

## Inside Out Intermediate mapping to: The Common European Framework

### UNIT 1 Friends

**G:** Question forms in the main tenses and with modals, Subject v object questions, Questions ending with prepositions. **L:** Friendship expressions, English in pop songs. **P:** Stress in questions, Long and short vowels.

Framework level: B1

	<b>Descriptor</b>	<b>Page</b>
<b>FLEXIBILITY</b>	Can adapt well rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.	10
<b>INFORMATION EXCHANGE</b>	Can ask and answer questions about habits and routines.	5
<b>OVERALL SPOKEN INTERACTION</b>	Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g.family, hobbies, work, travel and current events).	4,7
<b>SOCIOLOGICAL APPROPRIATENESS</b>	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.	12
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own. Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	11,12
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	10
<b>OVERALL READING COMPREHENSION</b>	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	9
<b>READING CORRESPONDENCE</b>	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.	13
<b>COHERENCE AND COHESION</b>	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	10
<b>CORRESPONDENCE</b>	Can write personal letters describing experiences, feelings and events in some detail.	13
<b>GRAMMATICAL ACCURACY</b>	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	5,6,7,8
<b>PHONOLOGICAL CONTROL</b>	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	5,6,11

**InsideOut**

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## UNIT 2 Relax

**G:** Adverbs & adverb phrases of frequency, Present simple for habit & routines; present continuous for temporary activities, present perfect for past with present relevance. **L:** Expressions about stress, mannerisms and & self control. Adjectives ending in ed/ing. Vocabulary of books, films & music.

Framework level: B1

	<b>Descriptor</b>	<b>Page</b>
<b>FLEXIBILITY</b>	Can adapt well rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.	18
<b>INFORMAL DISCUSSION</b> (With Friends)	Can express belief, opinion, agreement and disagreement politely.	21
<b>INFORMATION EXCHANGE</b>	Can ask and answer questions about habits and routines.	15, 16
<b>OVERALL ORAL PRODUCTION</b>	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	21
<b>OVERALL SPOKEN INTERACTION</b>	Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	20
<b>PLANNING</b>	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.	21
<b>SUSTAINED MONOLOGUE:</b> <small>Describing experience</small>	Can give short, basic descriptions of events and activities.	14
<b>OVERALL LISTENING COMPREHENSION</b>	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
<b>IDENTIFYING CUES AND INFERRING</b> (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar	20, 23
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can recognise significant points in straightforward newspaper articles on familiar subjects. Can identify the main conclusions in clearly signalled argumentative texts.	17, 23
<b>READING FOR ORIENTATION</b>	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	22
<b>CREATIVE WRITING</b>	Can write very short, basic descriptions of events, past activities and personal experiences.	23
<b>GRAMMATICAL ACCURACY</b>	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	15, 18, 19
<b>VOCABULARY CONTROL</b>	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	20
<b>VOCABULARY RANGE</b>	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	15, 20, 21



## UNIT 3 Dating

**G:** Past simple for finished time contrasted with present perfect for time up to now *since & for*. **L:** Love & relationship expressions, Simple & compound adjectives describing personality. **P:** The schwa.

Framework level: B1

	<b>Descriptor</b>	<b>Page</b>
<b>FLEXIBILITY</b>	Can adapt well rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.	30
<b>SUSTAINED MONOLOGUE:</b> Describing experience	Can give short, basic descriptions of events and activities.	24,27
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	25,30
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can recognise significant points in straightforward newspaper articles on familiar subjects.	24,27,29,30,31
<b>CREATIVE WRITING</b>	Can write very short, basic descriptions of events, past activities and personal experiences.	31
<b>GRAMMATICAL ACCURACY</b>	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	25,26,27,29
<b>PHONOLOGICAL CONTROL</b>	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	28
<b>VOCABULARY CONTROL</b>	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	25,31
<b>VOCABULARY RANGE</b>	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	28

## UNIT 4 Adrenalin

**G:** Past experiences: past simple for central events; present perfect with *Have you ever...*; past continuous for background, Comparison: comparative & superlative adjectives, *as...as*. **L:** Expressions about risk & excitement, Gradable & absolute adjectives (*very good vs absolutely incredible*), Vocabulary of sports, Time expressions. **P:** Using stress to express strong feelings.

### Framework level: B2

	<b>Descriptor</b>	<b>Page</b>
<b>OVERALL SPOKEN INTERACTION</b>	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.  Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party.  Can plan what is to be said and the means to say it, considering the effect on the recipient/s.  Can give detailed accounts of experiences, describing feelings and reactions.	36,39
<b>PLANNING</b>		38
<b>SUSTAINED MONOLOGUE:</b> Describing experience		32,33
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.  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.  Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	35,41
<b>IDENTIFYING CUES AND INFERRING (Spoken &amp; Written)</b>		40
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	33
<b>GRAMMATICAL ACCURACY</b>	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.  Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	34,36,37,40
<b>PHONOLOGICAL CONTROL</b>	Has acquired a clear, natural, pronunciation and intonation.	34
<b>VOCABULARY CONTROL</b>	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	34
<b>VOCABULARY RANGE</b>	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	34,35



## UNIT 5 Kids

**G:** Defining relative clauses, Past time: *used to* & *would*. **L:** Vocabulary of education & childhood, Guessing meaning from context. **P:** Syllable timed stress.

### Framework level: B2

	<b>Descriptor</b>	<b>Page</b>
<b>CONVERSATION</b>	Can enter unprepared into conversations on familiar topics.	45
<b>OVERALL ORAL PRODUCTION</b>	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.	42
<b>OVERALL SPOKEN INTERACTION</b>	Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.	44
<b>PLANNING</b>	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	49
<b>SUSTAINED MONOLOGUE:</b> Describing experience	Can give detailed accounts of experiences, describing feelings and reactions.	49
<b>OVERALL LISTENING</b> <b>COMPREHENSION</b>	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.	43,49
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	42
<b>READING FOR ORIENTATION</b>	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.	47,48
<b>GRAMMATICAL ACCURACY</b>	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.	43,44,49
<b>PHONOLOGICAL CONTROL</b>	Has acquired a clear, natural, pronunciation and intonation.	47
<b>VOCABULARY RANGE</b>	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	48

## UNIT 6 News

G: Passive voice, Present perfect for recent events, Irregular past tense verbs. L: Common verb collocations. P: Showing empathy.

Framework level: B2

	<b>Descriptor</b>	<b>Page</b>
<b>CONVERSATION</b>	Can convey degrees of emotion and highlight the personal significance of events and experiences.	56
<b>TURNTAKING</b>	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.	52
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	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.	55
<b>READING CORRESPONDENCE</b>	Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.	57
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	50,51
<b>CORRESPONDENCE</b>	Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.	57
<b>REPORTS AND ESSAYS</b>	Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.	55
<b>GRAMMATICAL ACCURACY</b>	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	53,54
<b>VOCABULARY RANGE</b>	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	53

## UNIT 7 Party

**G:** Future forms: *will* for decisions & offers; (be) *going to* for intentions; present continuous for arrangements.  
**L:** Phrasal verbs, Socialising expressions. **P:** Short vowels.

Framework level: B2

	<b>Descriptor</b>	<b>Page</b>
<b>GOAL-ORIENTED CO-OPERATION</b> (e.g. Repairing a car, discussing a document, organising an event)	Can help along the progress of the work by inviting others to join in, say what they think, etc.	63
<b>PLANNING</b>	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	63
<b>SOCIOLINGUISTIC APPROPRIATENESS</b>	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	61
<b>SUSTAINED MONOLOGUE:</b> Describing experience	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	63
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	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.	64
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	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.	60,62
<b>READING CORRESPONDENCE</b>	Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.	65,66
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	62
<b>READING FOR ORIENTATION</b>	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.	58
<b>CORRESPONDENCE</b>	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.	66
<b>GRAMMATICAL ACCURACY</b>	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	60
<b>PHONOLOGICAL CONTROL</b>	Has acquired a clear, natural, pronunciation and intonation.	59
<b>VOCABULARY CONTROL</b>	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	59
<b>VOCABULARY RANGE</b>	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	63

## UNIT 9 Soap

**G:** Reported speech & thought, Modals: *will* (1) simple, continuous perfect forms. **L:** Family relationships, Describing people *say, tell & ask*, Phrasal verbs, Everyday expressions (*I see what you mean*).

**Framework level: B2**

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMATION EXCHANGE</b>	Can synthesise and report information and arguments from a number of sources.	76
<b>SUSTAINED MONOLOGUE:</b> Describing experience	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	77
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	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.	74,75,78
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	72,77
<b>CREATIVE WRITING</b>	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.	79
<b>GRAMMATICAL ACCURACY</b>	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	73,74,75, 76,80,81
<b>PHONOLOGICAL CONTROL</b>	Has acquired a clear, natural, pronunciation and intonation.	75
<b>VOCABULARY CONTROL</b>	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	73,78
<b>VOCABULARY RANGE</b>	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	72,75,78



## UNIT 10 Time

G: Modals: *must* (n't); *should* (n't); *can* ('t) for obligation, prohibition & permission- plus (don't) *have to*. L: Sayings about time, Time prepositions & expressions, Business & time management expressions. P: Sounds.

Framework level: B2

	<b>Descriptor</b>	<b>Page</b>
<b>CONVERSATION</b>	Can enter unprepared into conversations on familiar topics.	83
<b>SUSTAINED MONOLOGUE:</b> Describing experience	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	85
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	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.	83,89
<b>OVERALL READING COMPREHENSION</b>	Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	82
<b>READING CORRESPONDENCE</b>	Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.	90,91
<b>READING FOR ORIENTATION</b>	Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.	83
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	86, 87
<b>CORRESPONDENCE</b>	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.	90,91
<b>PHONOLOGICAL CONTROL</b>	Has acquired a clear, natural, pronunciation and intonation.	84
<b>GRAMMATICAL ACCURACY</b>	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	88
<b>VOCABULARY CONTROL</b>	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	84,87
<b>VOCABULARY RANGE</b>	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	85

## UNIT 11 Journey

G: Modals (1) *must; could; may; can't* for deduction; (2) *would* for unreal situations, Past perfect. L: Geographical location, Describing places.

Framework level: B2

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.	95,96
<b>PLANNING</b>	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.	95,97
<b>SUSTAINED MONOLOGUE:</b> Describing experience	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	92,97
<b>OVERALL LISTENING COMPREHENSION</b>	Can give detailed accounts of experiences, describing feelings and reactions. Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.	93
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	92,97
<b>CORRESPONDENCE</b>	Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.	95
<b>CREATIVE WRITING</b>	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.	99
<b>GRAMMATICAL ACCURACY</b>	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.	94, 95, 98, 99
<b>VOCABULARY RANGE</b>	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	95,99

## UNIT 12 Basics

G: Quantifiers, Countable & uncountable nouns L: Restaurant, Social register, Vocabulary of food, tastes & ways of cooking.

Framework level: B2

	<b>Descriptor</b>	<b>Page</b>
<b>CONVERSATION</b>	Can enter unprepared into conversations on familiar topics.	100
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.	104
<b>PLANNING</b>	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.	103
<b>SUSTAINED MONOLOGUE: Describing experience</b>	Can give detailed accounts of experiences, describing feelings and reactions.	103
<b>TRANSACTIONS TO OBTAIN GOODS AND SERVICES</b>	Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.	102,103
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	105
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	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.	100
<b>OVERALL READING COMPREHENSION</b>	Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	106
<b>READING FOR ORIENTATION</b>	Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.	106
<b>REPORTS AND ESSAYS</b>	Can synthesise information and arguments from a number of sources.	107
<b>GRAMMATICAL ACCURACY</b>	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	101
<b>VOCABULARY RANGE</b>	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	104,105, 107

## UNIT 13 Communication

G: Real conditionals, e.g.: first conditional; zero conditional; conditional imperative. L: Telephone, email & website addresses, Telephone language, *Make & do*.

Framework level: B2

	<b>Descriptor</b>	<b>Page</b>
<b>GOAL-ORIENTED CO-OPERATION</b> (e.g. <i>Repairing a car, discussing a document, organising an event</i> )	Can help along the progress of the work by inviting others to join in, say what they think, etc.	109, 110
<b>OVERALL SPOKEN INTERACTION</b>	Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.  Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).  Can express him or herself appropriately in situations and avoid crass errors of formulation.	109, 113
<b>SOCIOLINGUISTIC APPROPRIATENESS</b>	Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.	108
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	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.	109, 110
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	112, 114, 115
<b>REPORTS AND ESSAYS</b>	Can synthesise information and arguments from a number of sources.	115
<b>GENERAL LINGUISTIC RANGE</b>	Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.	111, 112
<b>GRAMMATICAL ACCURACY</b>	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	110, 111

## UNIT 14 Style

G: / wish + past simple, Unreal conditionals, e.g. second conditional. L: Verbs & verb phrases: clothes (*put on, get dressed, suit, fit* etc), Clothes & materials, Adjective order, Clothes idioms. P: Pure vowels and diphthongs

Framework level: B2

	<b>Descriptor</b>	<b>Page</b>
<b>PLANNING</b>	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	118
<b>SUSTAINED MONOLOGUE: Describing experience</b>	Can give detailed accounts of experiences, describing feelings and reactions.	118
<b>OVERALL ORAL PRODUCTION</b>	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.	116, 120
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	117, 122
<b>OVERALL READING COMPREHENSION</b>	Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms. 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.	121, 123
<b>CREATIVE WRITING</b>	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.	121
<b>REPORTS AND ESSAYS</b>	Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.	116
<b>GRAMMATICAL ACCURACY</b>	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.	118, 122, 124, 125
<b>VOCABULARY RANGE</b>	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	119
<b>VOCABULARY CONTROL</b>	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	116, 120

## UNIT 15 Age

G: *I wish & if only* + past perfect, Unreal conditions, e.g. third conditional, mixed conditionals, indirect conditionals. L: Vocabulary of age & regrets.

Framework level: B2

	<b>Descriptor</b>	<b>Page</b>
<b>OVERALL SPOKEN INTERACTION</b>	Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). Can express him or herself appropriately in situations and avoid crass errors of formulation.	130,131
<b>SOCIOLINGUISTIC APPROPRIATENESS</b>		133
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	132,133
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	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.	130
<b>OVERALL READING COMPREHENSION</b>	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.	126
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	129,132
<b>REPORTS AND ESSAYS</b>	Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.	130
<b>GRAMMATICAL ACCURACY</b>	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.	127,128,130,133