

CAMBRIDGE

# EVOLVE

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CEFR GUIDE

6

Experience  
Better  
Learning

## EVOLVE LEVEL 6

Common European Framework of Reference for Languages (CEFR)

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## Introduction to the Common European Framework of Reference (CEFR)

The overall aim of the Council of Europe's Common European Framework of Reference (CEFR) is to provide objective criteria for describing and assessing language proficiency in an internationally comparable manner. The Council of Europe's work on the definition of appropriate learning objectives for adult language learners dates back to the 1970s. The influential Threshold series (J. A. van Ek and J. L. M. Trim, Cambridge University Press, 1991) provides a detailed description in functional, notional, grammatical, and sociocultural terms of what a language user needs to be able to do in order to communicate effectively in the sort of situations commonly encountered in everyday life. Three levels of proficiency are identified, called Waystage,

Threshold, and Vantage (roughly corresponding to Beginning, Intermediate, and Upper Intermediate).

The Threshold series was followed in 2001 by the publication of the Common European Framework of Reference, which describes six levels of communicative ability in terms of competences or "can do" statements: A1 (Breakthrough), A2 (Waystage), B1 (Threshold), B2 (Vantage), C1 (Effective Operational Proficiency), and C2 (Mastery). In 2018 the Council of Europe released a CEFR Companion Volume. This document is intended as a complement to the CEFR and includes an update and extension to the CEFR illustrative descriptors.

## Evolve and the Common European Framework of Reference

The chart below shows how *Evolve* correlates with the Council of Europe's levels and with some major international examinations.

|          | CEFR | Council of Europe | Cambridge Assessment English                  | IELTS   | TOEFL iBT | TOEIC                              |
|----------|------|-------------------|---|---------|-----------|------------------------------------|
| EVOLVE 1 | A1   | Basic User        |   |         |           | 120+                               |
| EVOLVE 2 | A2   |                   | A2 Key (Key English Test)                     |         |           | 225+                               |
| EVOLVE 3 | B1   | Independent User  | B1 Preliminary (Preliminary English Test)     | 4.0–5.0 | 57–86     | 550+                               |
| EVOLVE 4 | B1+  |                   |   |         |           |                                    |
| EVOLVE 5 | B2   |                   | B2 First (First Certificate in English)       | 5.5–6.5 | 87–109    | 785+                               |
| EVOLVE 6 | C1   | Proficient User   | C1 Advanced (Certificate in Advanced English) | 7.0–8.0 | 110–120   | 490+ (Listening)<br>445+ (Reading) |

Sources: <https://www.cambridgeenglish.org/exams-and-tests/cefr/>  
<https://www.coe.int/en/web/common-european-framework-reference-languages>

### CEFR level

Evolve Level 6 covers level C1 of the CEFR. This chart describes the general degree of skill achieved by learners at this level.

| Skill                                    | Learners will be able to:  |
|--|--|
| <b>Listening</b>                         | <ul style="list-style-type: none"> <li>understand enough to follow extended speech on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar.</li> <li>recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</li> <li>follow extended speech even when it is not clearly structured, and when relationships are only implied and not signalled explicitly.</li> </ul>  |
| <b>Reading</b>                           | <ul style="list-style-type: none"> <li>understand in detail lengthy, complex texts, whether or not they relate to their own area of speciality, provided they can reread difficult sections.</li> <li>understand a wide variety of texts, including literary writings, newspaper or magazine articles, and specialized academic or professional publications, provided that there are opportunities for rereading and they have access to reference tools.</li> </ul>  |
| <b>Reception Strategies</b>              | <ul style="list-style-type: none"> <li>intervene appropriately in discussion, exploiting appropriate language to do so.</li> </ul>   |
| <b>Speaking</b>                          | <ul style="list-style-type: none"> <li>express themselves fluently and spontaneously, almost effortlessly.</li> <li>have 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.</li> <li>give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points, and rounding off with an appropriate conclusion.</li> </ul>                    |
| <b>Writing</b>                           | <ul style="list-style-type: none"> <li>write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.</li> <li>employ the structure and conventions of a variety of written genres, varying the tone, style, and register according to addressee, text type, and theme.</li> </ul>  |
| <b>Communicative Language Competence</b> | <ul style="list-style-type: none"> <li>act effectively as a mediator, helping to maintain positive interaction by interpreting different perspectives, managing ambiguity, anticipating misunderstandings, and intervening diplomatically in order to redirect talk.</li> <li>build on different contributions to a discussion, stimulating reasoning with a series of questions.</li> <li>convey clearly and fluently in well-structured language the significant ideas in long, complex texts, whether or not they relate to his/her own fields of interest, including evaluative aspects and most nuances.</li> </ul> |

## CEFR goals realized in this level of *Evolve*

### LISTENING

At C1, learners are expected to be able to

- understand enough to follow extended speech on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar.
- recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.
- follow extended speech even when it is not clearly structured, and when relationships are only implied and not signalled explicitly.

#### UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS

Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex, unfamiliar topics.

Can identify the attitude of each speaker in an animated discussion characterized by overlapping turns, digressions and colloquialisms, that is delivered at a natural speed in accents that are familiar to the listener.

| Unit 1  | Unit 2   | Unit 3   | Unit 4   | Unit 5   | Unit 6   | Unit 7   | Unit 8   | Unit 9   | Unit 10    | Unit 11    | Unit 12    |
|---------|----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|------------|
| 1.2 p.4 | 2.2 p.14 | 3.3 p.26 | 4.3 p.38 | 5.2 p.46 | 6.2 p.56 | 7.2 p.68 | 8.1 p.76 | 9.2 p.88 | 10.3 p.102 | 11.3 p.112 | 12.1 p.118 |
| 1.3 p.6 | 2.3 p.16 | 3.5 p.30 | 4.3 p.39 |          | 6.3 p.58 | 7.3 p.70 | 8.3 p.80 | 9.3 p.90 | 10.3 p.103 | 11.3 p.113 | 12.3 p.122 |
| 1.3 p.7 |          |          |          |          | 6.3 p.59 |          | 8.3 p.81 | 9.3 p.91 |            |            | 12.3 p.123 |

#### LISTENING AS A MEMBER OF A LIVE AUDIENCE

Can follow most lectures, discussions, and debates with relative ease.

| Unit 1   | Unit 2   | Unit 3   | Unit 4   | Unit 5   | Unit 6   | Unit 7   | Unit 8   | Unit 9   | Unit 10    | Unit 11    | Unit 12    |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|------------|
| 1.5 p.10 | 2.5 p.20 | 3.5 p.30 | 4.5 p.42 | 5.5 p.52 | 6.5 p.62 | 7.5 p.74 | 8.5 p.84 | 9.5 p.94 | 10.5 p.106 | 11.2 p.110 | 12.5 p.126 |
|          |          |          |          |          |          |          |          |          |            | 11.5 p.116 |            |

#### LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS

Can extract specific information from poor quality, audibly distorted public announcements, e.g. in a station, sports stadium, etc.

Can understand complex technical information, such as operating instructions, specifications for familiar products and services.

| Unit 1  | Unit 2 | Unit 3 | Unit 4   | Unit 5 | Unit 6 | Unit 7 | Unit 8   | Unit 9   | Unit 10 | Unit 11 | Unit 12    |
|---------|--------|--------|----------|--------|--------|--------|----------|----------|---------|---------|------------|
| 1.1 p.2 |        |        | 4.1 p.34 |        |        |        | 8.3 p.80 | 9.3 p.90 |         |         | 12.1 p.118 |
|         |        |        |          |        |        |        | 8.3 p.81 | 9.3 p.91 |         |         |            |

#### LISTENING TO AUDIO MEDIA & RECORDINGS

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.

| Unit 1  | Unit 2   | Unit 3   | Unit 4   | Unit 5   | Unit 6   | Unit 7   | Unit 8   | Unit 9   | Unit 10   | Unit 11 | Unit 12    |
|---------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|---------|------------|
| 1.1 p.2 | 2.2 p.14 | 3.1 p.22 | 4.1 p.34 | 5.2 p.46 | 6.2 p.56 | 7.2 p.68 | 8.1 p.76 | 9.2 p.88 | 10.1 p.98 |         | 12.1 p.118 |
| 1.2 p.4 |          |          |          | 5.3 p.48 | 6.3 p.58 | 7.3 p.70 |          | 9.3 p.90 |           |         |            |
|         |          |          |          | 5.3 p.49 |          |          |          | 9.3 p.91 |           |         |            |

## READING

At C1, learners are expected to be able to

- understand in detail lengthy, complex texts, whether or not they relate to their own area of speciality, provided they can reread difficult sections.
- understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialized academic or professional publications, provided that there are opportunities for rereading and they have access to reference tools.

### READING CORRESPONDENCE

Can understand any correspondence given the occasional use of a dictionary.

Can understand implicit as well as explicit attitudes, emotions and opinions expressed in emails, discussion forums, blogs, etc., provided that there are opportunities for rereading and he/she has access to reference tools.

Can understand slang, idiomatic expressions and jokes in private correspondence.

| Unit 1  | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10    | Unit 11 | Unit 12 |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|------------|---------|---------|
| 1.3 p.6 |        |        |        |        |        |        |        |        | 10.4 p.104 |         |         |

### READING FOR INFORMATION & ARGUMENT

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.

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.

| Unit 1  | Unit 2   | Unit 3   | Unit 4   | Unit 5   | Unit 6   | Unit 7   | Unit 8   | Unit 9   | Unit 10    | Unit 11    | Unit 12    |
|---------|----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|------------|
| 1.4 p.8 | 2.1 p.12 | 3.2 p.24 | 4.2 p.36 | 5.1 p.44 | 6.1 p.54 | 7.1 p.66 | 8.2 p.78 | 9.1 p.86 | 10.2 p.100 | 11.1 p.108 | 12.2 p.120 |
| 1.4 p.9 | 2.4 p.18 | 3.4 p.28 | 4.4 p.40 | 5.4 p.50 | 6.4 p.60 | 7.4 p.72 | 8.4 p.82 | 9.4 p.92 | 10.4 p.104 | 11.4 p.114 | 12.4 p.124 |
|         | 2.4 p.19 | 3.4 p.29 | 4.4 p.41 | 5.4 p.51 | 6.4 p.61 |          |          | 9.4 p.93 | 10.4 p.105 | 11.4 p.115 | 12.4 p.125 |

### READING INSTRUCTIONS

Can understand in detail lengthy, complex instructions on a new machine or a new procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections.

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8   | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
|--------|--------|--------|--------|--------|--------|--------|----------|--------|---------|---------|---------|
|        |        |        |        |        |        |        | 8.4 p.82 |        |         |         |         |

### READING AS A LEISURE ACTIVITY

Can read and appreciate a variety of literary texts, provided that he/she can reread certain sections and that he/she can access reference tools if he/she wishes.

Can read contemporary literary texts and non-fiction written in the standard form of the language with little difficulty, and with appreciation of implicit meanings and ideas.

| Unit 1  | Unit 2   | Unit 3   | Unit 4   | Unit 5   | Unit 6   | Unit 7   | Unit 8   | Unit 9   | Unit 10    | Unit 11    | Unit 12    |
|---------|----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|------------|
| 1.4 p.8 | 2.1 p.12 | 3.2 p.24 | 4.2 p.36 | 5.1 p.44 | 6.1 p.54 | 7.1 p.66 | 8.2 p.78 | 9.1 p.86 | 10.2 p.100 | 11.1 p.108 | 12.2 p.120 |
|         | 2.4 p.18 | 3.4 p.28 | 4.4 p.40 | 5.4 p.50 | 6.4 p.60 | 7.4 p.72 | 8.4 p.82 | 9.4 p.92 | 10.4 p.104 | 11.4 p.114 | 12.4 p.124 |
|         |          | 3.4 p.29 | 4.4 p.41 | 5.4 p.51 |          |          |          |          |            |            | 12.4 p.125 |

## RECEPTION STRATEGIES

At C1, learners are expected to be able to intervene appropriately in discussion, exploiting appropriate language to do so.

### IDENTIFYING CUES AND INFERRING

Is skilled at using contextual, grammatical, and lexical cues to infer attitude, mood and intentions, and anticipate what will come next.

| Unit 1  | Unit 2   | Unit 3   | Unit 4 | Unit 5   | Unit 6   | Unit 7   | Unit 8   | Unit 9   | Unit 10    | Unit 11    | Unit 12    |
|---------|----------|----------|--------|----------|----------|----------|----------|----------|------------|------------|------------|
| 1.3 p.6 | 2.4 p.18 | 3.3 p.26 |        | 5.1 p.44 | 6.1 p.54 | 7.3 p.70 | 8.3 p.80 | 9.3 p.90 | 10.3 p.102 | 11.3 p.112 | 12.3 p.122 |
| 1.4 p.8 |          | 3.4 p.28 |        | 5.4 p.50 | 6.3 p.58 | 7.4 p.72 |          | 9.4 p.92 | 10.4 p.104 |            |            |
|         |          |          |        |          | 6.4 p.60 |          |          |          |            |            |            |

## SPEAKING

### OVERALL SPOKEN INTERACTION

At C1, learners are expected to be able to

- express themselves fluently and spontaneously, almost effortlessly.
- have 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.

### CONVERSATION

Can use language flexibly and effectively for social purposes, including emotional, allusive, and joking usage.

| Unit 1   | Unit 2   | Unit 3   | Unit 4   | Unit 5   | Unit 6   | Unit 7   | Unit 8   | Unit 9   | Unit 10    | Unit 11    | Unit 12    |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|------------|
| 1.0 p.1  | 2.0 p.11 | 3.0 p.21 | 4.0 p.33 | 5.0 p.43 | 6.0 p.53 | 7.0 p.65 | 8.0 p.75 | 9.0 p.85 | 10.0 p.97  | 11.0 p.107 | 12.0 p.117 |
| 1.1 p.3  | 2.1 p.13 | 3.1 p.23 | 4.1 p.35 | 5.1 p.45 | 6.1 p.55 | 7.1 p.67 | 8.1 p.77 | 9.1 p.87 | 10.1 p.99  | 11.1 p.109 | 12.1 p.119 |
| 1.2 p.5  | 2.2 p.15 | 3.2 p.25 | 4.2 p.36 | 5.2 p.47 | 6.2 p.57 | 7.2 p.69 | 8.2 p.79 | 9.2 p.89 | 10.2 p.101 | 11.2 p.111 | 12.2 p.121 |
| 1.3 p.7  | 2.3 p.17 | 3.3 p.27 | 4.2 p.37 | 5.3 p.49 | 6.3 p.59 | 7.5 p.74 | 8.3 p.81 | 9.3 p.91 | 10.3 p.103 | 11.3 p.113 | 12.3 p.123 |
| 1.4 p.9  | 2.5 p.20 | 3.5 p.30 | 4.3 p.39 | 5.4 p.50 | 6.5 p.62 |          | 8.5 p.84 | 9.5 p.94 | 10.5 p.106 | 11.5 p.116 | 12.5 p.126 |
| 1.5 p.10 |          |          | 4.4 p.40 | 5.5 p.52 |          |          |          |          |            |            |            |
|          |          |          | 4.5 p.42 |          |          |          |          |          |            |            |            |

### INFORMAL DISCUSSION (WITH FRIENDS)

Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.

| Unit 1   | Unit 2   | Unit 3   | Unit 4   | Unit 5   | Unit 6   | Unit 7   | Unit 8   | Unit 9   | Unit 10    | Unit 11    | Unit 12    |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|------------|
| 1.0 p.1  | 2.0 p.11 | 3.0 p.21 | 4.0 p.33 | 5.0 p.43 | 6.0 p.53 | 7.0 p.65 | 8.0 p.75 | 9.0 p.85 | 10.0 p.97  | 11.0 p.107 | 12.0 p.117 |
| 1.1 p.3  | 2.1 p.13 | 3.1 p.23 | 4.1 p.35 | 5.1 p.45 | 6.1 p.55 | 7.1 p.67 | 8.1 p.77 | 9.1 p.87 | 10.1 p.99  | 11.1 p.109 | 12.1 p.119 |
| 1.2 p.5  | 2.2 p.15 | 3.2 p.25 | 4.2 p.36 | 5.2 p.47 | 6.2 p.57 | 7.2 p.69 | 8.2 p.79 | 9.2 p.89 | 10.2 p.101 | 11.2 p.111 | 12.2 p.121 |
| 1.3 p.7  | 2.3 p.17 | 3.3 p.27 | 4.2 p.37 | 5.3 p.49 | 6.3 p.59 | 7.5 p.74 | 8.3 p.81 | 9.3 p.91 | 10.3 p.103 | 11.3 p.113 | 12.3 p.123 |
| 1.4 p.9  | 2.5 p.20 | 3.5 p.30 | 4.3 p.39 | 5.4 p.50 | 6.5 p.62 |          | 8.5 p.84 | 9.5 p.94 | 10.5 p.106 | 11.5 p.116 | 12.5 p.126 |
| 1.5 p.10 |          |          | 4.4 p.40 | 5.5 p.52 |          |          |          |          |            |            |            |
|          |          |          | 4.5 p.42 |          |          |          |          |          |            |            |            |

### FORMAL DISCUSSION (MEETINGS)

Can easily keep up with the debate, even on abstract, complex, unfamiliar topics.

Can argue a formal position convincingly, responding to questions and comments, and answering complex lines of counter argument fluently, spontaneously and appropriately.

Can restate, evaluate, and challenge contributions from other participants about matters within his/her academic or professional competence.

Can make critical remarks or express disagreement diplomatically.

Can follow up questions by probing for more detail and can reformulate questions if these are misunderstood.

| Unit 1   | Unit 2   | Unit 3   | Unit 4   | Unit 5   | Unit 6   | Unit 7   | Unit 8   | Unit 9   | Unit 10    | Unit 11    | Unit 12    |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|------------|
| 1.5 p.10 | 2.5 p.20 | 3.5 p.30 | 4.5 p.42 | 5.5 p.52 | 6.5 p.62 | 7.5 p.74 | 8.5 p.84 | 9.5 p.94 | 10.5 p.106 | 11.5 p.116 | 12.5 p.126 |

### GOAL-ORIENTED COOPERATION (E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANIZING AN EVENT, ETC.)

Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarizing, elaborating and weighing up multiple points of view.

| Unit 1  | Unit 2   | Unit 3   | Unit 4   | Unit 5   | Unit 6   | Unit 7   | Unit 8   | Unit 9   | Unit 10    | Unit 11    | Unit 12    |
|---------|----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|------------|
| 1.1 p.3 | 2.2 p.15 | 3.1 p.23 | 4.2 p.36 | 5.2 p.47 | 6.3 p.59 | 7.1 p.67 | 8.3 p.81 | 9.1 p.87 | 10.1 p.98  | 11.3 p.113 | 12.1 p.119 |
| 1.2 p.5 | 2.3 p.17 | 3.3 p.27 | 4.3 p.39 | 5.3 p.49 |          |          |          | 9.2 p.89 | 10.2 p.101 | 11.4 p.115 | 12.2 p.121 |
| 1.3 p.7 |          |          |          |          |          |          |          | 9.3 p.91 | 10.3 p.103 |            | 12.3 p.123 |
|         |          |          |          |          |          |          |          | 9.5 p.94 |            |            | 12.4 p.124 |
|         |          |          |          |          |          |          |          |          |            |            | 12.5 p.126 |

### INTERVIEWING AND BEING INTERVIEWED

Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6   | Unit 7 | Unit 8 | Unit 9   | Unit 10 | Unit 11 | Unit 12    |
|--------|--------|--------|--------|--------|----------|--------|--------|----------|---------|---------|------------|
|        |        |        |        |        | 6.5 p.62 |        |        | 9.3 p.91 |         |         | 12.1 p.119 |
|        |        |        |        |        |          |        |        | 9.5 p.94 |         |         |            |

### USING TELECOMMUNICATIONS

Can use telecommunications effectively for most professional or personal purposes.

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7   | Unit 8 | Unit 9 | Unit 10    | Unit 11    | Unit 12    |
|--------|--------|--------|--------|--------|--------|----------|--------|--------|------------|------------|------------|
|        |        |        |        |        |        | 7.5 p.74 |        |        | 10.1 p.98  | 11.1 p.109 | 12.2 p.121 |
|        |        |        |        |        |        |          |        |        | 10.2 p.101 | 11.4 p.115 |            |



### OVERALL SPOKEN PRODUCTION

At C1, learners are expected to be able to give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points, and rounding off with an appropriate conclusion.

#### SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE

Can give clear, detailed descriptions of complex subjects.

Can give elaborate descriptions and narratives, integrating sub themes, developing particular points, and rounding off with an appropriate conclusion.

| Unit 1 | Unit 2   | Unit 3   | Unit 4   | Unit 5   | Unit 6   | Unit 7   | Unit 8   | Unit 9   | Unit 10 | Unit 11 | Unit 12    |
|--------|----------|----------|----------|----------|----------|----------|----------|----------|---------|---------|------------|
|        | 2.3 p.17 | 3.3 p.27 | 4.2 p.37 | 5.1 p.45 | 6.1 p.54 | 7.2 p.69 | 8.1 p.77 | 9.2 p.89 |         |         | 12.2 p.121 |
|        |          | 3.5 p.30 | 4.5 p.42 | 5.2 p.47 |          |          | 8.2 p.79 |          |         |         | 12.3 p.122 |

#### SUSTAINED MONOLOGUE: GIVING INFORMATION

Can communicate clearly detailed distinctions between ideas, concepts, and things that closely resemble one other.

Can give instructions on carrying out a series of complex professional or academic procedures.

| Unit 1   | Unit 2   | Unit 3 | Unit 4   | Unit 5   | Unit 6   | Unit 7   | Unit 8   | Unit 9   | Unit 10    | Unit 11    | Unit 12    |
|----------|----------|--------|----------|----------|----------|----------|----------|----------|------------|------------|------------|
| 1.5 p.10 | 2.5 p.20 |        | 4.2 p.37 | 5.3 p.49 | 6.3 p.58 | 7.5 p.74 | 8.3 p.81 | 9.1 p.87 | 10.2 p.101 | 11.1 p.109 | 12.3 p.122 |
|          |          |        | 4.3 p.39 | 5.4 p.50 |          |          | 8.5 p.84 |          |            | 11.4 p.114 | 12.4 p.125 |

#### SUSTAINED MONOLOGUE: PUTTING A CASE

Can argue a case on a complex issue, formulating points precisely, and employing emphasis effectively.

Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples, and concluding appropriately.

| Unit 1   | Unit 2   | Unit 3   | Unit 4   | Unit 5   | Unit 6   | Unit 7   | Unit 8   | Unit 9   | Unit 10    | Unit 11    | Unit 12    |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|------------|
| 1.2 p.5  | 2.5 p.20 | 3.5 p.30 | 4.5 p.42 | 5.3 p.49 | 6.5 p.62 | 7.5 p.74 | 8.3 p.81 | 9.5 p.94 | 10.4 p.104 | 11.5 p.116 | 12.5 p.126 |
| 1.5 p.10 |          |          |          | 5.4 p.50 |          |          | 8.5 p.84 |          | 10.5 p.106 |            |            |
|          |          |          |          | 5.5 p.52 |          |          |          |          |            |            |            |

#### ADDRESSING AUDIENCES

Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons, and relevant examples.

Can structure a longer presentation appropriately in order to help the audience follow the sequence of ideas and understand the overall argumentation.

Can speculate or hypothesize in presenting a complex subject, comparing and evaluating alternative proposals and arguments.

Can handle interjections well, responding spontaneously and almost effortlessly.

| Unit 1   | Unit 2   | Unit 3   | Unit 4   | Unit 5   | Unit 6   | Unit 7   | Unit 8   | Unit 9   | Unit 10    | Unit 11    | Unit 12    |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|------------|
| 1.3 p.7  | 2.5 p.20 | 3.5 p.30 | 4.5 p.42 | 5.5 p.52 | 6.5 p.62 | 7.5 p.74 | 8.5 p.84 | 9.5 p.94 | 10.5 p.106 | 11.5 p.116 | 12.5 p.126 |
| 1.5 p.10 |          |          |          |          |          |          |          |          |            |            |            |

## WRITING

### OVERALL WRITTEN PRODUCTION and INTERACTION

At C1, learners are expected to be able to

- write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.
- employ the structure and conventions of a variety of written genres, varying the tone, style, and register according to addressee, text type, and theme.

### CREATIVE WRITING

Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.

Can incorporate idiom and humour, though use of the latter is not always appropriate.

Can write a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works.

| Unit 1 | Unit 2 | Unit 3   | Unit 4   | Unit 5   | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12    |
|--------|--------|----------|----------|----------|--------|--------|--------|--------|---------|---------|------------|
|        |        | 3.4 p.29 | 4.4 p.41 | 5.4 p.51 |        |        |        |        |         |         | 12.4 p.125 |

### WRITTEN REPORTS AND ESSAYS

Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.

Can expand and support points of view at some length with subsidiary points, reasons, and relevant examples.

Can write a suitable introduction and conclusion to a longer report, article, or dissertation on a complex academic or professional topic, provided that the topic is within his/her field of interest and there are opportunities for redrafting and revision.

| Unit 1  | Unit 2   | Unit 3 | Unit 4   | Unit 5   | Unit 6   | Unit 7   | Unit 8   | Unit 9   | Unit 10    | Unit 11    | Unit 12    |
|---------|----------|--------|----------|----------|----------|----------|----------|----------|------------|------------|------------|
| 1.4 p.9 | 2.4 p.19 |        | 4.4 p.41 | 5.4 p.51 | 6.4 p.61 | 7.4 p.73 | 8.4 p.83 | 9.4 p.93 | 10.4 p.105 | 11.4 p.115 | 12.4 p.125 |

## COMMUNICATIVE LANGUAGE COMPETENCE

At C1, learners are expected to be able to

- act effectively as a mediator, helping to maintain positive interaction by interpreting different perspectives, managing ambiguity, anticipating misunderstandings, and intervening diplomatically in order to redirect talk.
- build on different contributions to a discussion, stimulating reasoning with a series of questions.
- convey clearly and fluently in well-structured language the significant ideas in long, complex texts, whether or not they relate to his/her own fields of interest, including evaluative aspects and most nuances.

### VOCABULARY RANGE

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.

Can select from several vocabulary options in almost all situations by exploiting synonyms of even less common words.

Has a good command of common idiomatic expressions and colloquialisms; can play with words fairly well.

Can understand and use appropriately the range of technical vocabulary and idiomatic expressions common to his/her area of specialization.

| Unit 1  | Unit 2   | Unit 3    | Unit 4   | Unit 5   | Unit 6   | Unit 7   | Unit 8   | Unit 9   | Unit 10    | Unit 11    | Unit 12    |
|---------|----------|-----------|----------|----------|----------|----------|----------|----------|------------|------------|------------|
| 1.1 p.2 | 2.1 p.12 | 3.1 p.22  | 4.1 p.34 | 5.1 p.44 | 6.1 p.54 | 7.1 p.66 | 8.1 p.76 | 9.1 p.86 | 10.1 p.98  | 11.1 p.108 | 12.1 p.118 |
| 1.2 p.4 | 2.2 p.14 | 3.2. p.24 | 4.2 p.36 | 5.2 p.46 | 6.2 p.56 | 7.2 p.68 | 8.2 p.78 | 9.2 p.88 | 10.2 p.100 | 11.2 p.110 | 12.2 p.120 |

### GRAMMATICAL ACCURACY

Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.

| Unit 1  | Unit 2   | Unit 3   | Unit 4   | Unit 5   | Unit 6   | Unit 7   | Unit 8   | Unit 9   | Unit 10    | Unit 11    | Unit 12    |
|---------|----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|------------|
| 1.1 p.3 | 2.1 p.13 | 3.1 p.23 | 4.1 p.35 | 5.1 p.45 | 6.1 p.55 | 7.1 p.67 | 8.1 p.77 | 9.1 p.87 | 10.1 p.99  | 11.1 p.109 | 12.1 p.119 |
| 1.2 p.5 | 2.2 p.15 | 3.2 p.25 | 4.2 p.37 | 5.2 p.47 | 6.2 p.57 | 7.2 p.69 | 8.2 p.79 | 9.2 p.89 | 10.2 p.101 | 11.2 p.111 | 12.2 p.121 |

### PHONOLOGICAL CONTROL

Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout.

Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility.

| Unit 1  | Unit 2   | Unit 3   | Unit 4   | Unit 5   | Unit 6   | Unit 7   | Unit 8   | Unit 9   | Unit 10    | Unit 11    | Unit 12    |
|---------|----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|------------|
| 1.3 p.6 | 2.3 p.16 | 3.3 p.26 | 4.3 p.38 | 5.3 p.48 | 6.3 p.58 | 7.3 p.70 | 8.3 p.80 | 9.3 p.90 | 10.3 p.102 | 11.3 p.112 | 12.3 p.122 |
| 1.3 p.7 | 2.4 p.17 | 3.4 p.27 | 4.4 p.39 | 5.3 p.49 | 6.4 p.59 | 7.3 p.71 | 8.3 p.81 | 9.3 p.91 | 10.3 p.103 | 11.3 p.113 | 12.3 p.123 |

### SOCIOLINGUISTIC APPROPRIATENESS

Can recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar.

Can understand humour, irony and implicit cultural references, and pick up nuances of meaning.

Can follow films employing a considerable degree of slang and idiomatic usage.

Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.

Can adjust his/her level of formality (register and style) to suit the social context: formal, informal, or colloquial as appropriate, and maintain a consistent spoken register.

Can frame critical remarks or express strong disagreement diplomatically.

| Unit 1  | Unit 2   | Unit 3   | Unit 4   | Unit 5   | Unit 6   | Unit 7   | Unit 8   | Unit 9   | Unit 10    | Unit 11    | Unit 12    |
|---------|----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|------------|
| 1.1 p.3 | 2.1 p.13 | 3.1 p.23 | 4.1 p.35 | 5.1 p.45 | 6.1 p.55 | 7.1 p.67 | 8.1 p.77 | 9.1 p.87 | 10.1 p.99  | 11.1 p.109 | 12.1 p.119 |
| 1.2 p.5 | 2.2 p.15 | 3.2 p.25 | 4.2 p.37 | 5.2 p.47 | 6.2 p.57 | 7.2 p.69 | 8.2 p.79 | 9.2 p.89 | 10.2 p.101 | 11.2 p.111 | 12.2 p.121 |
| 1.3 p.7 | 2.3 p.17 | 3.3 p.27 | 4.3 p.39 | 5.3 p.49 | 6.3 p.59 | 7.3 p.71 | 8.3 p.81 | 9.3 p.91 | 10.3 p.103 | 11.3 p.113 | 12.3 p.123 |

### UNIT 1

| Skill area                        | Goal  | Lesson  |
|-----------------------------------|---|---|
| Listening                         | UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS | <b>1.2</b> p.4, <b>1.3</b> p.6, <b>1.3</b> p.7  |
|                                   | LISTENING AS A MEMBER OF A LIVE AUDIENCE          | <b>1.5</b> p.10   |
|                                   | LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS         | <b>1.1</b> p.2  |
|                                   | LISTENING TO AUDIO MEDIA & RECORDINGS             | <b>1.1</b> p.2, <b>1.2</b> p.4  |
| Reading                           | READING CORRESPONDENCE                            | <b>1.3</b> p.6  |
|                                   | READING FOR INFORMATION & ARGUMENT                | <b>1.4</b> p.8, <b>1.4</b> p.9  |
|                                   | READING AS A LEISURE ACTIVITY                     | <b>1.4</b> p.8  |
| Reception Strategies              | IDENTIFYING CUES AND INFERRING                    | <b>1.3</b> p.6, <b>1.4</b> p.8  |
| Speaking                          | CONVERSATION                                      | <b>1.0</b> p.1, <b>1.1</b> p.3, <b>1.2</b> p.5, <b>1.3</b> p.7<br><b>1.4</b> p.9, <b>1.5</b> p.10 |
|                                   | INFORMAL DISCUSSION (WITH FRIENDS)                | <b>1.0</b> p.1, <b>1.1</b> p.3, <b>1.2</b> p.5, <b>1.3</b> p.7<br><b>1.4</b> p.9, <b>1.5</b> p.10 |
|                                   | FORMAL DISCUSSION (MEETINGS)                      | <b>1.5</b> p.10   |
|                                   | GOAL-ORIENTED COOPERATION                         | <b>1.1</b> p.3, <b>1.2</b> p.5, <b>1.3</b> p.7  |
|                                   | SUSTAINED MONOLOGUE: GIVING INFORMATION           | <b>1.5</b> p.10   |
|                                   | SUSTAINED MONOLOGUE: PUTTING A CASE               | <b>1.2</b> p.5, <b>1.5</b> p.10   |
|                                   | ADDRESSING AUDIENCES                              | <b>1.3</b> p.7, <b>1.5</b> p.10   |
| Writing                           | WRITTEN REPORTS AND ESSAYS                        | <b>1.4</b> p.9  |
| Communicative Language Competence | VOCABULARY RANGE                                  | <b>1.1</b> p.2, <b>1.2</b> p.4  |
|                                   | GRAMMATICAL ACCURACY                              | <b>1.1</b> p.3, <b>1.2</b> p.5  |
|                                   | PHONOLOGICAL CONTROL                              | <b>1.3</b> p.6, <b>1.3</b> p.7  |
|                                   | SOCIOLINGUISTIC APPROPRIATENESS                   | <b>1.1</b> p.3, <b>1.2</b> p.5, <b>1.3</b> p.7  |

### UNIT 2

| Skill area                        | Goal  | Lesson  |
|-----------------------------------|---|---|
| Listening                         | UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS | <b>2.2</b> p.14, <b>2.3</b> p.16  |
|                                   | LISTENING AS A MEMBER OF A LIVE AUDIENCE          | <b>2.5</b> p.20   |
|                                   | LISTENING TO AUDIO MEDIA & RECORDINGS             | <b>2.2</b> p.14   |
| Reading                           | READING FOR INFORMATION & ARGUMENT                | <b>2.1</b> p.12, <b>2.4</b> p.18, <b>2.4</b> p.19                                     |
|                                   | READING AS A LEISURE ACTIVITY                     | <b>2.1</b> p.12, <b>2.4</b> p.18  |
| Reception Strategies              | IDENTIFYING CUES AND INFERRING                    | <b>2.4</b> p.18   |
| Speaking                          | CONVERSATION                                      | <b>2.0</b> p.11, <b>2.1</b> p.13, <b>2.2</b> p.15<br><b>2.3</b> p.17, <b>2.5</b> p.20 |
|                                   | INFORMAL DISCUSSION (WITH FRIENDS)                | <b>2.0</b> p.11, <b>2.1</b> p.13, <b>2.2</b> p.15<br><b>2.3</b> p.17, <b>2.5</b> p.20 |
|                                   | FORMAL DISCUSSION (MEETINGS)                      | <b>2.5</b> p.20   |
|                                   | GOAL-ORIENTED COOPERATION                         | <b>2.2</b> p.15, <b>2.3</b> p.17  |
|                                   | SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE        | <b>2.3</b> p.17   |
|                                   | SUSTAINED MONOLOGUE: GIVING INFORMATION           | <b>2.5</b> p.20   |
|                                   | SUSTAINED MONOLOGUE: PUTTING A CASE               | <b>2.5</b> p.20   |
|                                   | ADDRESSING AUDIENCES                              | <b>2.5</b> p.20   |
| Writing                           | WRITTEN REPORTS AND ESSAYS                        | <b>2.4</b> p.19   |
| Communicative Language Competence | VOCABULARY RANGE                                  | <b>2.1</b> p.12, <b>2.2</b> p.14  |
|                                   | GRAMMATICAL ACCURACY                              | <b>2.1</b> p.13, <b>2.2</b> p.15  |
|                                   | PHONOLOGICAL CONTROL                              | <b>2.3</b> p.16, <b>2.4</b> p.17  |
|                                   | SOCIOLINGUISTIC APPROPRIATENESS                   | <b>2.1</b> p.13, <b>2.2</b> p.15, <b>2.3</b> p.17                                     |

### UNIT 3

| Skill area                        | Goal  | Lesson  |
|-----------------------------------|---|---|
| Listening                         | UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS | <b>3.3</b> p.26, <b>3.5</b> p.30  |
|                                   | LISTENING AS A MEMBER OF A LIVE AUDIENCE          | <b>3.5</b> p.30   |
|                                   | LISTENING TO AUDIO MEDIA & RECORDINGS             | <b>3.1</b> p.22   |
| Reading                           | READING FOR INFORMATION & ARGUMENT                | <b>3.2</b> p.24, <b>3.4</b> p.28, <b>3.4</b> p.29                                     |
|                                   | READING AS A LEISURE ACTIVITY                     | <b>3.2</b> p.24, <b>3.4</b> p.28, <b>3.4</b> p.29                                     |
| Reception Strategies              | IDENTIFYING CUES AND INFERRING                    | <b>3.3</b> p.26, <b>3.4</b> p.28  |
| Speaking                          | CONVERSATION                                      | <b>3.0</b> p.21, <b>3.1</b> p.23, <b>3.2</b> p.25<br><b>3.3</b> p.27, <b>3.5</b> p.30 |
|                                   | INFORMAL DISCUSSION (WITH FRIENDS)                | <b>3.0</b> p.21, <b>3.1</b> p.23, <b>3.2</b> p.25<br><b>3.3</b> p.27, <b>3.5</b> p.30 |
|                                   | FORMAL DISCUSSION (MEETINGS)                      | <b>3.5</b> p.30   |
|                                   | GOAL-ORIENTED COOPERATION                         | <b>3.1</b> p.23, <b>3.3</b> p.27  |
|                                   | SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE        | <b>3.3</b> p.27, <b>3.5</b> p.30  |
|                                   | SUSTAINED MONOLOGUE: PUTTING A CASE               | <b>3.5</b> p.30   |
|                                   | ADDRESSING AUDIENCES                              | <b>3.5</b> p.30   |
| Writing                           | CREATIVE WRITING                                  | <b>3.4</b> p.29   |
| Communicative Language Competence | VOCABULARY RANGE                                  | <b>3.1</b> p.22, <b>3.2</b> p.24  |
|                                   | GRAMMATICAL ACCURACY                              | <b>3.1</b> p.23, <b>3.2</b> p.25  |
|                                   | PHONOLOGICAL CONTROL                              | <b>3.3</b> p.26, <b>3.4</b> p.27  |
|                                   | SOCIOLINGUISTIC APPROPRIATENESS                   | <b>3.1</b> p.23, <b>3.2</b> p.25, <b>3.3</b> p.27                                     |

### UNIT 4

| Skill area                        | Goal  | Lesson  |
|-----------------------------------|---|---|
| Listening                         | UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS | <b>4.3</b> p.38, <b>4.3</b> p.39  |
|                                   | LISTENING AS A MEMBER OF A LIVE AUDIENCE          | <b>4.5</b> p.42   |
|                                   | LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS         | <b>4.1</b> p.34   |
|                                   | LISTENING TO AUDIO MEDIA & RECORDINGS             | <b>4.1</b> p.34   |
| Reading                           | READING FOR INFORMATION & ARGUMENT                | <b>4.2</b> p.36, <b>4.4</b> p.40, <b>4.4</b> p.41   |
|                                   | READING AS A LEISURE ACTIVITY                     | <b>4.2</b> p.36, <b>4.4</b> p.40, <b>4.4</b> p.41   |
| Speaking                          | CONVERSATION                                      | <b>4.0</b> p.33, <b>4.1</b> p.35, <b>4.2</b> p.36, <b>4.2</b> p.37<br><b>4.3</b> p.39, <b>4.4</b> p.40, <b>4.5</b> p.42 |
|                                   | INFORMAL DISCUSSION (WITH FRIENDS)                | <b>4.0</b> p.33, <b>4.1</b> p.35, <b>4.2</b> p.36, <b>4.2</b> p.37<br><b>4.3</b> p.39, <b>4.4</b> p.40, <b>4.5</b> p.42 |
|                                   | FORMAL DISCUSSION (MEETINGS)                      | <b>4.5</b> p.32   |
|                                   | GOAL-ORIENTED COOPERATION                         | <b>4.2</b> p.36, <b>4.3</b> p.39  |
|                                   | SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE        | <b>4.2</b> p.37, <b>4.5</b> p.42  |
|                                   | SUSTAINED MONOLOGUE: GIVING INFORMATION           | <b>4.2</b> p.37, <b>4.3</b> p.39  |
|                                   | SUSTAINED MONOLOGUE: PUTTING A CASE               | <b>4.5</b> p.42   |
|                                   | ADDRESSING AUDIENCES                              | <b>4.5</b> p.42   |
| Writing                           | CREATIVE WRITING                                  | <b>4.4</b> p.41   |
|                                   | WRITTEN REPORTS AND ESSAYS                        | <b>4.4</b> p.41   |
| Communicative Language Competence | VOCABULARY RANGE                                  | <b>4.1</b> p.34, <b>4.2</b> p.36  |
|                                   | GRAMMATICAL ACCURACY                              | <b>4.1</b> p.35, <b>4.2</b> p.37  |
|                                   | PHONOLOGICAL CONTROL                              | <b>4.3</b> p.38, <b>4.4</b> p.39  |
|                                   | SOCIOLINGUISTIC APPROPRIATENESS                   | <b>4.1</b> p.35, <b>4.2</b> p.37, <b>4.3</b> p.39   |

### UNIT 5

| Skill area                        | Goal  | Lesson   |
|-----------------------------------|---|--|
| Listening                         | UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS | <b>5.2</b> p.46  |
|                                   | LISTENING AS A MEMBER OF A LIVE AUDIENCE          | <b>5.5</b> p.52  |
|                                   | LISTENING TO AUDIO MEDIA & RECORDINGS             | <b>5.2</b> p.46, <b>5.3</b> p.48, <b>5.3</b> p.49  |
| Reading                           | READING FOR INFORMATION & ARGUMENT                | <b>5.1</b> p.44, <b>5.4</b> p.50, <b>5.4</b> p.51  |
|                                   | READING AS A LEISURE ACTIVITY                     | <b>5.1</b> p.44, <b>5.4</b> p.50, <b>5.4</b> p.51  |
| Reception Strategies              | IDENTIFYING CUES AND INFERRING                    | <b>5.1</b> p.44, <b>5.4</b> p.50   |
| Speaking                          | CONVERSATION                                      | <b>5.0</b> p.43, <b>5.1</b> p.45, <b>5.2</b> p.47<br><b>5.3</b> p.49, <b>5.4</b> p.50, <b>5.5</b> p.52 |
|                                   | INFORMAL DISCUSSION (WITH FRIENDS)                | <b>5.0</b> p.43, <b>5.1</b> p.45, <b>5.2</b> p.47<br><b>5.3</b> p.49, <b>5.4</b> p.50, <b>5.5</b> p.52 |
|                                   | FORMAL DISCUSSION (MEETINGS)                      | <b>5.5</b> p.52  |
|                                   | GOAL-ORIENTED COOPERATION                         | <b>5.2</b> p.47, <b>5.3</b> p.49   |
|                                   | SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE        | <b>5.1</b> p.45  |
|                                   | SUSTAINED MONOLOGUE: GIVING INFORMATION           | <b>5.3</b> p.49, <b>5.4</b> p.50   |
|                                   | SUSTAINED MONOLOGUE: PUTTING A CASE               | <b>5.3</b> p.49, <b>5.4</b> p.50, <b>5.5</b> p.52  |
|                                   | ADDRESSING AUDIENCES                              | <b>5.5</b> p.52  |
|                                   |   |  |
| Writing                           | CREATIVE WRITING                                  | <b>5.4</b> p.51  |
|                                   | WRITTEN REPORTS AND ESSAYS                        | <b>5.4</b> p.51  |
| Communicative Language Competence | VOCABULARY RANGE                                  | <b>5.1</b> p.44, <b>5.2</b> p.46   |
|                                   | GRAMMATICAL ACCURACY                              | <b>5.1</b> p.45, <b>5.2</b> p.47   |
|                                   | PHONOLOGICAL CONTROL                              | <b>5.3</b> p.48, <b>5.3</b> p.49   |
|                                   | SOCIOLINGUISTIC APPROPRIATENESS                   | <b>5.1</b> p.45, <b>5.2</b> p.47, <b>5.3</b> p.49  |



### UNIT 6

| Skill area                        | Goal  | Lesson  |
|-----------------------------------|---|---|
| Listening                         | UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS | <b>6.2</b> p.56, <b>6.3</b> p.58, <b>6.3</b> p.59                                     |
|                                   | LISTENING AS A MEMBER OF A LIVE AUDIENCE          | <b>6.5</b> p.62   |
|                                   | LISTENING TO AUDIO MEDIA & RECORDINGS             | <b>6.2</b> p.56, <b>6.3</b> p.58  |
| Reading                           | READING FOR INFORMATION & ARGUMENT                | <b>6.1</b> p.54, <b>6.4</b> p.60, <b>6.4</b> p.61                                     |
|                                   | READING AS A LEISURE ACTIVITY                     | <b>6.1</b> p.54, <b>6.4</b> p.60  |
| Reception Strategies              | IDENTIFYING CUES AND INFERRING                    | <b>6.1</b> p.54, <b>6.3</b> p.58, <b>6.4</b> p.60                                     |
| Speaking                          | CONVERSATION                                      | <b>6.0</b> p.53, <b>6.1</b> p.55, <b>6.2</b> p.57<br><b>6.3</b> p.59, <b>6.5</b> p.62 |
|                                   | INFORMAL DISCUSSION (WITH FRIENDS)                | <b>6.0</b> p.53, <b>6.1</b> p.55, <b>6.2</b> p.57<br><b>6.3</b> p.59, <b>6.5</b> p.62 |
|                                   | FORMAL DISCUSSION (MEETINGS)                      | <b>6.5</b> p.62   |
|                                   | GOAL-ORIENTED COOPERATION                         | <b>6.3</b> p.59   |
|                                   | INTERVIEWING AND BEING INTERVIEWED                | <b>6.5</b> p.62   |
|                                   | SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE        | <b>6.1</b> p.54   |
|                                   | SUSTAINED MONOLOGUE: GIVING INFORMATION           | <b>6.3</b> p.58   |
|                                   | SUSTAINED MONOLOGUE: PUTTING A CASE               | <b>6.5</b> p.62   |
|                                   | ADDRESSING AUDIENCES                              | <b>6.5</b> p.62   |
|                                   |   |   |
| Writing                           | WRITTEN REPORTS AND ESSAYS                        | <b>6.4</b> p.61   |
| Communicative Language Competence | VOCABULARY RANGE                                  | <b>6.1</b> p.54, <b>6.2</b> p.56  |
|                                   | GRAMMATICAL ACCURACY                              | <b>6.1</b> p.55, <b>6.2</b> p.57  |
|                                   | PHONOLOGICAL CONTROL                              | <b>6.3</b> p.58, <b>6.4</b> p.59  |
|                                   | SOCIOLINGUISTIC APPROPRIATENESS                   | <b>6.1</b> p.55, <b>6.2</b> p.57, <b>6.3</b> p.59                                     |

### UNIT 7

| Skill area                        | Goal  | Lesson   |
|-----------------------------------|---|--|
| Listening                         | UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS | <b>7.2</b> p.68, <b>7.3</b> p.70                                   |
|                                   | LISTENING AS A MEMBER OF A LIVE AUDIENCE          | <b>7.5</b> p.74  |
|                                   | LISTENING TO AUDIO MEDIA & RECORDINGS             | <b>7.2</b> p.68, <b>7.3</b> p.70                                   |
| Reading                           | READING FOR INFORMATION & ARGUMENT                | <b>7.1</b> p.66, <b>7.4</b> p.72                                   |
|                                   | READING AS A LEISURE ACTIVITY                     | <b>7.1</b> p.66, <b>7.4</b> p.72                                   |
| Reception Strategies              | IDENTIFYING CUES AND INFERRING                    | <b>7.3</b> p.70, <b>7.4</b> p.72                                   |
| Speaking                          | CONVERSATION                                      | <b>7.0</b> p.65, <b>7.1</b> p.67, <b>7.2</b> p.69, <b>7.5</b> p.74 |
|                                   | INFORMAL DISCUSSION (WITH FRIENDS)                | <b>7.0</b> p.65, <b>7.1</b> p.67, <b>7.2</b> p.69, <b>7.5</b> p.74 |
|                                   | FORMAL DISCUSSION (MEETINGS)                      | <b>7.5</b> p.74  |
|                                   | GOAL-ORIENTED COOPERATION                         | <b>7.1</b> p.67  |
|                                   | USING TELECOMMUNICATIONS                          | <b>7.5</b> p.74  |
|                                   | SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE        | <b>7.2</b> p.69  |
|                                   | SUSTAINED MONOLOGUE: GIVING INFORMATION           | <b>7.5</b> p.74  |
|                                   | SUSTAINED MONOLOGUE: PUTTING A CASE               | <b>7.5</b> p.74  |
|                                   | ADDRESSING AUDIENCES                              | <b>7.5</b> p.74  |
| Writing                           | WRITTEN REPORTS AND ESSAYS                        | <b>7.4</b> p.73  |
| Communicative Language Competence | VOCABULARY RANGE                                  | <b>7.1</b> p.66, <b>7.2</b> p.68                                   |
|                                   | GRAMMATICAL ACCURACY                              | <b>7.1</b> p.67, <b>7.2</b> p.69                                   |
|                                   | PHONOLOGICAL CONTROL                              | <b>7.3</b> p.70, <b>7.3</b> p.71                                   |
|                                   | SOCIOLINGUISTIC APPROPRIATENESS                   | <b>7.1</b> p.67, <b>7.2</b> p.69, <b>7.3</b> p.71                  |

### UNIT 8

| Skill area                        | Goal  | Lesson  |
|-----------------------------------|---|---|
| Listening                         | UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS | <b>8.1</b> p.76, <b>8.3</b> p.80, <b>8.3</b> p.81                                     |
|                                   | LISTENING AS A MEMBER OF A LIVE AUDIENCE          | <b>8.5</b> p.84   |
|                                   | LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS         | <b>8.3</b> p.80, <b>8.3</b> p.81  |
|                                   | LISTENING TO AUDIO MEDIA & RECORDINGS             | <b>8.1</b> p.76   |
| Reading                           | READING FOR INFORMATION & ARGUMENT                | <b>8.2</b> p.78, <b>8.4</b> p.82  |
|                                   | READING INSTRUCTIONS                              | <b>8.4</b> p.82   |
|                                   | READING AS A LEISURE ACTIVITY                     | <b>8.2</b> p.78, <b>8.4</b> p.82  |
| Reception Strategies              | IDENTIFYING CUES AND INFERRING                    | <b>8.3</b> p.80   |
| Speaking                          | CONVERSATION                                      | <b>8.0</b> p.75, <b>8.1</b> p.77, <b>8.2</b> p.79<br><b>8.3</b> p.81, <b>8.5</b> p.84 |
|                                   | INFORMAL DISCUSSION (WITH FRIENDS)                | <b>8.0</b> p.75, <b>8.1</b> p.77, <b>8.2</b> p.79<br><b>8.3</b> p.81, <b>8.5</b> p.84 |
|                                   | FORMAL DISCUSSION (MEETINGS)                      | <b>8.5</b> p.84   |
|                                   | GOAL-ORIENTED COOPERATION                         | <b>8.3</b> p.81   |
|                                   | SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE        | <b>8.1</b> p.77   |
|                                   | SUSTAINED MONOLOGUE: GIVING INFORMATION           | <b>8.3</b> p.81, <b>8.5</b> p.84  |
|                                   | SUSTAINED MONOLOGUE: PUTTING A CASE               | <b>8.3</b> p.81, <b>8.5</b> p.84  |
|                                   | ADDRESSING AUDIENCES                              | <b>8.5</b> p.84   |
| Writing                           | WRITTEN REPORTS AND ESSAYS                        | <b>8.4</b> p.83   |
| Communicative Language Competence | VOCABULARY RANGE                                  | <b>8.1</b> p.76, <b>8.2</b> p.78  |
|                                   | GRAMMATICAL ACCURACY                              | <b>8.1</b> p.77, <b>8.2</b> p.79  |
|                                   | PHONOLOGICAL CONTROL                              | <b>8.3</b> p.80, <b>8.4</b> p.81  |
|                                   | SOCIOLINGUISTIC APPROPRIATENESS                   | <b>8.1</b> p.77, <b>8.2</b> p.79, <b>8.3</b> p.81                                     |

### UNIT 9

| Skill area                        | Goal  | Lesson  |
|-----------------------------------|---|---|
| Listening                         | UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS | <b>9.2</b> p.88, <b>9.3</b> p.90, <b>9.3</b> p.91                                     |
|                                   | LISTENING AS A MEMBER OF A LIVE AUDIENCE          | <b>9.5</b> p.94   |
|                                   | LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS         | <b>9.3</b> p.90, <b>9.3</b> p.91  |
|                                   | LISTENING TO AUDIO MEDIA AND RECORDINGS           | <b>9.2</b> p.88, <b>9.3</b> p.90, <b>9.3</b> p.91                                     |
| Reading                           | READING FOR INFORMATION & ARGUMENT                | <b>9.1</b> p.86, <b>9.4</b> p.92, <b>9.4</b> p.93                                     |
|                                   | READING AS A LEISURE ACTIVITY                     | <b>9.1</b> p.86, <b>9.4</b> p.92  |
| Reception Strategies              | IDENTIFYING CUES AND INFERRING                    | <b>9.3</b> p.90, <b>9.4</b> p.92  |
| Speaking                          | CONVERSATION                                      | <b>9.0</b> p.85, <b>9.1</b> p.87, <b>9.2</b> p.89<br><b>9.3</b> p.91, <b>9.5</b> p.94 |
|                                   | INFORMAL DISCUSSION (WITH FRIENDS)                | <b>9.0</b> p.85, <b>9.1</b> p.87, <b>9.2</b> p.89<br><b>9.3</b> p.91, <b>9.5</b> p.94 |
|                                   | FORMAL DISCUSSION                                 | <b>9.5</b> p.94   |
|                                   | GOAL-ORIENTED COOPERATION                         | <b>9.1</b> p.87, <b>9.2</b> p.89, <b>9.3</b> p.91, <b>9.5</b> p.94                    |
|                                   | INTERVIEWING AND BEING INTERVIEWED                | <b>9.3</b> p.91, <b>9.5</b> p.94  |
|                                   | SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE        | <b>9.2</b> p.89   |
|                                   | SUSTAINED MONOLOGUE: GIVING INFORMATION           | <b>9.1</b> p.87   |
|                                   | SUSTAINED MONOLOGUE: PUTTING A CASE               | <b>9.5</b> p.94   |
|                                   | ADDRESSING AUDIENCES                              | <b>9.5</b> p.94   |
| Writing                           | WRITTEN REPORTS AND ESSAYS                        | <b>9.4</b> p.93   |
| Communicative Language Competence | VOCABULARY RANGE                                  | <b>9.1</b> p.86, <b>9.2</b> p.88  |
|                                   | GRAMMATICAL ACCURACY                              | <b>9.1</b> p.87, <b>9.2</b> p.89  |
|                                   | PHONOLOGICAL CONTROL                              | <b>9.3</b> p.90, <b>9.3</b> p.91  |
|                                   | SOCIOLINGUISTIC APPROPRIATENESS                   | <b>9.1</b> p.87, <b>9.2</b> p.89, <b>9.3</b> p.91                                     |

### UNIT 10

| Skill area                        | Goal  | Lesson  |
|-----------------------------------|---|---|
| Listening                         | UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS | <b>10.3</b> p.102, <b>10.3</b> p.103  |
|                                   | LISTENING AS A MEMBER OF A LIVE AUDIENCE          | <b>10.5</b> p.106   |
|                                   | LISTENING TO AUDIO MEDIA & RECORDINGS             | <b>10.1</b> p.98  |
| Reading                           | READING CORRESPONDENCE                            | <b>10.4</b> p.104   |
|                                   | READING FOR INFORMATION & ARGUMENT                | <b>10.2</b> p.100, <b>10.4</b> p.104, <b>10.4</b> p.105                                       |
|                                   | READING AS A LEISURE ACTIVITY                     | <b>10.2</b> p.100, <b>10.4</b> p.104  |
| Reception Strategies              | IDENTIFYING CUES AND INFERRING                    | <b>10.3</b> p.102, <b>10.4</b> p.104  |
| Speaking                          | CONVERSATION                                      | <b>10.0</b> p.97, <b>10.1</b> p.99, <b>10.2</b> p.101<br><b>10.3</b> p.103, <b>10.5</b> p.106 |
|                                   | INFORMAL DISCUSSION (WITH FRIENDS)                | <b>10.0</b> p.97, <b>10.1</b> p.99, <b>10.2</b> p.101<br><b>10.3</b> p.103, <b>10.5</b> p.106 |
|                                   | FORMAL DISCUSSION (MEETINGS)                      | <b>10.5</b> p.106   |
|                                   | GOAL-ORIENTED COOPERATION                         | <b>10.1</b> p.98, <b>10.2</b> p.101, <b>10.3</b> p.103  |
|                                   | USING TELECOMMUNICATIONS                          | <b>10.1</b> p.98, <b>10.2</b> p.101   |
|                                   | SUSTAINED MONOLOGUE: GIVING INFORMATION           | <b>10.2</b> p.101   |
|                                   | SUSTAINED MONOLOGUE: PUTTING A CASE               | <b>10.4</b> p.104, <b>10.5</b> p.106  |
|                                   | ADDRESSING AUDIENCES                              | <b>10.5</b> p.106   |
| Writing                           | WRITTEN REPORTS AND ESSAYS                        | <b>10.4</b> p.105   |
| Communicative Language Competence | VOCABULARY RANGE                                  | <b>10.1</b> p.98, <b>10.2</b> p.100   |
|                                   | GRAMMATICAL ACCURACY                              | <b>10.1</b> p.99, <b>10.2</b> p.101   |
|                                   | PHONOLOGICAL CONTROL                              | <b>10.3</b> p.102, <b>10.3</b> p.103  |
|                                   | SOCIOLINGUISTIC APPROPRIATENESS                   | <b>10.1</b> p.99, <b>10.2</b> p.101, <b>10.3</b> p.103  |

### UNIT 11

| Skill area                        | Goal  | Lesson  |
|-----------------------------------|---|---|
| Listening                         | UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS | <b>11.3</b> p.112, <b>11.3</b> p.113  |
|                                   | LISTENING AS A MEMBER OF A LIVE AUDIENCE          | <b>11.2</b> p.110, <b>11.5</b> p.116  |
| Reading                           | READING FOR INFORMATION & ARGUMENT                | <b>11.1</b> p.108, <b>11.4</b> p.114, <b>11.4</b> p.115   |
|                                   | READING AS A LEISURE ACTIVITY                     | <b>11.1</b> p.108, <b>11.4</b> p.114  |
| Reception Strategies              | IDENTIFYING CUES AND INFERRING                    | <b>11.3</b> p.112   |
| Speaking                          | CONVERSATION                                      | <b>11.0</b> p.107, <b>11.1</b> p.109, <b>11.2</b> p.111<br><b>11.3</b> p.113, <b>11.5</b> p.116 |
|                                   | INFORMAL DISCUSSION (WITH FRIENDS)                | <b>11.0</b> p.107, <b>11.1</b> p.109, <b>11.2</b> p.111<br><b>11.3</b> p.113, <b>11.5</b> p.116 |
|                                   | FORMAL DISCUSSION (MEETINGS)                      | <b>11.5</b> p.116   |
|                                   | GOAL-ORIENTED COOPERATION                         | <b>11.3</b> p.113, <b>11.4</b> p.115  |
|                                   | USING TELECOMMUNICATIONS                          | <b>11.1</b> p.109, <b>11.4</b> p.115  |
|                                   | SUSTAINED MONOLOGUE: GIVING INFORMATION           | <b>11.1</b> p.109, <b>11.4</b> p.114  |
|                                   | SUSTAINED MONOLOGUE: PUTTING A CASE               | <b>11.5</b> p.116   |
|                                   | ADDRESSING AUDIENCES                              | <b>11.5</b> p.116   |
| Writing                           | WRITTEN REPORTS AND ESSAYS                        | <b>11.4</b> p.115   |
| Communicative Language Competence | VOCABULARY RANGE                                  | <b>11.1</b> p.108, <b>11.2</b> p.110  |
|                                   | GRAMMATICAL ACCURACY                              | <b>11.1</b> p.109, <b>11.2</b> p.111  |
|                                   | PHONOLOGICAL CONTROL                              | <b>11.3</b> p.112, <b>11.3</b> p.113  |
|                                   | SOCIOLINGUISTIC APPROPRIATENESS                   | <b>11.1</b> p.109, <b>11.2</b> p.111, <b>11.3</b> p.113   |

### UNIT 12

| Skill area                        | Goal  | Lesson  |
|-----------------------------------|---|---|
| Listening                         | UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS | <b>12.1</b> p.118, <b>12.3</b> p.122, <b>12.3</b> p.123   |
|                                   | LISTENING AS A MEMBER OF A LIVE AUDIENCE          | <b>12.5</b> p.126   |
|                                   | LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS         | <b>12.1</b> p.118   |
|                                   | LISTENING TO AUDIO MEDIA & RECORDINGS             | <b>12.1</b> p.118   |
| Reading                           | READING FOR INFORMATION & ARGUMENT                | <b>12.2</b> p.120, <b>12.4</b> p.124, <b>12.4</b> p.125   |
|                                   | READING AS A LEISURE ACTIVITY                     | <b>12.2</b> p.120, <b>12.4</b> p.124, <b>12.4</b> p.125   |
| Reception Strategies              | IDENTIFYING CUES AND INFERRING                    | <b>12.3</b> p.122   |
| Speaking                          | CONVERSATION                                      | <b>12.0</b> p.117, <b>12.1</b> p.119, <b>12.2</b> p.121<br><b>12.3</b> p.123, <b>12.5</b> p.126 |
|                                   | INFORMAL DISCUSSION (WITH FRIENDS)                | <b>12.0</b> p.117, <b>12.1</b> p.119, <b>12.2</b> p.121<br><b>12.3</b> p.123, <b>12.5</b> p.126 |
|                                   | FORMAL DISCUSSION (MEETINGS)                      | <b>12.5</b> p.126   |
|                                   | GOAL-ORIENTED COOPERATION                         | <b>12.1</b> p.119, <b>12.2</b> p.121, <b>12.3</b> p.123<br><b>12.4</b> p.124, <b>12.5</b> p.126 |
|                                   | INTERVIEWING AND BEING INTERVIEWED                | <b>12.1</b> p.119   |
|                                   | USING TELECOMMUNICATIONS                          | <b>12.2</b> p.121   |
|                                   | SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE        | <b>12.2</b> p.121, <b>12.3</b> p.122  |
|                                   | SUSTAINED MONOLOGUE: GIVING INFORMATION           | <b>12.3</b> p.122, <b>12.4</b> p.125  |
|                                   | SUSTAINED MONOLOGUE: PUTTING A CASE               | <b>12.5</b> p.126   |
|                                   | ADDRESSING AUDIENCES                              | <b>12.5</b> p.126   |
|                                   |   |   |
| Writing                           | CREATIVE WRITING                                  | <b>12.4</b> p.125   |
|                                   | WRITING REPORTS AND ESSAYS                        | <b>12.4</b> p.125   |
| Communicative Language Competence | VOCABULARY RANGE                                  | <b>12.1</b> p.118, <b>12.2</b> p.120  |
|                                   | GRAMMATICAL ACCURACY                              | <b>12.1</b> p.119, <b>12.2</b> p.121  |
|                                   | PHONOLOGICAL CONTROL                              | <b>12.3</b> p.122, <b>12.4</b> p.123  |
|                                   | SOCIOLINGUISTIC APPROPRIATENESS                   | <b>12.1</b> p.119, <b>12.2</b> p.121, <b>12.3</b> p.123   |