<b>GRAMMATICAL ACCURACY</b>	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	47, 48, 49, 50, 51
<b>VOCABULARY RANGE</b>	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	46, 51

## UNIT 6 Mind

**G:** Verbs of the senses, Participle clauses. **L:** Verbs about seeing, *Mind* & its collocations.

**P:** Word linking.

Framework level: C1

	<b>Descriptor</b>	<b>Page</b>
<b>CONVERSATION</b>	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	61
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	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.	54,55,56,59
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.	56,62
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	Can keep up with an animated conversation between native speakers.	62
<b>OVERALL READING COMPREHENSION</b>	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	54,55,59
<b>GRAMMATICAL ACCURACY</b>	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	57,58,60,61
<b>PHONOLOGICAL CONTROL</b>	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning	62
<b>PROCESSING TEXT</b>	Can summarise long, demanding texts.	59
<b>VOCABULARY CONTROL</b>	Occasional minor slips, but no significant vocabulary errors.	56,57,58,61
<b>VOCABULARY RANGE</b>	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	56,57,59,59,61

## UNIT 8 Cyberspace

G: Will for predictions & assumptions, Using discourse markers. L: Prepositional phrases, Vocabulary of the Internet & email.

Framework level: C2

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	68,69,70, 71,72,73, 76
<b>SUSTAINED MONOLOGUE: Putting a case (e.g. in a debate)</b>	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	73
<b>TAKING THE FLOOR (TURN-TAKING)</b>	Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.	73
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.	74,76
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	68,69,77
<b>COHERENCE AND COHESION</b>	Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.	74,75
<b>NOTE-TAKING (LECTURES, SEMINARS, ETC.)</b>	Is aware of the implications and allusions of what is said and can make notes on them as well as on the actual words used by the speaker.	74
<b>OVERALL WRITTEN INTERACTION</b>	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.	77
<b>REPORTS AND ESSAYS</b>	Can provide an appropriate and effective logical structure which helps the reader to find significant points.	75
<b>GRAMMATICAL ACCURACY</b>	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	70,71
<b>VOCABULARY CONTROL</b>	Consistently correct and appropriate use of vocabulary.	70,76
<b>VOCABULARY RANGE</b>	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	68,76

## UNIT 9 Law

**G:** Test yourself: paraphrasing, Using modals to talk about the past, Inversion after *neither/nor*, *so & such*. **L:** Vocabulary of the courtroom, *Law & its collocations*, Formal vocabulary. **P:** Word linking.

Framework level: C2

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	80, 81,84
<b>FLEXIBILITY</b>	Shows great flexibility reformulating ideas in differing linguistic forms to give emphasis, to differentiate according to the situation, interlocutor, etc. and to eliminate ambiguity.	79
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	Can keep up with an animated conversation between native speakers.	79,81
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.	80,87
<b>OVERALL READING COMPREHENSION</b>	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.	78,81,84, 85
<b>OVERALL WRITTEN PRODUCTION</b>	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.	86
<b>REPORTS AND ESSAYS</b>	Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works.	80
<b>GRAMMATICAL ACCURACY</b>	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	82,86
<b>PHONOLOGICAL CONTROL</b>	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	81,82
<b>VOCABULARY CONTROL</b>	Consistently correct and appropriate use of vocabulary.	78,82,83, 85,87
<b>VOCABULARY RANGE</b>	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	79,80,82, 83,85,87



## UNIT 10 Firsts

**G:** Contrast Patterns with *get* Test yourself: passives. **L:** Collocations, *First* & its collocations, Vocabulary of physical challenges, Idioms & phrasal verbs. **P:** Word stress.

Framework level: C2

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	89,92,93
<b>PLANNING</b>	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	96
<b>SUSTAINED MONOLOGUE:</b> Describing experience	Can give clear, smoothly flowing, elaborate and often memorable descriptions.	96
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	Can keep up with an animated conversation between native speakers.	92,94
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	88,89,92,96,97
<b>COHERENCE AND COHESION</b>	Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.	90
<b>OVERALL WRITTEN INTERACTION</b>	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.	97
<b>GRAMMATICAL ACCURACY</b>	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	96,97
<b>PHONOLOGICAL CONTROL</b>	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning	93
<b>VOCABULARY CONTROL</b>	Consistently correct and appropriate use of vocabulary.	89,91,95
<b>VOCABULARY RANGE</b>	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	88,89,91,93,94,95

## UNIT 11 Stories

G: Telling stories, The future seen from the past. L: Compound adjectives, Vocabulary of things going wrong.

Framework level: C2

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	98, 102
<b>PLANNING</b>	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	106
<b>SUSTAINED MONOLOGUE: Describing experience</b>	Can give clear, smoothly flowing, elaborate and often memorable descriptions.	106
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.	98, 99, 100, 104, 106
<b>IDENTIFYING CUES AND INFERRING (Spoken &amp; Written)</b>	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	99
<b>OVERALL READING COMPREHENSION</b>	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.	101, 102
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	103
<b>COHERENCE AND COHESION</b>	Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.	99, 107
<b>CREATIVE WRITING</b>	Can write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.	100, 101
<b>NOTE-TAKING (LECTURES, SEMINARS, ETC.)</b>	Is aware of the implications and allusions of what is said and can make notes on them as well as on the actual words used by the speaker.	98
<b>OVERALL WRITTEN PRODUCTION</b>	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.	98
<b>GRAMMATICAL ACCURACY</b>	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	104, 105
<b>VOCABULARY CONTROL</b>	Consistently correct and appropriate use of vocabulary.	103, 104
<b>VOCABULARY RANGE</b>	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	103, 104

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Inside Our Advanced mapping to:  
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## UNIT 12 Words

**G:** *Whatever, however, wherever* etc, Patterns with *have*. **L:** New words in English, *Word* & its collocations, Vocabulary of letter writing.  
**P:** Silent letters.

Framework level: C2

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	109,115
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	Can keep up with an animated conversation between native speakers.	109,115
<b>READING CORRESPONDENCE</b>	Can understand any correspondence given the occasional use of a dictionary.	112,113
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	116,117
<b>CORRESPONDENCE</b>	Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.	112,113
<b>CREATIVE WRITING</b>	Can write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted	116
<b>ORTHOGRAPHIC CONTROL</b>	Writing is orthographically free of error.	117
<b>GRAMMATICAL ACCURACY</b>	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	114
<b>VOCABULARY RANGE</b>	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	108,110,111
<b>VOCABULARY CONTROL</b>	Consistently correct and appropriate use of vocabulary.	109,110,111

## UNIT 13 Conscience

**G:** Special uses of the past simple. **L:** *Rather*, Vocabulary of collecting money for charity, Vocabulary of global situations, *Conscience* & its collocations. **P:** Sentence stress.

Framework level: C2

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	118, 123, 123, 125, 126
<b>SUSTAINED MONOLOGUE: Putting a case (e.g. in a debate)</b>	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.	123
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.	118
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	Can keep up with an animated conversation between native speakers.	121
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	123, 124, 125
<b>GRAMMATICAL ACCURACY</b>	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	119
<b>PHONOLOGICAL CONTROL</b>	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning	122
<b>VOCABULARY CONTROL</b>	Consistently correct and appropriate use of vocabulary.	120, 122, 125, 126
<b>VOCABULARY RANGE</b>	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	120, 122, 125, 126