

## Inside Out Upper-intermediate mapping to: The Common European Framework

### UNIT 1: Images

**G:** Review of basic verb structures, Auxiliary verbs, so & *neither* Question tags & short answers, Indirect questions.  
**L:** Collocations. **P:** Sounding interested.

Framework level: B2

	<b>Descriptor</b>	<b>Page</b>
<b>CONVERSATION</b>	Can enter unprepared into conversations on familiar topics.	4
<b>CO-OPERATING</b>	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	6
<b>INFORMATION EXCHANGE</b>	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.	12,12
<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.	10
<b>PLANNING</b>	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	10
<b>SUSTAINED MONOLOGUE:</b> Describing experience	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest	5
<b>LISTENING TO AUDIO MEDIA</b> <b>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.	4,11
<b>UNDERSTANDING</b> <b>CONVERSATION BETWEEN</b> <b>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.	6
<b>READING FOR INFORMATION</b> <b>AND ARGUMENT</b>	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	9
<b>GRAMMATICAL ACCURACY</b>	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5,6,7,8,11, 1213
<b>PHONOLOGICAL CONTROL</b>	Has acquired a clear, natural, pronunciation and intonation.	7
<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.	10

## UNIT 2: Family

**G:** Verb patterns: verb + to ñinfinitive *Make & let* Verb + *ing* form, Verb + preposition structures, Adjective structures, Adjective + dependent prepositions. **L:** Phrasal verbs, Social register. **P:** Single vowel sounds.

Framework level: B2

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	19
<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.	20
<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>SOCIOLINGUISTIC APPROPRIATENESS</b>	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	22
<b>SUSTAINED MONOLOGUE:</b> Describing experience	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	15,17
<b>OVERALL LISTENING COMPREHENSION</b>	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.	14,15,17
<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.	19,22
<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.	23
<b>GRAMMATICAL ACCURACY</b>	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	15,16,17,21
<b>PHONOLOGICAL CONTROL</b>	Has acquired a clear, natural, pronunciation and intonation.	18
<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.	19, 20

## UNIT 3 Money

**G:** Articles, Unreal conditionals. **L:** Verb + noun collocations, Metaphor, Money expressions, Linkers. **P:** Schwa.

Framework level: B2

	<b>Descriptor</b>	<b>Page</b>
<b>CONVERSATION</b>	Can enter unprepared into conversations on familiar topics.	26,29
<b>OVERALL SPOKEN INTERACTION</b>	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.	30
<b>PLANNING</b>	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	32
<b>OVERALL LISTENING COMPREHENSION</b>	Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	25,32
<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.	30
<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.	24
<b>COHERENCE AND COHESION</b>	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.	33
<b>GRAMMATICAL ACCURACY</b>	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	27,28,29,30,31
<b>PHONOLOGICAL CONTROL</b>	Has acquired a clear, natural, pronunciation and intonation.	
<b>THEMATIC DEVELOPMENT</b>	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.	32,33
<b>VOCABULARY CONTROL</b>	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	25
<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.	25,29

## UNIT 4 Body

**G:** Functional language for sympathy, advice & recommendations, The grammar of phrasal verbs. **L:** Words & expressions for body ailments, Expressions used to give advice, Idioms with parts of the body, Phrasal verbs. **P:** Sounding sympathetic.

Framework level: C1

	<b>Descriptor</b>	<b>Page</b>
<b>CONVERSATION</b>	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	35
<b>SOCIOLINGUISTIC APPROPRIATENESS</b>	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	34,37
<b>OVERALL LISTENING COMPREHENSION</b>	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts	37
<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.	
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	Can keep up with an animated conversation between native speakers.	38
<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.	39
<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.	35,36
<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.	36
<b>GRAMMATICAL ACCURACY</b>	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.	40,41
<b>PHONOLOGICAL CONTROL</b>	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	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.	34,36,37

## Unit 5 Ritual

**G:** Verb patterns: verbs + to infinitive & ing form after *remember, forget, stop, try, like, love, hate*.... Past & present habits-*will & would, used to*, Present continuous for annoying habits. **L:** Words and expressions connected with football, Verb +noun collocations, Social expressions connected with saying goodbye. **P:** Sounding annoyed.

Framework level: C1

	<b>Descriptor</b>	<b>Page</b>
<b>FLEXIBILITY</b>	Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.	51
<b>OVERALL ORAL PRODUCTION</b>	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	48
<b>OVERALL LISTENING COMPREHENSION</b>	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.	47,48
<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 elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	49
<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.	49
<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.	43
<b>GRAMMATICAL ACCURACY</b>	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.	44,45,46,47,48,
<b>PHONOLOGICAL CONTROL</b>	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	48
<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.	42,50,51



## Unit 6 Digital

**G:** Verbs: stative & dynamic meanings, Present perfect simple & continuous. **L:** Words connected with mobile phones & computers, Linkers: adding information, connecting contrasting ideas, showing cause and effect.

### 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.	61
<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.	56
<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.	59
<b>NOTES, MESSAGES &amp; FORMS</b>	Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.	52
<b>OVERALL WRITTEN INTERACTION</b>	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.	56
<b>COHERENCE AND COHESION</b>	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	60,61
<b>GRAMMATICAL ACCURACY</b>	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.	54,55,57,58
<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.	52,53
<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.	53,60

## Unit 8 Escape

**G:** Reporting verbs with or without direct objects. **L:** Reporting verbs, Spoken narrative linkers, Adjective building, Words connected with travel/holidays.

### Framework level: C1

	<b>Descriptor</b>	<b>Page</b>
<b>CONVERSATION</b>	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	68,76
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	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.	71
<b>PLANNING</b>	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	70
<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.	70, 77
<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.	72
<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.	68,69,76
<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.	71,74
<b>ORTHOGRAPHIC CONTROL</b>	Spelling is accurate, apart from occasional slips of the pen.	75
<b>GRAMMATICAL ACCURACY</b>	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.	71
<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.	73
<b>PHONOLOGICAL CONTROL</b>	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	75
<b>VOCABULARY CONTROL</b>	Occasional minor slips, but no significant vocabulary errors.	75
<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.	70,72

## Unit 9 Attraction

**G:** Passive report structures: *It is thought/believed that...* *Have/get something done*, Unreal conditionals: alternatives to *if*.

**L:** Collocations with words to describe faces, Words to describe people's physical appearance and character. **P:** Word stress.

Framework level: C1

	<b>Descriptor</b>	<b>Page</b>
<b>CONVERSATION</b>	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	78, 79, 80, 81, 82, 85, 87
<b>OVERALL ORAL PRODUCTION</b>	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	78
<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.	78, 80, 86, 87
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	Can keep up with an animated conversation between native speakers.	85
<b>OVERALL READING COMPREHENSION</b>	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of specialty, provided he/she can reread difficult sections.	79, 85
<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.	82, 83
<b>GRAMMATICAL ACCURACY</b>	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.	80, 81, 86
<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.	81, 87
<b>PHONOLOGICAL CONTROL</b>	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	84
<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.	78, 84
<b>VOCABULARY CONTROL</b>	Occasional minor slips, but no significant vocabulary errors.	84



## Unit 10 Genius

**G:** Modals of deduction, Narrative tenses. **L:** Words & expressions about architecture and are, Collocations with words to describe illness & injury, Word families: different parts of speech. **P:** Word linking.

### Framework level: C1

	<b>Descriptor</b>	<b>Page</b>
<b>CONVERSATION</b>	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	90
<b>OVERALL ORAL PRODUCTION</b>	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	90
<b>OVERALL SPOKEN INTERACTION</b>	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	97
<b>PLANNING</b>	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	89
<b>PROPOSITIONAL PRECISION</b>	Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.	92,93
<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.	89
<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.	94
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	Can keep up with an animated conversation between native speakers. Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.	91,92
<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.	88,90
<b>GRAMMATICAL ACCURACY</b>	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.	92,95, 96
<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.	94
<b>PHONOLOGICAL CONTROL</b>	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	92,95
<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.	88,89,90, 91,95

## Unit 11 Sell

**G:** Relative clauses: defining & non-defining, Emphasis (cleft sentences). **L:** Collocations with words about marketing, Emotive language. **P:** Stress in cleft sentences.

Framework level: C1

	<b>Descriptor</b>	<b>Page</b>
<b>CONVERSATION</b>	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	98,99, 100, 107
<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.	102, 103
<b>OVERALL ORAL PRODUCTION</b>	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	100
<b>PLANNING</b>	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	108
<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.	108
<b>TURN-TAKING</b>	Can intervene appropriately in discussion, exploiting appropriate language to do so.	105
<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.	108
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	Can keep up with an animated conversation between native speakers.	98,99, 100, 105
<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.	100
<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.	104, 107
<b>GRAMMATICAL ACCURACY</b>	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.	105, 106
<b>PHONOLOGICAL CONTROL</b>	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	106
<b>VOCABULARY CONTROL</b>	Occasional minor slips, but no significant vocabulary errors.	108
<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.	98,99, 102, 103

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## Unit 12 Student

**G:** Future forms, Present tense after *when, if...* **L:** Words & expressions about education, Expressions to talk about the future:....*is likely to, is expected to...* numbers. **P:** Exaggerated language for description.

Framework level:

	<b>Descriptor</b>	<b>Page</b>
<b>CONVERSATION</b>	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	112,115,119
<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.	126,127
<b>PLANNING</b>	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	110
<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.	110
<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.	119
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	Can keep up with an animated conversation between native speakers.	110, 112, 118
<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.	109,111,115, 116, 118,126, 127, 129
<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.	116
<b>OVERALL WRITTEN INTERACTION</b>	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.	117, 118
<b>GRAMMATICAL ACCURACY</b>	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.	112,113,115, 128
<b>IDENTIFYING CUES AND INFERRING</b> (Spoken & Written)	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	119
<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.	111,112,115, 116,118

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## Unit 13 Home

**G:** Quantity: determiners & quantifiers, The passive: review of basic passive structures. **L:** Words and expressions about houses and furnishings, Words & expressions about food.

### Framework level: C1

	<b>Descriptor</b>	<b>Page</b>
<b>CONVERSATION</b>	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	121, 124
<b>OVERALL ORAL PRODUCTION</b>	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	120
<b>PLANNING</b>	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	122
<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.	122
<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.	121, 124
<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.	125, 126, 127
<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.	130
<b>GRAMMATICAL ACCURACY</b>	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.	122, 123
<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.	120, 124