

<b>UNIT 1</b>		
<b>Speaking</b>	<p>Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</p> <p>Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.</p> <p>Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.</p> <p>Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; there is little obvious searching for expressions or avoidance strategies.</p>	pp 4, 5, 6, 9, 10, 130, 131, 141, 142
<b>Listening</b>	<p>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.</p> <p>Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.</p>	pp 4, 9, 10, 11
<b>Reading</b>	<p>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.</p> <p>Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.</p>	pp 6, 7, 8
<b>Writing</b>	<p>Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</p> <p>Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.</p>	pp 5, 7, 9, 11

<b>UNIT 2</b>		
<b>Speaking</b>	<p>Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</p> <p>Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.</p> <p>Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.</p>	pp 12, 13, 15, 16, 17, 18, 131, 132, 142, 143



	Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.	
<b>Listening</b>	<p>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.</p> <p>Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.</p> <p>Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.</p>	pp 12, 14, 15, 17
<b>Reading</b>	<p>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.</p> <p>Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.</p>	pp 12, 16, 18, 132, 142
<b>Writing</b>	<p>Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</p> <p>Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.</p> <p>Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.</p> <p>Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.</p>	pp 13, 15, 17, 19 WB pp 11, 62



<b>UNIT 3</b>		
<b>Speaking</b>	<p>Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.</p> <p>Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.</p> <p>Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.</p> <p>Can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech.</p>	pp 22, 23, 24, 26, 27, 28, 29, 132, 133, 143, 144
<b>Listening</b>	<p>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.</p> <p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</p>	pp 22, 27, 28, 29
<b>Reading</b>	<p>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.</p> <p>Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.</p>	pp 24, 25, 26
<b>Writing</b>	<p>Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</p> <p>Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.</p> <p>Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.</p>	pp 23, 25, 27, 29

<b>UNIT 4</b>		
<b>Speaking</b>	<p>Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</p> <p>Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.</p>	pp 31, 33, 34, 35, 134, 144, 145



	Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.	
<b>Listening</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. Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex or unfamiliar topics. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.	pp 30, 32, 33, 35
<b>Reading</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. Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	pp 34, 36
<b>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. 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 qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.	pp 31, 33, 35, 36, 37 WB pp 23, 63

**UNIT 5**

<b>Speaking</b>	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices. Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.	pp 40, 41, 42, 44, 45, 46, 47, 134, 135, 145, 146
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	Can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech.	
<b>Listening</b>	<p>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.</p> <p>Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p> <p>Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex or unfamiliar topics.</p> <p>Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.</p> <p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</p>	pp 40, 41, 45, 46
<b>Reading</b>	<p>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.</p> <p>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.</p> <p>Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.</p>	pp 42, 43, 44
<b>Writing</b>	<p>Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</p> <p>Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</p> <p>Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.</p>	pp 41, 43, 45, 47

**UNIT 6**

<b>Speaking</b>	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	pp 49, 50, 51, 52, 53, 54, 135
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	<p>Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.</p> <p>Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.</p> <p>Can relate own contribution skillfully to those of other speakers.</p>	
<b>Listening</b>	<p>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.</p> <p>Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p> <p>Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex or unfamiliar topics.</p> <p>Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.</p>	pp 48, 50, 51
<b>Reading</b>	<p>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.</p> <p>Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.</p>	pp 52, 54
<b>Writing</b>	<p>Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</p> <p>Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.</p> <p>Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</p> <p>Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.</p>	pp 49, 51, 53, 55 WB pp 35, 64



UNIT 7		
<b>Speaking</b>	<p>Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</p> <p>Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.</p> <p>Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.</p> <p>Can relate own contribution skillfully to those of other speakers.</p>	pp 58, 59, 60, 62, 63, 64, 65, 136, 137, 146, 147
<b>Listening</b>	<p>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.</p> <p>Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p> <p>Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex or unfamiliar topics.</p> <p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</p>	pp 58, 64, 65
<b>Reading</b>	<p>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.</p> <p>Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.</p>	pp 60, 61, 62
<b>Writing</b>	<p>Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</p> <p>Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</p>	pp 59, 63, 65

UNIT 8		
<b>Speaking</b>	<p>Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</p>	pp 66, 67, 69, 70, 71, 137, 138, 147, 148



	<p>Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.</p> <p>Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.</p> <p>Can relate own contribution skillfully to those of other speakers.</p>	
<b>Listening</b>	<p>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.</p> <p>Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p> <p>Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex or unfamiliar topics.</p> <p>Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.</p>	pp 67, 68, 69, 70
<b>Reading</b>	<p>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.</p> <p>Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.</p>	pp 66, 72
<b>Writing</b>	<p>Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</p> <p>Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.</p> <p>Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</p>	pp 67, 69, 72, 73 WB pp 47, 65

**UNIT 9**

<b>Speaking</b>	<p>Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</p>	pp 76, 77, 78, 80, 81, 82, 83, 138, 148
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	<p>Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.</p> <p>Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.</p> <p>Can relate own contribution skillfully to those of other speakers.</p> <p>Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.</p>	
<b>Listening</b>	<p>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.</p> <p>Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p> <p>Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.</p>	pp 77, 82, 83
<b>Reading</b>	<p>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.</p> <p>Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.</p>	pp 76, 78, 79, 80
<b>Writing</b>	<p>Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</p> <p>Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</p> <p>Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.</p>	pp 77, 79, 81, 83
<b>UNIT 10</b>		
<b>Speaking</b>	<p>Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</p>	pp 85, 86, 87, 88, 89, 139, 140, 148, 149



	<p>Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.</p> <p>Can relate own contribution skillfully to those of other speakers.</p> <p>Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.</p>	
<b>Listening</b>	<p>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.</p> <p>Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p> <p>Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.</p>	pp 86, 87
<b>Reading</b>	<p>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.</p> <p>Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.</p>	pp 84, 88, 90, 139, 140, 148, 149
<b>Writing</b>	<p>Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</p> <p>Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.</p> <p>Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.</p>	pp 85, 87, 89, 90, 91 WB pp 59, 66