

The Common European Framework of Reference (CEFR) was developed by the Council of Europe. It organises language proficiency into six levels: A1 to C2. The levels are defined through 'can-do' descriptors. This document provides a comprehensive overview of the learning objectives throughout English File and maps them against the relevant CEFR descriptors from the Council of Europe (2020) Common European Framework of Reference for Languages: Learning, teaching, assessment—Companion volume.

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1A A tricky question?

question formation • understanding idioms and phrasal verbs • intonation: showing interest

Level: B2

COMPONENT	CEFR DESCRIPTOR (Chapter 3, pp. 47–121)	PAGE	ACTIVITY/EXERCISE
Overall oral comprehension	Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	9 9 11	2 Grammar 3 Pronunciation 5 Listening a a b, c
Understanding conversation between other people	Can keep up with an animated conversation between speakers of the target language.	11	5 Listening b, c
Understanding audio (or signed) media and recordings	Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify viewpoints and attitudes as well as the information content.	11	5 Listening b, c
Watching TV, film and video	Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety.	9	3 Pronunciation a
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms	8 10	1 Reading and speaking 4 Vocabulary b, c b, c
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details. 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.	8 10	1 Reading and Speaking 4 Vocabulary a b
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.	8	1 Reading and speaking b, c
Identifying cues and inferring (spoken, signed and written)	Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.	10, 11	4 Vocabulary d, e
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with users of the target language quite possible, without imposing strain on either party.	8 11 11	1 Reading and speaking 4 Vocabulary 6 Speaking a f a, c
Informal discussion (with friends)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	8 10 11	1 Reading and speaking 4 Vocabulary 4 Vocabulary d a, c f
Interviewing and being interviewed	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	8 9 11	1 Reading and speaking 3 Pronunciation 6 Speaking e e c, d

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Correspondence	Can compose formal e-mails/letters of invitation, thanks or apology using appropriate registers and conventions. Can use formality and conventions appropriate to the context when writing personal and professional letters and e-mails.	119	Writing Bank 1
Asking for clarification	Can ask follow-up questions to check that they have understood what someone intended to say, and get clarification of ambiguous points.	8 108, 114 11	1 Reading and speaking e 1A Communication b 6 Speaking a, c
Compensating	Can address most communication problems by using circumlocution, or by avoiding difficult expressions.	11	6 Speaking a, c
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a [audially/visually] noisy environment.	8 11	1 Reading and speaking a 5 Listening a
Co-operating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	10	4 Vocabulary a
Overall mediation	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next. Can further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps.	11	6 Speaking a, c, d
Overall mediation	Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within their fields of professional, academic and personal interest.	10	4 Vocabulary c
Mediation: Managing interaction	Can explain ground rules of collaborative discussion in small groups that involves problem solving or the evaluation of alternative proposals.	11	6 Speaking a–d
Vocabulary range	Has a good range of vocabulary for matters connected to their field and most general topics.	10, 11	4 Vocabulary d, e
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	9 140 108, 114	2 Grammar b 1A Grammar Bank a, b 1A Communication a
Overall phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility.	9	3 Pronunciation a–e
Orthographic control	Can produce clearly intelligible, continuous writing which follows standard layout and paragraphing conventions.	119	Writing Bank 1
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient(s).	11	6 Speaking a, b
Fluency	Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.	8 11	1 Reading and speaking a 6 Speaking c, d

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1B We may never know

auxiliary verbs, *the...*, *the...* + comparatives • compound adjectives • intonation and sentence rhythm

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall oral comprehension	Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	12 14	2 Reading & listening 5 Listening & speaking c, d b–d
Understanding audio (or signed) media and recordings	Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify viewpoints and attitudes as well as the information content.	12 14	2 Reading & listening 5 Listening & speaking a, c, d d
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	108, 114, 118 12	1B Communication 2 Reading & listening a a
Reading as a leisure activity	Can read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazines, more straightforward novels, history books, biographies, travelogues, guides, lyrics, poems), using appropriate reference sources selectively.	12	2 Reading & listening a
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.	108, 114, 118	1B Communication a
Identifying cues and inferring (spoken, signed and written)	Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.	12 15	2 Reading & listening 6 Vocabulary a, b d
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	12 12, 13 108, 114, 118	1 Speaking 2 Reading & listening 1B Communication a a, e b, c
Overall oral interaction	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	15	6 Vocabulary f
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a [audially/visually] noisy environment.	12 13 13 109, 114	1 Speaking 3 Grammar 4 Pronunciation 1B Communication a a b, d b, c
Informal discussion (with friends)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	14	5 Listening & speaking a, e, f
Information exchange	Can pass on detailed information reliably.	108, 114, 118 14	1B Communication 5 Listening & speaking b, c e

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Goal-oriented co-operation (cooking together, discussing a document, organising an event, etc.)	Can understand detailed instructions reliably.	14	5 Listening & speaking	b–d
Overall mediation	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by providing support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next. Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within their fields of professional, academic and personal interest.	108, 114, 118	1B Communication	b, c
Mediation: Processing text in speech or sign	Can summarise (in Language B) a wide range of factual and imaginative texts (in Language A), commenting on and discussing contrasting points of view and the main themes.	108, 114, 118	1B Communication	b
General linguistic range	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words/signs, using some complex sentence forms to do so.	14	5 Listening & speaking	f
Vocabulary range	Has a good range of vocabulary for matters connected to their field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	15	6 Vocabulary	a–d
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	13 141	3 Grammar 1B Grammar Bank	b, c a, b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication	15	6 Vocabulary	e, f
Prosodic features	Can employ prosodic features (e.g. stress, intonation, rhythm) to support the message they intend to convey, though with some influence from the other languages they speak..	13 109, 114	4 Pronunciation 1B Communication	a–d b
Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	14	5 Listening & speaking	f

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1 Colloquial English

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Understanding conversation between other people	Can keep up with an animated conversation between speakers of the target language.	17	The conversation a, b
Watching TV, film and video	Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language.	16 16 16 17	1 The interview Part 1 a, b 1 The interview Part 2 b, c 1 The interview Part 3 a, b The conversation a, b, c
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	16 16 17 17	1 The interview Part 1 b 1 The interview Part 2 a Reacting to the interview The conversation d
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a [audially/visually] noisy environment.	17	The conversation d
Overall mediation	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.	16 16 17	1 The interview Part 1 b 1 The interview Part 2 a Reacting to the interview
Vocabulary range	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	17	Looking at language a, b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication	17	Looking at language a, b
Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	17	The conversation d

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2A Call the doctor!

present perfect simple and continuous • illnesses and injuries • /ʃ/, /dʒ/, /tʃ/, and /k/

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall oral comprehension	Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	19 20	3 Listening & speaking 4 Grammar b–d a
Understanding conversation between other people	Can follow chronological sequence in extended informal discourse, e.g. in a story or anecdote.	19	3 Listening & speaking b–d
Watching TV, film and video	Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety.	18 20	1 Vocabulary 4 Grammar b, c a, b
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	20	5 Reading & speaking a, b
Reading correspondence	Can read correspondence relating to their field of interest and readily grasp the essential meaning. Can understand what is said in a personal e-mail or posting even where some colloquial language is used.	120	Writing Bank 2
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details. 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.	20	5 Reading & speaking a
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.	20, 21	5 Reading & speaking b, d
Identifying cues and inferring (spoken, signed and written)	Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.	18 19 20	1 Vocabulary 3 Listening & speaking 5 Reading & speaking a b–d c
Sustained monologue: giving information	Can communicate detailed information reliably.	21	3 Listening & speaking e
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	18 19 21	1 Vocabulary 3 Listening & speaking 5 Reading & Speaking e a, e e
Understanding an interlocutor	Can understand in detail what is said to them in the standard language or a familiar variety even in a [audially/visually] noisy environment.	21	5 Reading & Speaking e
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a [audially/visually] noisy environment.	19	3 Listening & Speaking e

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Goal-oriented co-operation (cooking together, discussing a document, organising an event, etc.)	Can understand detailed instructions reliably. Can help along the progress of the work by inviting others to join in, say what they think, etc.	18	1 Vocabulary b, c
Informal discussion (with friends)	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.	19	3 Listening & Speaking a, e
Information exchange	Can understand and exchange complex information and advice on the full range of matters related to their occupational role.	18	1 Vocabulary b
Interviewing and being interviewed	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	20	4 Grammar e
Turntaking	Can initiate, maintain and end discourse appropriately with effective turntaking.	19	3 Listening & speaking e
Asking for clarification	Can ask follow-up questions to check that they have understood what a speaker intended to say, and get clarification of ambiguous points.	19	3 Listening & speaking e
Co-operating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	19	3 Listening & speaking e
Overall written interaction	Can express news and views effectively in writing, and relate to those of others.	120	Writing Bank 2
Correspondence	Can compose letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	120	Writing Bank 2
Monitoring and repair	Can often retrospectively self-correct their occasional "slips" or non-systematic errors and minor flaws in sentence structure.	20	4 Grammar d
Overall mediation	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.	19	3 Listening & speaking e
Mediation: Adapting language	Can make accessible for others the main contents of a text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language.	20	5 Reading & speaking b
Mediation: Expressing a personal response to creative texts (including literature)	Can describe their emotional response to a work and elaborate on the way in which it has evoked this response.	21	5 Reading & speaking e
Vocabulary range	Has a good range of vocabulary for matters connected to their field and most general topics.	18 160 160 160	1 Vocabulary c Vocabulary bank: Illnesses and injuries 1 a–d Vocabulary bank: Illnesses and injuries 2 a, b, Activation Vocabulary bank: Illnesses and injuries 3 a, b
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	20 142	4 Grammar d 2A Grammar Bank a, b

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Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication	18 160 160 160	1 Vocabulary c Vocabulary bank: Illnesses and injuries 1 a–d Vocabulary bank: Illnesses and injuries 2 a, b, Activation Vocabulary bank: Illnesses and injuries 3 a, b
Overall phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility.	19	2 Pronunciation a–e
Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	18 19 21	1 Vocabulary b, c, e 3 Listening & speaking e 5 Reading & speaking e

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2B You're never too old...

adjective order before nouns • clothes and fashion • vowel sounds

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall oral comprehension	Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	22 24	1 Listening 5 Listening b, c b, c
Overall oral comprehension	Can follow extended discourse and complex lines of argument, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers.	24	5 Listening b, c
Understanding conversation between other people	Can keep up with an animated conversation between proficient users of the target language.	24	5 Listening b, c
Watching TV, film and video	Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety.	22	1 Listening b, c
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	22 24, 25	2 Vocabulary 6 Reading a, b b, c
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details. 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.	24	6 Reading b
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.	25	6 Reading c
Identifying cues and inferring (spoken, signed and written)	Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.	22 25	2 Vocabulary 6 Reading b d
Overall written production	Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.	23	4 Grammar d
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	22 22 22	1 Listening 2 Vocabulary 3 Pronunciation a c c
Understanding an interlocutor	Can understand in detail what is said to them in the standard language or a familiar variety even in a [audially/visually] noisy environment.	25	7 Speaking
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a [audially/visually] noisy environment.	22	1 Listening a

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Informal discussion (with friends)	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.	22 22 24 24 25	1 Listening d 2 Vocabulary c 5 Listening d 6 Reading a 7 Speaking
Turntaking	Can initiate discourse, take their turn when appropriate and end conversation when they need to, though they may not always do this elegantly. Can use stock phrases (e.g. "That's a difficult question to answer") to gain time and keep the turn whilst formulating what they want to express.	25	7 Speaking
Asking for clarification	Can ask follow-up questions to check that they have understood what a speaker intended to say, and get clarification of ambiguous points.	25	7 Speaking
Co-operating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	22 25	1 Listening a 7 Speaking
Overall mediation	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.	25	7 Speaking
Mediation: Facilitating collaborative interaction with peers	Can, based on people's reactions, adjust the way they formulate questions and/or intervene in a group interaction	25	7 Speaking
Mediation: Expressing a personal response to creative texts (including literature)	Can describe their emotional response to a work and elaborate on the way in which it has evoked this response.	25	6 Reading e
Vocabulary range	Has a good range of vocabulary for matters connected to their field and most general topics.	22 161 161 161 25	2 Vocabulary b Vocabulary Bank: Clothes and fashion 1 a–d, Activation Vocabulary Bank: Clothes and fashion 2 a, b, Activation Vocabulary Bank: Clothes and fashion 3 a, b, Activation 6 Reading d
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	23 143	4 Grammar a, c, d 2B Grammar Bank a, b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication	22 161 161 161	2 Vocabulary b Vocabulary Bank: Clothes and fashion 1 a–d, Activation Vocabulary Bank: Clothes and fashion 2 a, b, Activation Vocabulary Bank: Clothes and fashion 3 a, b, Activation
Overall phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility.	22	3 Pronunciation a, b

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Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	25	7 Speaking
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3A Flight plan

narrative tenses, past perfect continuous, *so / such...that...* • air travel • irregular past forms, sentence rhythm

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall oral comprehension	Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	28 30	1 Listening & Vocabulary 4 Listening a–c c
Understanding conversation between other people	Can keep up with an animated conversation between proficient users of the target language.	30	4 Listening c
Understanding announcements and instructions	Can understand announcements and messages on concrete and abstract topics delivered in standard language or a familiar variety at normal speed.	28	1 Listening & Vocabulary a–c
Watching TV, film and video	Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety.	28	1 Listening & Vocabulary f
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	28, 29	2 Reading b, c
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	28	2 Reading b
Identifying cues and inferring (spoken, signed and written)	Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.	28 29	1 Listening & Vocabulary 2 Reading d c
Overall oral production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	31 109, 115	7 Speaking 3A Communication b, c b, c
Sustained monologue: describing experience	Can give clear, detailed descriptions on a wide range of subjects related to their field of interest. Can describe the personal significance of events and experiences in detail.	31 109, 115	7 Speaking 3A Communication b, c b, c
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	29	3 Speaking
Understanding an interlocutor	Can understand in detail what is said to them in the standard language or a familiar variety even in a [audially/visually] noisy environment.	29	3 Speaking
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a [audially/visually] noisy environment.	29	3 Speaking

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Informal discussion (with friends)	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.	30	4 Listening	e
Interviewing and being interviewed	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	29	3 Speaking	
Asking for clarification	Can ask follow-up questions to check that they have understood what a speaker intended to say, and get clarification of ambiguous points.	29 31	3 Speaking 7 Speaking	c
Monitoring and repair	Can often retrospectively self-correct their occasional “slips” or non-systematic errors and minor flaws in sentence structure.	31 109, 115	7 Speaking 3A Communication	b, c c
Mediation: Processing text in speech or sign	Can summarise (in Language B) the important points made in longer, complex texts (in Language A) on subjects of current interest, including their fields of special interest.	29	2 Reading	d
Mediation: Processing text in speech or sign	Can summarise (in Language B) the important points made in longer, complex texts (in Language A) on subjects of current interest, including their fields of special interest	109, 115	3A Communication	b, c
Mediation: Note-taking (lectures, seminars, meetings, etc.)	Can take accurate notes in meetings and seminars on most matters likely to arise within their field of interest.	30	4 Listening	d, e
Vocabulary range	Has a good range of vocabulary for matters connected to their field and most general topics.	28 162 162 162 162	1 Listening & Vocabulary Vocabulary Bank: Air travel 1 Vocabulary Bank: Air travel 2 Vocabulary Bank: Air travel 3 Vocabulary Bank: Air travel 4	f a, b, Activation a, b, Activation a, b a, b
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	29 30, 31 144	2 Reading e 5 Grammar b, c, e 3A Grammar Bank a, b	
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication	162 162 162 162	Vocabulary Bank: Air travel 1 Vocabulary Bank: Air travel 2 Vocabulary Bank: Air travel 3 Vocabulary Bank: Air travel 4	a, b, Activation a, b, Activation a, b a, b
Overall phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility.	31	6 Pronunciation	a–e
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient(s).	31 109, 115	7 Speaking 3A Communication	b, c b
Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	29 30 31 109, 115	3 Speaking 4 Listening 7 Speaking 3A Communication	e b, c c

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3B A twist in the tale

the position of adverbs and adverbial phrases • adverbs and adverbial phrases • word stress and intonation

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall oral comprehension	Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	35	6 Reading & Listening b, d
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	32 35	1 Grammar a 6 Reading & Listening a, c
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	33	1 Grammar b
Reading as a leisure activity	Can read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazines, more straightforward novels, history books, biographies, travelogues, guides, lyrics, poems), using appropriate reference sources selectively.	32 35	1 Grammar a 6 Reading & Listening a, c
Identifying cues and inferring (spoken, signed and written)	Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.	33	1 Grammar c
Overall written production	Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.	33 121	4 Writing a–d Writing Bank 3
Creative writing	Can give clear, detailed descriptions on a variety of subjects related to their field of interest.	33 121	4 Writing a–d Writing Bank 3
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	34 110	5 Speaking a 3B Communication a, b
Understanding an interlocutor	Can understand in detail what is said to them in the standard language or a familiar variety even in a [audially/visually] noisy environment.	34 110	5 Speaking a 3B Communication a, b
Interviewing and being interviewed	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	34 110	5 Speaking a 3B Communication a, b
Asking for clarification	Can ask follow-up questions to check that they have understood what a speaker intended to say, and get clarification of ambiguous points.	34 110	5 Speaking a 3B Communication a, b
Co-operating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	34 110	5 Speaking a 3B Communication a, b
Vocabulary range	Has a good range of vocabulary for matters connected to their field and most general topics.	33 163 163	2 Vocabulary a, b Vocabulary Bank: Adverbs and adverbial phrases 1 a, b, Activation Vocabulary Bank: Adverbs and adverbial phrases 2 a, b, Activation

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Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	33 145	1 Grammar d, f 3B Grammar Bank a, b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication	163 163	Vocabulary Bank: Adverbs and adverbial phrases a, b, Activation 1 Vocabulary Bank: Adverbs and adverbial phrases a, b, Activation 2
Overall phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility.	33	3 Pronunciation a, b
Orthographic control	Spelling and punctuation are reasonably accurate but may show signs of mother-tongue influence.	33 121	4 Writing a–d Writing Bank 3
Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	34 110	5 Speaking a 3B Communication a, b

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2 Colloquial English

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Understanding conversation between other people	Can keep up with an animated conversation between speakers of the target language. Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety.	37	The conversation a, b
Watching TV, film and video	Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language.	36 36 36 37	1 The interview Part 1 a, b 1 The interview Part 2 b, c 1 The interview Part 3 a, b The conversation a–c
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	36 36 37 37	1 The interview Part 1 b 1 The interview Part 2 a Reacting to the interview The conversation d
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a [audially/visually] noisy environment.	37	The conversation d
Overall mediation	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.	36 36 37	1 The interview Part 1 b 1 The interview Part 2 a Reacting to the interview
Vocabulary range	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	37	Looking at language a, b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication	37	Looking at language a, b
Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	37	The conversation d

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4A Riding the storm

future perfect and future continuous • weather • vowel sounds

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall oral comprehension	Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	41	6 Listening b, c
Understanding audio (or signed) media and recordings	Can understand most documentaries and most other recorded or broadcast material delivered in the standard form of the language and can identify mood, attitude, etc.	41	6 Listening b, c
Watching TV, film and video	Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety.	39 40	2 Grammar a 3 Vocabulary a, b
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	38 110 40	1 Speaking b 4A Communication a 5 Reading b–d
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details. 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.	40	5 Reading b–d
Overall oral production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	39	2 Grammar f
Sustained monologue: describing experience	Can give clear, detailed descriptions on a wide range of subjects related to their field of interest. Can describe the personal significance of events and experiences in detail.	41 41	6 Listening e 7 Speaking
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	38 40 41 41	1 Speaking a, b 5 Reading a 6 Listening a, d 7 Speaking
Goal-oriented co-operation (cooking together, discussing a document, organising an event, etc.)	Can understand detailed instructions reliably. Can help along the progress of the work by inviting others to join in, say what they think, etc.	38 110	1 Speaking b 4A Communication b
Informal discussion (with friends)	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.	39 41 41	2 Grammar e, f 6 Listening a 7 Speaking
Interviewing and being interviewed	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	41	7 Speaking

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Asking for clarification	Can ask follow-up questions to check that they have understood what a speaker intended to say, and get clarification of ambiguous points.	41	7 Speaking	
Co-operating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	38 110 41	1 Speaking 4A Communication 7 Speaking	b b
Monitoring and repair	Can often retrospectively self-correct their occasional “slips” or non-systematic errors and minor flaws in sentence structure.	39	2 Grammar	e, f
Mediation: Collaborating to construct meaning	Can present their ideas in a group and pose questions that invite reactions from other group members’ perspectives. Can further develop other people’s ideas and opinions.	39	2 Grammar	e, f
General linguistic range	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words/signs, using some complex sentence forms to do so.	39	2 Grammar	e, f
Vocabulary range	Has a good range of vocabulary for matters connected to their field and most general topics.	40 164 164 164	3 Vocabulary Vocabulary Bank: Weather 1 Vocabulary Bank: Weather 2 Vocabulary Bank: Weather 3	a, b a, b a, b, Activation a, b, Activation
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	39 146	2 Grammar 4A Grammar Bank	b, c, e, f a, b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication	40 164 164 164	3 Vocabulary Vocabulary Bank: Weather 1 Vocabulary Bank: Weather 2 Vocabulary Bank: Weather 3	a, b a, b a, b, Activation a, b, Activation
Overall phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility.	40	4 Pronunciation	a, b
Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	39 41	2 Grammar 7 Speaking	e, f

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4B At your own risk

zero and first conditionals, future time clauses • expressions with *take* • linked phrases

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall oral comprehension	Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	42	1 Listening b–d
Overall oral comprehension	Can follow extended discourse and complex lines of argument, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers.	45	7 Listening a, b
Understanding conversation between other people	Can keep up with an animated conversation between proficient users of the target language. Can follow chronological sequence in extended informal discourse, e.g. in a story or anecdote.	42	1 Listening b–d
Watching TV, film and video	Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety.	42 45	1 Listening b–d 7 Listening a, b
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	44	5 Reading b, c
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details. 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.	44	5 Reading b
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.	44	5 Reading c
Identifying cues and inferring (spoken, signed and written)	Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.	42 45	1 Listening b 5 Reading d
Sustained monologue: describing experience	Can describe the personal significance of events and experiences in detail.	44, 45	5 Reading a, e
Overall written production	Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.	122	Writing Bank 4
Reports and essays	Can produce an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	122	Writing Bank 4
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	42 42	1 Listening a, e 2 Speaking a, b

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Understanding an interlocutor	Can understand in detail what is said to them in the standard language or a familiar variety even in a [audially/visually] noisy environment.	42 42	1 Listening 2 Speaking	a, e a, b
Informal discussion (with friends)	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.	42 42	1 Listening 2 Speaking	a, e b
Interviewing and being interviewed	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	42 110, 115	2 Speaking 4B Communication	a b, c
Co-operating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	42	2 Speaking	b
Overall mediation	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.	42 42	1 Listening 2 Speaking	a b
Mediation: Facilitating collaborative interaction with peers	Can ask questions to stimulate discussion on how to organise collaborative work. Can refocus a discussion by suggesting what to consider next, and how to proceed.	42 42	1 Listening 2 Speaking	a b
Vocabulary range	Has a good range of vocabulary for matters connected to their field and most general topics.	45	6 Vocabulary	a, b
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	43 147	3 Grammar 4B Grammar Bank	a–c, e a, b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication	45 110, 115	6 Vocabulary 4B Communication	a, b a
Overall phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility.	43	4 Pronunciation	a–c
Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	42 110, 115	2 Speaking 4B Communication	a, b b, c

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5A Get me out of here!

unreal conditionals • feelings • word stress in three- or four-syllable adjectives

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall oral comprehension	Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	49 51	2 Reading & Listening 4 Reading & Listening d, f, g d
Understanding conversation between other people	Can keep up with an animated conversation between proficient users of the target language.	49	2 Reading & Listening d, f, g
Understanding audio (or signed) media and recordings	Can understand most documentaries and most other recorded or broadcast material delivered in the standard form of the language and can identify mood, attitude, etc.	51	4 Reading & Listening d
Watching TV, film and video	Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety.	50	4 Reading & Listening b
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	48, 49 50	2 Reading & Listening 4 Reading & Listening a–c a, c
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details. 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.	48	2 Reading & Listening a, b
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.	49 50	2 Reading & Listening 4 Reading & Listening c a, c
Identifying cues and inferring (spoken, signed and written)	Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.	49	2 Reading & Listening c, d
Sustained monologue: describing experience	Can describe the personal significance of events and experiences in detail.	49	3 Vocabulary & Pronunciation e
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	48 110, 115, 118 50, 51	1 Speaking 5A Communication 4 Reading & Listening a, b, d b c–e
Goal-oriented co-operation (cooking together, discussing a document, organising an event, etc.)	Can understand detailed instructions reliably. Can help along the progress of the work by inviting others to join in, say what they think, etc.	48 110, 115, 118	1 Speaking 5A Communication a, b, d b

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Informal discussion (with friends)	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.	49 50, 51	2 Reading & Listening 4 Reading & Listening	h c–e
Asking for clarification	Can ask follow-up questions to check that they have understood what a speaker intended to say, and get clarification of ambiguous points.	48	1 Speaking	b, d
Co-operating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	110, 115, 118	5A Communication	b
Online conversation and discussion	Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses.	123	Writing Bank 5	
Overall mediation	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.	48 110, 115, 118	1 Speaking 5A Communication	b, d b
Mediation: Collaborating to construct meaning	Can present their ideas in a group and pose questions that invite reactions from other group members' perspectives.	48 110, 115, 118	1 Speaking 5A Communication	a, b, d b
Mediation: Expressing a personal response to creative texts (including literature)	Can give a personal interpretation of the development of a plot, the characters and themes in a story, novel, film or play.	50, 51	4 Reading & Listening	c, d
Vocabulary range	Has a good range of vocabulary for matters connected to their field and most general topics.	49 165 165 165	3 Vocabulary & Pronunciation Vocabulary Bank: Feelings 1 Vocabulary Bank: Feelings 2 Vocabulary Bank: Feelings 3	a a, b a, b, Activation a–c, Activation
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	51 148	5 Grammar 5A Grammar Bank	a, b, d a, b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication	49 165 165 165	3 Vocabulary & Pronunciation Vocabulary Bank: Feelings 1 Vocabulary Bank: Feelings 2 Vocabulary Bank: Feelings 3	e a, b a, b, Activation a–c, Activation
Overall phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility.	49	3 Vocabulary & Pronunciation	c, d
Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	48 110, 115, 118 49 49	1 Speaking 5A Communication 2 Reading & Listening 3 Vocabulary & Pronunciation	b, d b h e

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5B I wish...

wish for the present / future, *wish* for past regrets • expressing feelings with verbs or *-ed* / *-ing* adjectives • sentence rhythm and intonation

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall oral comprehension	Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	55	5 Pronunciation & Speaking a
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	52 54, 55	1 Grammar a, c 3 Reading & Speaking b–d
Reading correspondence	Can read correspondence relating to their field of interest and readily grasp the essential meaning. Can understand what is said in a personal e-mail or posting even where some colloquial language is used.	52	1 Grammar c
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details. 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.	54	3 Reading & Speaking b, c
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.	55	3 Reading & Speaking d
Identifying cues and inferring (spoken, signed and written)	Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.	52	1 Grammar a
Overall oral production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	55	4 Grammar d
Sustained monologue: describing experience	Can describe the personal significance of events and experiences in detail.	53 55 55	2 Vocabulary & Speaking d 3 Reading & Speaking g 5 Pronunciation & Speaking d
Creative writing	Can give clear, detailed descriptions on a variety of subjects related to their field of interest.	55	6 Listening & Writing e
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	52, 53 54, 55	1 Grammar b, d, e 3 Reading & Speaking a, g
Overall written interaction	Can express news and views effectively in writing, and relate to those of others.	53	1 Grammar g
Monitoring and repair	Can often retrospectively self-correct their occasional “slips” or non-systematic errors and minor flaws in sentence structure.	53	2 Vocabulary & Speaking d

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Overall mediation	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.	55	5 Pronunciation & Speaking	d
General linguistic range	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words/signs, using some complex sentence forms to do so.	52	1 Grammar	d
Vocabulary range	Has a good range of vocabulary for matters connected to their field and most general topics.	53 55	2 Vocabulary & Speaking 3 Reading & Speaking	a–d e, f
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	52, 53 55 149	1 Grammar 4 Grammar 5B Grammar bank	a–e, g, h a, b, d a, b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication	53	2 Vocabulary & Speaking	a–d
Prosodic features	Can employ prosodic features (e.g. stress, intonation, rhythm) to support the message they intend to convey, though with some influence from the other languages they speak.	55	5 Pronunciation & Speaking	a–d
Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	53 55 55	2 Vocabulary & Speaking 3 Reading & Speaking 5 Pronunciation & Speaking	d g d

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3 Colloquial English

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Understanding conversation between other people	Can keep up with an animated conversation between speakers of the target language.	57	The conversation a, b
Watching TV, film and video	Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language.	56 56 56 57	1 The interview Part 1 a, b 1 The interview Part 2 b, c 1 The interview Part 3 a, b The conversation a–c
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	56 56 57 57	1 The interview Part 1 b 1 The interview Part 2 a Reacting to the interview The conversation d
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a [audially/visually] noisy environment.	57	The conversation d
Overall mediation	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.	56 56 57	1 The interview Part 1 b 1 The interview Part 2 a Reacting to the interview
Vocabulary range	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	57	Looking at language a, b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication	57	Looking at language a, b
Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	57	The conversation d

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6A Good night?

used to, be used to, get used to • sleep • /s/ and /z/

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall oral comprehension	Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	58 61	1 Grammar 5 Listening b, c a–c
Understanding conversation between other people	Can keep up with an animated conversation between proficient users of the target language.	58	1 Grammar b, c
Understanding audio (or signed) media and recordings	Can understand most documentaries and most other recorded or broadcast material delivered in the standard form of the language and can identify mood, attitude, etc.	61	5 Listening a–c
Understanding as a member of a live audience	Can follow complex lines of argument in a clearly articulated lecture, provided the topic is reasonably familiar.	61	5 Listening a–c
Watching TV, film and video	Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety.	60	4 Vocabulary a
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	59	3 Reading a–d
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details. 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.	59	3 Reading a, b
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.	59	3 Reading c, d
Identifying cues and inferring (spoken, signed and written)	Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.	59	3 Reading c
Sustained monologue: describing experience	Can describe the personal significance of events and experiences in detail.	61	6 Speaking
Sustained monologue: giving information	Can communicate detailed information reliably.	61	5 Listening d
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	58 61	1 Grammar 6 Speaking a, f

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Understanding an interlocutor	Can understand in detail what is said to them in the standard language or a familiar variety even in a [audially/visually] noisy environment.	61	6 Speaking
Goal-oriented co-operation (cooking together, discussing a document, organising an event, etc.)	Can help along the progress of the work by inviting others to join in, say what they think, etc.	61	6 Speaking
Informal discussion (with friends)	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.	58	1 Grammar f
Interviewing and being interviewed	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	61	6 Speaking
Overall mediation	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.	61	6 Speaking
Vocabulary range	Has a good range of vocabulary for matters connected to their field and most general topics.	60	3 Vocabulary b–d
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	58 150	1 Grammar c, d, f 6A Grammar Bank a, b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication	60	4 Vocabulary b–d
Overall phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility.	58	2 Pronunciation a–d
Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	58 61	1 Grammar a, f 6 Speaking

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6B Music and emotion

gerunds and infinitives • music; words from other languages • words from other languages

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall oral comprehension	Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	62 65	1 Listening & Speaking 6 Listening b, e, f b, c
Understanding conversation between other people	Can keep up with an animated conversation between proficient users of the target language.	65	6 Listening b, c
Understanding as a member of a live audience	Can follow complex lines of argument in a clearly articulated lecture, provided the topic is reasonably familiar.	62	1 Listening & Speaking b, e, f
Watching TV, film and video	Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety.	65	6 Listening b, c
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	64, 65	4 Reading a–c
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details. 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.	64	4 Reading a, b
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.	65	4 Reading c, d
Sustained monologue: describing experience	Can describe the personal significance of events and experiences in detail.	62 63	1 Listening & Speaking 2 Grammar a e
Overall written production	Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.	124	Writing Bank 6
Creative writing	Can give a review of a film, book or play.	124	Writing Bank 6
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	65	5 Speaking
Goal-oriented co-operation (cooking together, discussing a document, organising an event, etc.)	Can help along the progress of the work by inviting others to join in, say what they think, etc.	62	1 Listening & Speaking c

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Informal discussion (with friends)	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.	63 65	3 Vocabulary & Pronunciation 5 Speaking	g
Information exchange	Can understand and exchange complex information and advice on the full range of matters related to their occupational role.	62	1 Listening & Speaking	d
Interviewing and being interviewed	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	62	1 Listening & Speaking	g
Asking for clarification	Can ask follow-up questions to check that they have understood what a speaker intended to say, and get clarification of ambiguous points.	65	5 Speaking	
Co-operating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	62 65	1 Listening & Speaking 5 Speaking	g
Overall mediation	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.	65	5 Speaking	
Mediation: Collaborating to construct meaning	Can further develop other people's ideas and opinions.	65	5 Speaking	
Building on plurilingual repertoire	Can alternate between languages in their plurilingual repertoire in order to communicate specialised information and issues on a subject in their field of interest to different interlocutors.	63	3 Vocabulary & pronunciation	a–d
Building on pluricultural repertoire	Can reflect on and explain particular ways of communicating in their own and other cultures, and the risks of misunderstanding they generate.	63	3 Vocabulary & pronunciation	e–g
Vocabulary range	Has a good range of vocabulary for matters connected to their field and most general topics.	63	3 Vocabulary & Pronunciation	a, b
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	63 151	2 Grammar 6B Grammar bank	a–c, e a, b
Overall phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility.	63	3 Vocabulary & Pronunciation	c–e
Orthographic control	Can produce clearly intelligible, continuous writing which follows standard layout and paragraphing conventions.	124	Writing Bank 6	
Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	62 63 65	1 Listening & Speaking 2 Grammar 5 Speaking	g e

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7A You be the judge

past modals: *must have*, etc.; *would rather* • verbs often confused • weak form of *have*

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall oral comprehension	Can follow extended discourse and complex lines of argument, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers.	68 70	1 Grammar 4 Listening & Speaking
Understanding conversation between other people	Can keep up with an animated conversation between proficient users of the target language.	68	1 Grammar
Watching TV, film and video	Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety.	68	1 Grammar
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	69 71	3 Reading & Speaking 6 Reading & Writing
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.	69	3 Reading & Speaking
Identifying cues and inferring (spoken, signed and written)	Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.	69	3 Reading & Speaking
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	68	1 Grammar
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a [audially/visually] noisy environment.	111, 116	7A Communication
Goal-oriented co-operation (cooking together, discussing a document, organising an event, etc.)	Can understand detailed instructions reliably. Can help along the progress of the work by inviting others to join in, say what they think, etc.	69	3 Reading & Speaking
Informal discussion (with friends)	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.	69	3 Reading & Speaking
Interviewing and being interviewed	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	71	5 Vocabulary
Asking for clarification	Can ask follow-up questions to check that they have understood what a speaker intended to say, and get clarification of ambiguous points.	69	3 Reading & Speaking
Co-operating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	69	3 Reading & Speaking

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Overall mediation	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.	69	3 Reading & Speaking	f
Mediation: Facilitating collaborative interaction with peers	Can refocus a discussion by suggesting what to consider next, and how to proceed. Can help define goals for teamwork and compare options for how to achieve them.	69	3 Reading & Speaking	f
Mediation: Collaborating to construct meaning	Can present their ideas in a group and pose questions that invite reactions from other group members' perspectives.	111, 116	7A Communication	a, b
General linguistic range	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words/signs, using some complex sentence forms to do so.	111, 116	7A Communication	a, b
Vocabulary range	Has a good range of vocabulary for matters connected to their field and most general topics.	70 166	5 Vocabulary Vocabulary Bank: Verbs often confused	a a, b, Activation
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	68 152 70	1 Grammar 7A Grammar Bank 4 Listening & Speaking	c, d a, b e, f
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication	70, 71 166	5 Vocabulary Vocabulary Bank: Verbs often confused	a, c a, b, Activation
Overall phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility.	68	2 Pronunciation	a–d
Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	111, 116	7A Communication	b

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7B Only an act

verbs of the senses • the body • silent consonants

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall oral comprehension	Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	72	1 Grammar h
Watching TV, film and video	Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety.	73	2 Reading & Listening d, e
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	73 112 74, 75	2 Reading & Listening b 7B Communication a 5 Reading & Speaking a, b
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details. 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.	74	5 Reading & Speaking a
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.	75	5 Reading & Speaking b, c
Reading instructions	Can understand lengthy, complex instructions in their field, including details on conditions and warnings, provided they can reread difficult sections.	112	7B Communication a, b
Sustained monologue: describing experience	Can give clear, detailed descriptions on a wide range of subjects related to their field of interest.	72 111, 116	1 Grammar g 7B Communication b, d
Overall written production	Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.	125	Writing Bank 7
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	73	2 Reading & Listening a
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a [audially/visually] noisy environment.	73	2 Reading & Listening a
Co-operating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	73	2 Reading & Listening a
General linguistic range	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words/signs, using some complex sentence forms to do so.	72 111, 116	1 Grammar g 7B Communication b, d

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Vocabulary range	Has a good range of vocabulary for matters connected to their field and most general topics.	72 74 167 167	1 Grammar a 3 Vocabulary b, c, e Vocabulary Bank: The body 1 a, b, Activation Vocabulary Bank: The body 2 a–d, Activation
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	72 111, 116 163	1 Grammar b–d, f–i 7B Communication a, b 7B Grammar Bank a, b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication	72 74 167 167	1 Grammar a 3 Vocabulary e Vocabulary Bank: The body 1 a, b, Activation Vocabulary Bank: The body 2 a–d, Activation
Overall phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility.	74	4 Pronunciation a–e
Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	111, 116	7B Communication b

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4 Colloquial English

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Understanding conversation between other people	Can keep up with an animated conversation between speakers of the target language.	77	The conversation a, b
Watching TV, film and video	Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language.	76 76 76 77	1 The interview Part 1 a, b 1 The interview Part 2 b, c 1 The interview Part 3 a, b The conversation a–c
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	76 76 77 77	1 The interview Part 1 b 1 The interview Part 2 a Reacting to the interview The conversation d
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a [audially/visually] noisy environment.	77	The conversation d
Overall mediation	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.	76 76 77	1 The interview Part 1 b 1 The interview Part 2 a Reacting to the interview
Vocabulary range	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	77	Looking at language a, b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication	77	Looking at language a, b
Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	77	The conversation d

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8A Modern crime

the passive (all forms); *have something done*; *it is said that....*, *he is thought to...*, etc. • crime and punishment • the letter *u*

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall oral comprehension	Can understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in standard language or a familiar variety, including technical discussions in their field of specialisation.	78	1 Listening c, d
Understanding audio (or signed) media and recordings	Can understand most documentaries and most other recorded or broadcast material delivered in the standard form of the language and can identify mood, attitude, etc.	80	4 Grammar d
Watching TV, film and video	Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety.	78	1 Listening c, d
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	80 80, 81	4 Grammar a 5 Reading a–c
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details. 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.	80 80	4 Grammar a 5 Reading a, b
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.	81	5 Reading c
Sustained monologue: describing experience	Can describe the personal significance of events and experiences in detail.	79	3 Pronunciation & Speaking e
Sustained monologue: giving information	Can communicate detailed information reliably.	81	5 Reading d
Overall written production	Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.	126	Writing Bank 8
Reports and essays	Can produce an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	126	Writing Bank 8
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient(s).	126	Writing Bank 8
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	78 79 81	1 Listening a, e 3 Pronunciation & Speaking e 6 Speaking a, b
Understanding an interlocutor	Can understand in detail what is said to them in the standard language or a familiar variety even in a [audially/visually] noisy environment.	79	3 Pronunciation & Speaking e

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Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a [audially/visually] noisy environment.	79	3 Pronunciation & Speaking	e
Informal discussion (with friends)	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.	78 81	1 Listening 6 Speaking	e a, b
Information exchange	Can understand and exchange complex information and advice on the full range of matters related to their occupational role.	81	5 Reading	d
Interviewing and being interviewed	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	113, 117	8A Communication	b
Asking for clarification	Can ask follow-up questions to check that they have understood what a speaker intended to say, and get clarification of ambiguous points.	113, 117	8A Communication	b
Co-operating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	81	6 Speaking	a, b
Overall mediation	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.	81	6 Speaking	a, b
Mediation: Processing text in speech or sign	Can synthesise and report (in Language B) information and arguments from a number of sources (in Language A).	113, 117	8A Communication	a, b
Mediation: Collaborating to construct meaning	Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.	79	3 Pronunciation & Speaking	e
Vocabulary range	Has a good range of vocabulary for matters connected to their field and most general topics.	79 168 168	2 Vocabulary Vocabulary Bank: Crime and punishment 1 Activation Vocabulary Bank: Crime and punishment 2	a, c, d a, b a, b
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	80 154	4 Grammar a–e 8A Grammar Bank a, b	
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication	79 168 168	2 Vocabulary c Vocabulary Bank: Crime and punishment 1 Activation Vocabulary Bank: Crime and punishment 2	a, b a, b a, b
Overall phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility.	79	3 Pronunciation & Speaking	a–d
Orthographic control	Can produce clearly intelligible, continuous writing which follows standard layout and paragraphing conventions.	126	Writing Bank 8	
Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	78 113, 117 79 81	1 Listening 8A Communication 3 Pronunciation & Speaking 6 Speaking	e b e a, b

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8B Faking it

reporting verbs • the media • word stress

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall oral comprehension	Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	82 85	1 Listening & Speaking 6 Listening c, d a, b
Understanding audio (or signed) media and recordings	Can understand most documentaries and most other recorded or broadcast material delivered in the standard form of the language and can identify mood, attitude, etc.	82 85	1 Listening & Speaking 6 Listening c, d a, b
Watching TV, film and video	Can understand most TV news and current affairs programmes.	85	6 Listening a, b
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	84	5 Reading a–d
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details. 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.	84	5 Reading a–c
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.	84	5 Reading d
Identifying cues and inferring (spoken, signed and written)	Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.	85	5 Reading e
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	82 113, 117 84	1 Listening & Speaking 8B Communication 4 Vocabulary & Speaking a, b, e b, c d, e
Understanding an interlocutor	Can understand in detail what is said to them in the standard language or a familiar variety even in a [audially/visually] noisy environment.	82 113, 117	1 Listening & Speaking 8B Communication a c
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a [audially/visually] noisy environment.	82	1 Listening & Speaking a
Informal discussion (with friends)	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.	84 85	4 Vocabulary & Speaking 6 Listening d, e c
Information exchange	Can understand and exchange complex information and advice on the full range of matters related to their occupational role.	82	1 Listening & Speaking a
Asking for clarification	Can ask follow-up questions to check that they have understood what a speaker intended to say, and get clarification of ambiguous points.	84	4 Vocabulary & Speaking d, e

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Co-operating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	84	4 Vocabulary & Speaking	d, e
Overall mediation	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.	113, 117	8B Communication	c
Processing text in speech or sign	Can synthesise and report (in Language B) information and arguments from a number of sources (in Language A).	113, 117	8B Communication	b, c
Vocabulary range	Has a good range of vocabulary for matters connected to their field and most general topics.	84 169 169 169	4 Vocabulary & Speaking Vocabulary Bank: The media 1 Vocabulary Bank: The media 2 Vocabulary Bank: The media 3	a, b, d a, b, Activation a, b, Activation a, b, Activation
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	83 155 83	2 Grammar 8B Grammar Bank 3 Pronunciation	a a, b c
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication	84 169 169 169	4 Vocabulary & Speaking Vocabulary Bank: The media 1 Vocabulary Bank: The media 2 Vocabulary Bank: The media 3	a, e a, b, Activation a, b, Activation a, b, Activation
Overall phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility.	83	3 Pronunciation	a–f
Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	113, 117 84	8B Communication 4 Vocabulary & Speaking	b, c d, e

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9A The art of persuasion

clauses of contrast and purpose • advertising; business • changing stress on nouns and verbs

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall oral comprehension	Can follow extended discourse and complex lines of argument, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers.	88 89	1 Vocabulary & Speaking 2 Listening a, c a, b
Understanding audio (or signed) media and recordings	Can understand most documentaries and most other recorded or broadcast material delivered in the standard form of the language and can identify mood, attitude, etc.	88	1 Vocabulary & Speaking a, c
Understanding as a member of a live audience	Can follow complex lines of argument in a clearly articulated lecture, provided the topic is reasonably familiar.	89	2 Listening a, b
Watching TV, film and video	Can understand most TV news and current affairs programmes.	88	1 Vocabulary & Speaking a, c
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	90	4 Reading b, c
Reading for orientation	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.	90	4 Reading b, c
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.	90, 91	4 Reading c–e
Identifying cues and inferring (spoken, signed and written)	Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.	88 90, 91	1 Vocabulary & Speaking 4 Reading b b, e
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	89	1 Vocabulary & Speaking e
Understanding an interlocutor	Can understand in detail what is said to them in the standard language or a familiar variety even in a [audially/visually] noisy environment.	89	1 Vocabulary & Speaking e
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a [audially/visually] noisy environment.	91	4 Reading f
Informal discussion (with friends)	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.	89 91	1 Vocabulary & Speaking 4 Reading e f
Co-operating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	89	1 Vocabulary & Speaking e
Vocabulary range	Has a good range of vocabulary for matters connected to their field and most general topics.	91 170 170	5 Vocabulary Vocabulary Bank: Business 1 Vocabulary Bank: Business 2 a a–d, Activation a, b, Activation
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	89 156	3 Grammar 9A Grammar Bank a, b, d a, b

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Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication	91 170 170	5 Vocabulary Vocabulary Bank: Business 1 Vocabulary Bank: Business 2	a a–d, Activation a, b, Activation
Overall phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility.	91	6 Pronunciation & Speaking	a–c
Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	89	1 Vocabulary & Speaking	e

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9B Dream cities

uncountable and plural nouns • word building: prefixes and suffixes • word stress with prefixes and suffixes

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall oral comprehension	Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	92	1 Listening b–e
Understanding audio (or signed) media and recordings	Can understand most documentaries and most other recorded or broadcast material delivered in the standard form of the language and can identify mood, attitude, etc.	92	1 Listening d, e
Watching TV, film and video	Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety.	92	1 Listening b, c
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	94, 95	4 Reading & Speaking a, c, d
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details. 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.	94	4 Reading & Speaking a
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.	95	4 Reading & Speaking c
Identifying cues and inferring (spoken, signed and written)	Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.	95	4 Reading & Speaking c, d
Overall oral production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	92	1 Listening a
Sustained monologue: describing experience	Can describe the personal significance of events and experiences in detail.	93 93	2 Speaking 3 Grammar c
Sustained monologue: giving information	Can communicate detailed information reliably.	93	3 Grammar c
Overall written production	Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.	127	Writing Bank 9
Reports and essays	Can produce an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	127	Writing Bank 9

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Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	93 95 95	2 Speaking 4 Reading & Speaking 6 Pronunciation & Speaking	e c
Informal discussion (with friends)	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.	93 95	2 Speaking 6 Pronunciation & Speaking	 c
Information exchange	Can understand and exchange complex information and advice on the full range of matters related to their occupational role.	95	4 Reading & Speaking	e
Asking for clarification	Can ask follow-up questions to check that they have understood what a speaker intended to say, and get clarification of ambiguous points.	95	6 Pronunciation & Speaking	c
Co-operating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	93 95	2 Speaking 6 Pronunciation & Speaking	 c
Overall mediation	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.	93	2 Speaking	
Mediation: Facilitating collaborative interaction with peers	Can ask questions to stimulate discussion on how to organise collaborative work. Can refocus a discussion by suggesting what to consider next, and how to proceed.	93 95	2 Speaking 6 Pronunciation & Speaking	 c
Mediation: Note-taking (lectures, seminars, meetings, etc.)	Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike them as important, even though they tend to concentrate on the actual formulation and therefore to miss some information.	92	1 Listening	e, f
Vocabulary range	Has a good range of vocabulary for matters connected to their field and most general topics.	95 171 171 171	5 Vocabulary Vocabulary Bank: Word building 1 Vocabulary Bank: Word building 2 Vocabulary Bank: Word building 3	a a–d, Activation a, b, Activation a, b, Activation
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	93 157	3 Grammar 9B Grammar Bank	a, c a, b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication	95 171 171 171	5 Vocabulary Vocabulary Bank: Word building 1 Vocabulary Bank: Word building 2 Vocabulary Bank: Word building 3	a a–d, Activation a, b, Activation a, b, Activation
Overall phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility.	95	6 Pronunciation & Speaking	a–c
Orthographic control	Can produce clearly intelligible, continuous writing which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother-tongue influence.	127	Writing Bank 9	

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Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	93	2 Speaking
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5 Colloquial English

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Understanding conversation between other people	Can keep up with an animated conversation between speakers of the target language.	97	The conversation a, b
Watching TV, film and video	Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language.	96 96 96 97	1 The interview Part 1 a, b 1 The interview Part 2 a, b 1 The interview Part 3 b, c The conversation a–c
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	96 96 97 97	1 The interview Part 1 b 1 The interview Part 2 b Reacting to the interview The conversation d
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a [audially/visually] noisy environment.	97	The conversation d
Overall mediation	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.	96 96 97	1 The interview Part 1 b 1 The interview Part 2 a Reacting to the interview
Vocabulary range	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	97	Looking at language a, b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication	97	Looking at language a, b
Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	97	The conversation d

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10A Eureka!

quantifiers: *all, every, both*, etc. • science • stress in word families

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall oral comprehension	Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	98	1 Speaking & Listening d, e
Understanding as a member of a live audience	Can follow complex lines of argument in a clearly articulated lecture, provided the topic is reasonably familiar.	98	1 Speaking & Listening d, e
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	98 100	1 Speaking & Listening b 4 Reading a–c
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details. 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.	100	4 Reading a–c
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.	98 100	1 Speaking & Listening c 4 Reading c
Identifying cues and inferring (spoken, signed and written)	Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.	98 101	1 Speaking & Listening b 4 Reading e
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	98 99 101	1 Speaking & Listening a 3 Speaking 4 Reading f
Understanding an interlocutor	Can understand in detail what is said to them in the standard language or a familiar variety even in a [audially/visually] noisy environment.	101	4 Reading f
Informal discussion (with friends)	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.	99 101	3 Speaking 4 Reading f
Interviewing and being interviewed	Can take the initiative in an interview, and expand and develop ideas with little help or prodding from an interviewer.	99	3 Speaking
Asking for clarification	Can ask follow-up questions to check that they have understood what a speaker intended to say, and get clarification of ambiguous points.	99	3 Speaking
Co-operating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	99 101	3 Speaking 4 Reading f
Overall mediation	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.	99	3 Speaking

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Mediation: Encouraging conceptual talk	Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.	99	3 Speaking
Vocabulary range	Has a good range of vocabulary for matters connected to their field and most general topics.	99	2 Vocabulary & Pronunciation a, b, e
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	101 158	5 Grammar 10A Grammar Bank a, c a, b
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication	99	2 Vocabulary & Pronunciation a, b, e, f
Overall phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility.	99	2 Vocabulary & Pronunciation c, d
Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	99 101	3 Speaking 4 Reading f

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10B Freedom of speech

articles • collocation: word pairs • pausing and sentence stress

Level: B2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall oral comprehension	Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	102 104	1 Grammar 4 Listening & Speaking b, c b–e
Understanding conversation between other people	Can keep up with an animated conversation between proficient users of the target language.	102	1 Grammar b–d
Understanding audio (or signed) media and recordings	Can understand most documentaries and most other recorded or broadcast material delivered in the standard form of the language and can identify mood, attitude, etc.	104 105	4 Listening & Speaking 7 Listening b–e a–c
Watching TV, film and video	Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety.	105	7 Listening a–c
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	102	2 Reading a–e
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details. 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.	102	2 Reading d
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.	102	2 Reading e
Identifying cues and inferring (spoken, signed and written)	Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.	102	2 Reading a
Overall oral production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	105	6 Pronunciation & Speaking d
Sustained monologue: describing experience	Can describe the personal significance of events and experiences in detail.	104	4 Listening & Speaking a
Sustained monologue: giving information	Can communicate detailed information reliably.	105	6 Pronunciation & Speaking d
Addressing audiences	Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.	105	6 Pronunciation & Speaking d

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Overall written production	Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.	128	Writing Bank 10
Reports and essays	Can synthesise information and arguments from a number of sources.	128	Writing Bank 10
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient(s).	128	Writing Bank 10
Overall oral interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.	102	2 Reading f
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a [audially/visually] noisy environment.	102	2 Reading f
Vocabulary range	Has a good range of vocabulary for matters connected to their field and most general topics.	104, 105	5 Vocabulary a–e
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	102 159 113, 117	1 Grammar e 10B Grammar Bank a, b 10B Communication a
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication	104, 105	5 Vocabulary a–e
Overall phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility.	105	6 Pronunciation & Speaking a–d
Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	105	6 Pronunciation & Speaking d

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