UNLOCK 2nd EDITION LEVEL 3

Common European Framework of Reference for Languages (CEFR)

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Part 1

The CEFR level of *Unlock* 2nd edition Level 3 (Reading, Writing and Critical Thinking and Listening, Speaking and Critical Thinking combined)

Unlock 2nd edition Level 3 covers level B1 of the CEFR. This table describes the general degree of skill achieved by learners at this level.

Skill	Learners will be able to:
Listening	understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent; understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
Reading	read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.
Speaking	reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points; exploit a wide range of simple language to deal with most situations likely to arise whilst travelling; enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events); communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field; exchange, check and confirm information, deal with less routine situations and explain why something is a problem; express thoughts on more abstract, cultural topics such as films, books, music etc.

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Writing	write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence; write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important; convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.
Communicative language competence	introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience, their views; collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.
Communication strategies	intervene in a discussion on a familiar topic, using a suitable phrase to get the floor; initiate, maintain, and close simple face-to-face conversation on topics that are familiar or of personal interest.
Working with text	convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although his/her lexical limitations cause difficulty with formulation at times; convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided that he/she can check the meaning of certain expressions.

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Part 2
How the goals of the CEFR are realised in *Unlock* 2nd edition Level 3

Listening

At B1, learners are expected to be able to understand speech that

- **is clearly articulated in a standard accent and delivered relatively slowly**
- **concerns topics which are familiar.**

UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS

Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
		LS p78	LS p93-94			LS p151-153	

LISTENING AS A MEMBER OF A LIVE AUDIENCE

Can understand the main points of what is said in a straightforward monologue like a guided tour, provided the delivery is clear and relatively slow.
Can follow a straightforward conference presentation or demonstration with visual support (e.g. slides, handouts) on a topic or product within his/her field, understanding explanations given.
Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech.
Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech.
Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
LS p34	LS p56	LS p78		LS p121	LS p144	LS p165	LS p188

LISTENING TO AUDIO, MEDIA AND RECORDINGS

Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly.
Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
LS p16-17	LS p39	LS p61	LS p83	LS p105	LS p127	LS p149	LS p171
LS p18-19	LS p42-43	LS p64-65	LS p85	LS p107	LS p130-131	LS p152-153	LS p173
LS p26	LS p48-49	LS p72-73	LS p85-86	LS p116	LS p137	LS p157-158	LS p181
LS p27		LS p78	LS p87		LS p141		
LS p32			LS p93-94				
RW p17	RW p39	RW p60-61	RW p83	RW p104-105	RW p127	RW p149	RW p170-171

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Reading

At B1, learners can read and understand to a satisfactory level

- **straightforward factual texts**
- **texts about subjects related to their field and interest**

READING FOR INFORMATION AND ARGUMENT

Can recognise significant points in straightforward newspaper articles on familiar subjects.
Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.
Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.
Can understand straightforward, factual texts on subjects relating to his/her interests or studies.
Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor).
Can identify the main conclusions in clearly signalled argumentative texts.
Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	LS p47			LS p119	LS p142		LS p183
RW p19-20	RW p41-43	RW p63-65	RW p85-87	RW p107-108	RW p128-130	RW p150-154	RW p173-174
RW p22-23	RW p45-46	RW p67-68	RW p89-90	RW p110-112	RW p132-134	RW p155-156	RW p176-178
RW p27	RW p52	RW p76	RW p97-98			RW p163	RW p185
RW p32		RW p77-78					RW p186

WATCHING TV, FILM AND VIDEO

Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.
Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.
Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
LS p16	LS p39	LS p61	LS p83	LS p105	LS p127	LS p149	LS p171
RW p17	RW p39	RW p60-61	RW p83	RW p104-105	RW p127	RW p149	RW p170-171

Speaking

OVERALL SPOKEN INTERACTION

At B1, learners can communicate with some confidence, but may struggle to understand non-standard accents, rapid or extended speech, and idiomatic usage.

In general, learners can

- **talk about familiar topics related to their professional field or personal interests (e.g. family, hobbies, work, travel and current events)**
- **generally follow clearly articulated speech in standard dialect that is directed at them, although they will sometimes have to ask for repetition of some words and phrases**
- **maintain a conversation, but may sometimes be difficult to follow**
- **take some initiatives, e.g. bring up a new subject**

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CONVERSATION

Can enter unprepared into conversations on familiar topics.
Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.
Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.
Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.
Can start up a conversation and help it to keep going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinion on familiar subjects.
Can have relatively long conversations on subjects of common interest, provided that the interlocutor makes an effort to support understanding.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
LS p15		LS p65		LS p115	LS p125	LS p154	LS p172
		LS p68					
		LS p71					

INFORMAL DISCUSSION

Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.
Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard language.
Can give or seek personal views and opinions in discussing topics of interest.
Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).
Can express belief, opinion, agreement and disagreement politely.
Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.
Can express his/her thoughts about abstract or cultural topics such as music, films.
Can explain why something is a problem.
Can give brief comments on the views of others.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
LS p16	LS p37	LS p59	LS p81	LS p103	LS p126	LS p147	LS p169
LS p17	LS p38	LS p60	LS p82	LS p104	LS p127	LS p148	LS p170
LS p18	LS p39	LS p61	LS p83	LS p105	LS p138	LS p149	LS p171
LS p21	LS p44	LS p64	LS p85	LS p106	LS p140	LS p150	LS p176
LS p28	LS p46	LS p66	LS p88	LS p109	LS p141	LS p156	LS p182
LS p34	LS p50	LS p73	LS p94	LS p110	LS p144	LS p157	LS p183
	LS p56	LS p77	LS p95	LS p116		LS p159	LS p184
			LS p100	LS p121		LS p160	LS p188
RW p15	RW p37	RW p59	RW p81	RW p103	RW p125	RW p147	RW p169
RW p17	RW p39	RW p61	RW p83	RW p105	RW p127	RW p149	RW p171
RW p21	RW p40	RW p65	RW p85	RW p109	RW p128	RW p150	RW p172
RW p24	RW p43	RW p69	RW p88	RW p110	RW p131	RW p153	RW p175
	RW p47	RW p70	RW p91	RW p112	RW p132	RW p154	RW p176
					RW p134	RW p157	RW p178
						RW p163	RW p185

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GOAL-ORIENTED CO-OPERATION

Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.
Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.
Can invite others to give their views on how to proceed.
Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended.
Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.
Can give brief comments on the views of others.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	LS p48	LS p75		LS p118		LS p162	
				LS p122			
		RW p61	RW p87		RW p138	RW p160	

INTERVIEWING & BEING INTERVIEWED

Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction.
Can describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language.
Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.
Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision.
Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
						LS p166	

OVERALL SPOKEN PRODUCTION

At B1, learners can give straightforward monologues on familiar subjects

SUSTAINED MONOLOGUE: GIVING INFORMATION

Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand.
Can explain the main points in an idea or problem with reasonable precision.
Can describe how to do something, giving detailed instructions.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
LS p34				LS p121	LS p141	LS p165	

SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. DEBATE)

Can express opinions on subjects relating to everyday life, using simple expressions.
Can briefly give reasons and explanations for opinions, plans and actions.
Can say whether or not he/she approves of what someone has done and give reasons to justify this opinion.
Can develop an argument well enough to be followed without difficulty most of the time.
Can give simple reasons to justify a viewpoint on a familiar topic.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	LS p56	LS p75	LS p96		LS p132		LS p188
		LS p78	LS p100				

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ADDRESSING AUDIENCES

Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.
Can take follow up questions, but may have to ask for repetition if the speech was rapid.
Can give a prepared presentation on a familiar topic within his/her field, outlining similarities and differences (e.g. between products, countries/regions, plans).

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
LS p34	LS p56	LS p75		LS p121	LS p132		LS p188
		LS p78			LS p144		

Writing

At B1 learners can convey information and ideas on abstract as well as concrete topics, and get across the points they feel are important.

OVERALL WRITTEN PRODUCTION AND INTERACTION

WRITTEN REPORTS & ESSAYS

Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.
Can present a topic in a short report or poster, using photographs and short blocks of text.
Can write short, simple essays on topics of interest.
Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion.
Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
RW p33-34	RW p55-56	RW p77-78	RW p99-100	RW p121-122	RW p143-144	RW p165-166	RW p187-188

Communicative Language Competence

VOCABULARY RANGE

Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
LS p16	LS p38	LS p60	LS p82	LS p104	LS p126	LS p148	LS p170
LS p18	LS p40-41	LS p63	LS p84	LS p106	LS p128	LS p150	LS p172
LS p20-21	LS p45	LS p66	LS p89-90	LS p113	LS p132-133	LS p153	LS p175
LS p22-23	LS p47	LS p67	LS p92	LS p114	LS p136	LS p154	LS p177
LS p25	LS p54	LS p71	LS p94	LS p120-121	LS p143	LS p156	LS p180
LS p27			LS p97			LS p163	
LS p31			LS p99			LS p164	
LS p32							
RW p16	RW p38	RW p60	RW p82	RW p104	RW p126	RW p148	RW p170
RW p18	RW p40	RW p63	RW p84	RW p106	RW p128	RW p150	RW p172
RW p21	RW p47	RW p66	RW p88	RW p109	RW p131	RW p154	RW p175
RW p24	RW p48	RW p69	RW p93	RW p114	RW p136	RW p158	RW p178-179
		RW p70					RW p179

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GRAMMATICAL ACCURACY
Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.
Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
LS p23-24	LS p46	LS p68-70	LS p90-91	LS p111-112	LS p133-134	LS p154-155	LS p178-179
							LS p172-173
RW p25	RW p51	RW p70-71	RW p92	RW p113	RW p135	RW p161-162	RW p183
RW p28-29	RW p52	RW p74-75	RW p93	RW p117-118	RW p139-140		RW p184
RW p29-30		RW p75	RW p95-96	RW p118	RW p140-141		
				RW p119			

PHONOLOGICAL CONTROL
Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
LS p27-28	LS p41	LS p62	LS p88	LS p108	LS p131	LS p153	LS p175
LS p33			LS p98				

SOCIOLINGUISTIC APPROPRIATENESS
Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.
Is aware of the salient politeness conventions and acts appropriately.
Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own community.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
			LS p96-97			LS p163	
			LS p100			LS p164	

Communication strategies

PLANNING
Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.
Can rehearse and try out new combinations and expressions, inviting feedback.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
LS p31			LS p96-97		LS p143		
LS p32			LS p100				

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Working with text

RELAYING SPECIFIC INFORMATION IN WRITING

Can relay in writing (in Language B) specific information points contained in texts (spoken in Language A) on familiar subjects (e.g. telephone calls, announcements, and instructions).
Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (written in Language A) on familiar subjects.
Can relay in writing (in Language B) specific information given in a straightforward recorded message (left in Language A), provided that the topics concerned are familiar and the delivery is slow and clear.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
RW p27-28	RW p49-50				RW p159-160		
RW p33-34	RW p55-56				RW p165-166		

EXPLAINING DATA IN WRITING (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)

Can describe in simple sentences (in Language B) the main facts shown in visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A).
Can interpret and present in writing (in Language B) the overall trends shown in simple diagrams (e.g. graphs, bar charts) (with text in Language A), explaining the important points in more detail, given the help of a dictionary or other reference materials.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
							RW p181-182
							RW p185-186
							RW p187-188

PROCESSING TEXT IN WRITING

Can summarise in writing (in Language B) the main points made in straightforward informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech.
Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.
Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
			RW p85-87				
			RW p95-96				
			RW p97-98				
			RW p99-100				

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Part 3
How each unit of *Unlock* 2nd edition Level 3 relates to the CEFR

Listening and Speaking Unit 1

Skill area	Goal	Pages
Listening	LISTENING AS A MEMBER OF A LIVE AUDIENCE	34
	LISTENING TO AUDIO, MEDIA AND RECORDINGS	16-17, 18-19, 26, 27, 32
Reading	WATCHING TV, FILM AND VIDEO	16
Speaking	CONVERSATION	115
	INFORMAL DISCUSSION	16, 17, 18, 21, 28, 34
	SUSTAINED MONOLOGUE: GIVING INFORMATION	34
	ADDRESSING AUDIENCES	34
Communicative language competence	VOCABULARY RANGE	16, 18, 20-21, 22-23, 25, 27, 31, 32
	GRAMMATICAL ACCURACY	23-34
	PHONOLOGICAL CONTROL	27-28, 33
Communication strategies	PLANNING	31, 32

Reading and Writing Unit 1

Skill area	Goal	Pages
Listening	LISTENING TO AUDIO, MEDIA AND RECORDINGS	17
Reading	READING FOR INFORMATION AND ARGUMENT	19-20, 22-23, 27, 32
	WATCHING TV, FILM AND VIDEO	17
Speaking	INFORMAL DISCUSSION	17, 21, 24
Writing	WRITTEN REPORTS & ESSAYS	33-34
Working with text	RELAYING SPECIFIC INFORMATION IN WRITING	27-28, 33-34
Communicative language competence	VOCABULARY RANGE	16, 18, 21, 24
	GRAMMATICAL ACCURACY	25, 28-29, 29-30

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Listening and Speaking Unit 2

Skill area	Goal	Pages
Listening	LISTENING AS A MEMBER OF A LIVE AUDIENCE	56
	LISTENING TO AUDIO, MEDIA AND RECORDINGS	39, 42-43, 48-49
Reading	READING FOR INFORMATION AND ARGUMENT	47
	WATCHING TV, FILM AND VIDEO	39
Speaking	INFORMAL DISCUSSION	37, 38, 39, 44, 46, 50, 56
	GOAL-ORIENTED CO-OPERATION	48
	INFORMATION EXCHANGE	51
	SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. DEBATE)	56
	ADDRESSING AUDIENCES	56
Communicative language competence	VOCABULARY RANGE	38, 40-41, 45, 47, 54
	GRAMMATICAL ACCURACY	46
	PHONOLOGICAL CONTROL	41

Reading and Writing Unit 2

Skill area	Goal	Pages
Listening	LISTENING TO AUDIO, MEDIA AND RECORDINGS	39
Reading	READING FOR INFORMATION AND ARGUMENT	41-43, 45-46, 52
	READING AS A LEISURE ACTIVITY	39
Speaking	INFORMAL DISCUSSION	37, 39, 40, 43, 47
Writing	WRITTEN REPORTS & ESSAYS	55-56
Working with text	RELAYING SPECIFIC INFORMATION IN WRITING	49-50, 55-56
Communicative language competence	VOCABULARY RANGE	38, 40, 47, 48
	GRAMMATICAL ACCURACY	51, 52

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Listening and Speaking Unit 3

Skill area	Goal	Pages
Listening	LISTENING AS A MEMBER OF A LIVE AUDIENCE	78
	LISTENING TO AUDIO, MEDIA AND RECORDINGS	61, 64-65, 72-73, 78
Reading	WATCHING TV, FILM AND VIDEO	31
Speaking	CONVERSATION	65, 68, 71
	INFORMAL DISCUSSION	59, 60, 61, 64, 66, 73, 77
	GOAL-ORIENTED CO-OPERATION	75
	INFORMATION EXCHANGE	51
	SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. DEBATE)	75, 78
	ADDRESSING AUDIENCES	75, 78
Communicative language competence	VOCABULARY RANGE	60, 63, 66, 67, 71
	GRAMMATICAL ACCURACY	68-70
	PHONOLOGICAL CONTROL	92

Reading and Writing Unit 3

Skill area	Goal	Pages
Listening	LISTENING TO AUDIO, MEDIA AND RECORDINGS	60-61
Reading	READING FOR INFORMATION AND ARGUMENT	63-65, 67-68, 76, 77-78
	WATCHING TV, FILM AND VIDEO	60-61
Speaking	INFORMAL DISCUSSION	59, 61, 65, 69, 70
	GOAL-ORIENTED CO-OPERATION	61
Writing	WRITTEN REPORTS & ESSAYS	77-78
Communicative language competence	VOCABULARY RANGE	60, 63, 66, 69, 70
	GRAMMATICAL ACCURACY	70-71, 74-75, 75

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Listening and Speaking Unit 4

Skill area	Goal	Pages
Listening	LISTENING TO AUDIO, MEDIA AND RECORDINGS	83, 85, 85-86, 87, 93-94
Reading	WATCHING TV, FILM AND VIDEO	83
Speaking	INFORMAL DISCUSSION	81, 82, 83, 85, 88, 94, 95, 100
	INFORMATION EXCHANGE	93, 95
	SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. DEBATE)	96, 100
Communicative language competence	VOCABULARY RANGE	82, 84, 89-90, 92, 94, 97, 99
	GRAMMATICAL ACCURACY	90-91
	PHONOLOGICAL CONTROL	88, 98
	SOCIOLINGUISTIC APPROPRIATENESS	96-97, 100
Communication strategies	PLANNING	96-97, 100

Reading and Writing Unit 4

Skill area	Goal	Pages
Listening	LISTENING TO AUDIO, MEDIA AND RECORDINGS	83
Reading	READING FOR INFORMATION AND ARGUMENT	85-87, 89-90, 97-98
Speaking	INFORMAL DISCUSSION	81, 83, 85, 88, 91
	GOAL-ORIENTED CO-OPERATION	87
Writing	WRITTEN REPORTS & ESSAYS	99-100
Working with text	PROCESSING TEXT IN WRITING	85-87, 95-96, 97-98, 99-100
Communicative language competence	VOCABULARY RANGE	82, 84, 88, 93
	GRAMMATICAL ACCURACY	92, 93, 95-96

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Listening and Speaking Unit 5

Skill area	Goal	Pages
Listening	LISTENING AS A MEMBER OF A LIVE AUDIENCE	121
	LISTENING TO AUDIO, MEDIA AND RECORDINGS	105, 107, 116
Reading	READING FOR INFORMATION AND ARGUMENT	119
	WATCHING TV, FILM AND VIDEO	105
Speaking	CONVERSATION	115
	INFORMAL DISCUSSION	103, 104, 105, 106, 109, 110, 116, 121
	GOAL-ORIENTED CO-OPERATION	118, 122
	SUSTAINED MONOLOGUE: GIVING INFORMATION	121
	ADDRESSING AUDIENCES	121
Communicative language competence	VOCABULARY RANGE	104, 106, 113, 114, 120-121
	GRAMMATICAL ACCURACY	111-112
	PHONOLOGICAL CONTROL	108

Reading and Writing Unit 5

Skill area	Goal	Pages
Listening	LISTENING TO AUDIO, MEDIA AND RECORDINGS	104-105
Reading	READING FOR INFORMATION AND ARGUMENT	107-108, 110-112
	WATCHING TV, FILM AND VIDEO	104-105
Speaking	INFORMAL DISCUSSION	103, 105, 109, 110, 112
Writing	WRITTEN REPORTS & ESSAYS	121-122
Communicative language competence	VOCABULARY RANGE	104, 106, 109, 114
	GRAMMATICAL ACCURACY	113, 117-118, 118, 119

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Listening and Speaking Unit 6

Skill area	Goal	Pages
Listening	LISTENING AS A MEMBER OF A LIVE AUDIENCE	144
	LISTENING TO AUDIO, MEDIA AND RECORDINGS	127, 130-131, 137, 141
Reading	READING FOR INFORMATION AND ARGUMENT	142
	WATCHING TV, FILM AND VIDEO	127
Speaking	CONVERSATION	125
	INFORMAL DISCUSSION	126, 127, 138, 140, 141, 144
	INFORMATION EXCHANGE	135
	SUSTAINED MONOLOGUE: GIVING INFORMATION	141
	SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. DEBATE)	132
	ADDRESSING AUDIENCES	132, 144
Communicative language competence	VOCABULARY RANGE	126, 128, 132-133, 136, 143
	GRAMMATICAL ACCURACY	133-134
	PHONOLOGICAL CONTROL	131
Communication strategies	PLANNING	143

Reading and Writing Unit 6

Skill area	Goal	Pages
Listening	LISTENING TO AUDIO, MEDIA AND RECORDINGS	127
Reading	READING FOR INFORMATION AND ARGUMENT	128-130, 132-134
	WATCHING TV, FILM AND VIDEO	127
Speaking	INFORMAL DISCUSSION	125, 127, 128, 131, 132, 134
	GOAL-ORIENTED CO-OPERATION	138
Writing	WRITTEN REPORTS & ESSAYS	143-144
Working with text	RELAYING SPECIFIC INFORMATION IN WRITING	159-160, 165-166
Communicative language competence	VOCABULARY RANGE	126, 128, 131, 136
	GRAMMATICAL ACCURACY	135, 139-140, 140-141

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Listening and Speaking Unit 7

Skill area	Goal	Pages
Listening	LISTENING AS A MEMBER OF A LIVE AUDIENCE	165, 166
	LISTENING TO AUDIO, MEDIA AND RECORDINGS	149, 152-153, 157-158
Reading	WATCHING TV, FILM AND VIDEO	149
Speaking	CONVERSATION	154
	INFORMAL DISCUSSION	147, 148, 149, 150, 156, 157, 159, 160
	GOAL-ORIENTED CO-OPERATION	162
	INTERVIEWING & BEING INTERVIEWED	166
	SUSTAINED MONOLOGUE: GIVING INFORMATION	165
Communicative language competence	VOCABULARY RANGE	148, 150, 153, 154, 156, 163, 164
	GRAMMATICAL ACCURACY	154-155
	PHONOLOGICAL CONTROL	153
	SOCIOLINGUISTIC APPROPRIATENESS	163, 164

Reading and Writing Unit 7

Skill area	Goal	Pages
Listening	LISTENING TO AUDIO, MEDIA AND RECORDINGS	149
Reading	READING FOR INFORMATION AND ARGUMENT	150-154, 155-156, 163
	WATCHING TV, FILM AND VIDEO	149
Speaking	INFORMAL DISCUSSION	147, 149, 150, 153, 154, 157, 163
	GOAL-ORIENTED CO-OPERATION	160
Writing	WRITTEN REPORTS & ESSAYS	165-166
Communicative language competence	VOCABULARY RANGE	148, 150, 154, 158
	GRAMMATICAL ACCURACY	161-162

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Listening and Speaking Unit 8

Skill area	Goal	Pages
Listening	LISTENING AS A MEMBER OF A LIVE AUDIENCE	188
	LISTENING TO AUDIO, MEDIA AND RECORDINGS	171, 173, 181
Reading	READING FOR INFORMATION AND ARGUMENT	183
	WATCHING TV, FILM AND VIDEO	171
Speaking	CONVERSATION	172
	INFORMAL DISCUSSION	169, 170, 171, 176, 182, 183, 184, 188
	SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. DEBATE)	188
	ADDRESSING AUDIENCES	188
Communicative language competence	VOCABULARY RANGE	170, 172, 175, 177, 180
	GRAMMATICAL ACCURACY	178-179, 185-186
	PHONOLOGICAL CONTROL	175

Reading and Writing Unit 8

Skill area	Goal	Pages
Listening	LISTENING TO AUDIO, MEDIA AND RECORDINGS	170-171
Reading	READING FOR INFORMATION AND ARGUMENT	173-174, 176-178, 185, 186
	WATCHING TV, FILM AND VIDEO	170-171
Speaking	INFORMAL DISCUSSION	169, 171, 172, 175, 176, 178, 185
Writing	WRITTEN REPORTS & ESSAYS	187-188
Working with text	EXPLAINING DATA IN WRITING (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)	181-182, 185-186, 187-188
Communicative language competence	VOCABULARY RANGE	170, 172, 175, 178-179, 179
	GRAMMATICAL ACCURACY	183, 184

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