

	Units	Skills	Descriptors
September	Unit 1: Ireland	<b>Listening</b> Poem: Bernard O'Donoghue: "Westering home" (p. 10)	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. (B2)
		A final peace? (p. 11)	Can understand most TV news and current affairs programmes. (B2)
		<b>Speaking</b> Presentation: The faces of Ireland (p. 8)	Can 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. (B1)
		Presentation: Song: The Pogues: "Thousands are sailing" (p. 10)	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. (B1)
		Presentation: Sinn Fein has hijacked the history of Ulster (pp. 12–13)	Can summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes. (B2)
			Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. (B2)
		<b>Reading</b> Song: The Pogues: "Thousands are sailing" (p. 10)	Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. (B2)
		Article: Sinn Fein has hijacked the history of Ulster (pp. 12–13)	Can obtain information, ideas and opinions from highly specialised sources within his/her field. (B2)
		Film script: The script (Once) (pp. 14–15)	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes [...]. (B2)
		Travel text: Ireland 25 years ago and today (p. 18)	Can scan quickly through long and complex texts, locating relevant details. (B2)
		<b>Writing</b> A film scene: The next scene (p. 15)	Can write clear, detailed descriptions of real or imaginary events and experiences [...] and following established conventions of the genre concerned. (B2)
		A blog post (p. 15)	Can write a review of a film, book or play. (B2)
		An e-mail to the editor (p. 18)	Can express [...] views effectively in writing, and relate to those of others. (B2)
		<b>Language in use</b> Spelling: Spelling of nouns (p. 16)	
		Spelling: Single or double letter? (p. 16)	
		Spelling: -er or -or? (p. 16)	
		Spelling: Jokes (p. 17)	
		Spelling: Plurals (p. 17)	
		Spelling: The use of apostrophes and the possessive case (p.17)	
		Spelling: Apostrophes (p. 17)	
		Editing: Finding one's family (p.19)	

	Units	Skills	Descriptors
September – October	Unit 2: Saving the planet	<b>Listening/Viewing</b> Video: Stuff global warming. Fly today. (p. 23)	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social [...] or vocational life. (B2)
		Severn Suzuki's speech at the Summit (p. 26)	Can follow the essentials of lectures, talks and reports and other forms of [...] presentation which are propositionally and linguistically complex. (B2)
		<i>An Inconvenient Truth</i> (p. 30)	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. (B2)
		<b>Speaking</b> Discussion: Our environmental footprint (p. 20)	Can participate actively in routine and non-routine formal discussion. (B2)
		Presentation: Renewable energy (p. 21)	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. (B2)
		Presentation: Let's not worry about climate change! (p. 23)	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples. (B2)
		Discussion: Sustainable cities (p. 25)	Can participate actively in routine and non-routine formal discussion. (B2)
		Discussion: Earth Summit (p. 26)	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments. (B2)
		An interview with a participant (p. 27)	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. (B2)
		<b>Reading</b> Non-fictional text: Let's not worry about climate change! (p. 23)	Can obtain information, ideas and opinions from highly specialised sources within his/her field. (B2)
		Article: Sustainable cities (p. 24)	Can scan quickly through long and complex texts, locating relevant details. (B2)
		Article: Climate change takes its toll on Scotland (p. 31)	Can scan quickly through long and complex texts, locating relevant details. (B2)
		<b>Writing</b> Paragraph writing: Global warming (p. 22)	Can synthesise information and arguments from a number of sources. (B2)
		Non-fictional text: The environmentalists strike back (p. 23)	Can evaluate different ideas or solutions to a problem. (B2)
		Report: Building a green home (p. 25)	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. (B2)
		Article: An article about Severn's appearance at the summit (p. 27)	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments [...]. (B2)
		Essay: An essay (p. 30)	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. (B2)
		<b>Language in use</b> Vocabulary: Green shopping? (p. 28)	
		Vocabulary: Rhetorical devices: Convincing people (p. 28)	
		Tenses: The future of Green America (p. 29)	
		Editing: Antarctica is going green, and not in a good way	

	Units	Skills	Descriptors
October – November	Unit 3: Gender issues	<b>Listening/Viewing</b> Boys like bashing drums and girls prefer the flute. So what? (p. 39)	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect [...]. (B2)
		<b>Speaking</b> Presentation: S/HE (p. 32)	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest. (B2)
		Discussion: Quotes (p. 33)	Can participate actively in routine and non-routine formal discussion. (B2)
		Discussion: Statistics (p. 33)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. (B2)
		Presentation: Advertising (p. 35)	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. (B2)
		Discussion: The Beat Generation (p. 37)	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments. (B2)
		Discussion: Twins (p. 38)	Can engage in extended conversation on most general topics in a clearly participatory fashion [...]. (B2)
		Presentation: Gender clichés (p. 42)	Can present clear, detailed descriptions on a wide range of subjects [...]. Can explain a viewpoint on a topical issue. (B2)
		<b>Reading</b> Non-fictional text: Television (p. 34)	Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. (B2)
		Non-fictional text: The Beat Generation (p. 36)	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. [...] (B2)
		Research: "Baby Storm Stocker" (p. 38)	Can obtain information, ideas and opinions from highly specialised sources within his/her field. (B2)
		Non-fictional text: Vital statistics (p. 38)	Can scan quickly through long and complex texts, locating relevant details. (B2)
		<b>Writing</b> Statement: "Baby Storm Stocker" (p. 38)	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources. (B2)
		Article: An article (p. 42)	Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. (B2)
		<b>Language in use</b> Vocabulary: Avoiding repetition (p. 40)	
		Style: Shortening sentences (p. 40)	
		Vocabulary: Using vivid language (p. 41)	
		Style: Using similes (p. 41)	
		Vocabulary: Transsexuality (p. 43)	

	Units	Skills	Descriptors
November – December	Unit 4: Migration	<b>Listening</b> An immigrant's long journey: Interview – Part 1 (pp. 48–49)	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, [...] or vocational life. (B2)
		An immigrant's long journey: Interview – Part 2 (p. 50)	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. (B2)
		Home is where the heart is (p. 55)	Can follow extended speech (...) provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. (B2)
		<b>Speaking</b> Discussion: A long winding road (p. 44)	Can enter unprepared into conversations on familiar topics. (B1)
		Presentation: Analysing statistics (p. 45)	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. (B2)
		Discussion: Discussing the text (p. 47)	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses. (B2)
		Panel discussion: Immigration in your country (p. 47)	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. (B2)
		Discussion: An immigrant's long journey – Discussing the interview (p. 49)	Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail. (B2)
		Presentation: Illegal immigration to the US (p. 50)	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest. (B2)
		Discussion: A brief history: The Empire Windrush (p. 51)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, [...] and making and responding to hypotheses. (B2)
		<b>Reading</b> Article: Attentive acupuncturist (pp. 46–47)	Can scan quickly through long and complex texts, locating relevant details. (B2)
		Research: How to immigrate to Canada (p. 47)	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources [...]. (B2)
		Interview: An immigrant's long journey: Interview – Part 1 (pp. 48–49)	Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. (B2)
		Article: Two opposing views (p. 52)	Can understand articles and reports concerned with contemporary problems [...]. (B2)
		<b>Writing</b> Article: The story behind the picture (p. 45)	Can write a [...] report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. (B2)
		An e-mail of application (p. 50)	Can write letters [...] highlighting the personal significance of events and experiences [...]. (B2)
		An e-mail to the editor: Coming and going? (p. 53)	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources. (B2)
		Report: Immigration to Canada (p. 55)	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources. (B2)
		<b>Language in use</b> Word formation (p. 54)	
		Word formation: Canada: New pioneers (p. 54)	

	Units	Skills	Descriptors
January	Unit 5: One world	<b>Listening/Viewing</b> Address at the Royal Institute of International Affairs (p. 58)	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. (B2)
		Video: An NGO at work – Seeds of peace (p. 60)	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. (B2)
		<b>Speaking</b> Discussion: One world (p. 56)	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. (B2)
		<b>Reading</b> Research: International peacekeeping (p. 57)	Can obtain information, ideas and opinions from highly specialised sources within his/her field. (B2)
		Article: Impressions from the Seeds of Peace summer camp (pp. 60–61)	Can scan quickly through long and complex texts, locating relevant details. (B2)
		Article: NGOs at work in China (p. 64)	Can understand articles and reports concerned with contemporary problems [...]. (B2)
		<b>Writing</b> An essay (p. 61)	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. (B2)
		Blog comment (p. 64)	Can express news and views effectively in writing, and relate to those of others. (B2)
		<b>Language in use</b> Vocabulary: Expressions from a political speech (p. 58)	
		Vocabulary: Formal English I (p. 62)	
		Style: Formal English II (p. 62)	
		Style: From informal to formal (p. 63)	
		Editing (p. 65)	

	Units	Skills	Descriptors
January – February	Unit 6: The individual and society	<b>Listening/Viewing</b> Video: Another American Dream – Tammy's story (p. 72)	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. (B2)
		Choosing my religion – It's normal in the US (p. 73)	Can keep up with an animated conversation between native speakers. (B2)
		<b>Speaking</b> Discussion: It's every citizen's duty to give back to society by performing some kind of community service. (p. 69)	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. (B2)
		Discussion: Statistics: British households (p. 70)	Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience [...]. (B2)
		Role play: Lifestyles (p. 71)	Can take an active part in informal discussion in familiar contexts, [...] evaluating alternative proposals and making and responding to hypotheses. (B2)
		Discussion: How realistic is the concept of the American Dream? (p. 73)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. (B2)
		Discussion: Hero – Tariq Jahan (p. 75)	Can construct a chain of reasoned argument. (B2)
		Presentation: In support of the homeless (p. 77)	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest [...]. (B2)
		<b>Reading</b> Research: The people behind the views (p. 67)	Can obtain information, ideas and opinions from highly specialised sources [...]. (B2)
		Non-fictional text: Network for Good (p. 68)	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)
		Article: Single and happy – it's the freemales (pp. 70–71)	Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics. (B2)
		Non-fictional texts: Background – The American Dream (p. 72)	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (B2)
		Article: A glimpse at Hazel's life (p. 74)	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes [...]. (B2)
		Article: Hero – Tariq Jahan (p. 75)	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)
		<b>Writing</b> Essay: Living patterns (p. 71)	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. (B2)
		Report on homeless people (p. 74)	Can evaluate different ideas or solutions to a problem. (B2)
		Essay: The individual and society (p. 77)	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. (B2)
		<b>Language in use</b> Synonyms (p. 69)	
		Style: Expressing yourself in the right register (p. 76)	
		Text analysis: What's wrong with today's youth? (p. 76)	
		Vocabulary: The word "get" in informal English (p. 77)	

	Units	Skills	Descriptors
February – March	Unit 7: Big money	<b>Listening</b> A taboo topic (pp. 84–85)	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. (B2)
		Outlet shopping (p. 88)	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect [...]. (B2)
		<b>Speaking</b> Presentation: Proverbs (p. 79)	Can give straightforward descriptions on a variety of familiar subjects within his field of interest. (B1)
		Role play: Easy come, easy go (p. 80)	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. (B2)
		Discussion: Supermarket tricks (p. 80)	Can enter unprepared into conversations on familiar topics. (B1)
		Presentation: Alternative shopping (p. 81)	Can engage in extended conversation on most general topics in a clearly participatory fashion [...]. (B2)
		Presentation: What people think about online shopping (p. 83)	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. (B2)
		Discussion: The world belongs in the hands of children (p. 84)	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. (B2)
		Role play: Online marketing campaigns (p. 85)	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. (B2)
		<b>Reading</b> Article: Supermarket secrets (pp. 80–81)	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. (B2)
		Article: Shopping madness (p. 82)	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (B1)
		Non-fictional text: Online marketing campaigns (p. 85)	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. (B1)
		<b>Writing</b> Report: Easy come, easy go (p. 80)	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. (B2)
		Article: Don't let them fool you (p. 88)	Can synthesise information and arguments from a number of sources. (B2)
		<b>Language in use</b> Style: Say it in another way (p. 86)	
		Word formation (p. 86)	
		Vocabulary: Choosing the right expression (p. 87)	
		Vocabulary: Safe online shopping (p. 89)	

	Units	Skills	Descriptors
March – April	Unit 8: Science and technology	<b>Listening</b> The language of science (p. 97)	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. (B2)
		<b>Speaking</b> Discussion: The biggest change in history (p. 90)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. (B2)
		Discussion: The new voyeur (p. 93)	Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail. (B1)
		Discussion: What is your view of medical progress? (p. 94)	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. (B2)
		Discussion: Controversial issues (p. 95)	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses. (B2)
		Discussion: Analysis: GM food statistics (p. 96)	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest. (B2)
		Discussion: Tracking internet users (p. 98)	Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. (B2)
		<b>Reading</b> Article: The new voyeur (pp. 92–93)	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)
		Article: How stem cells can turn back the biological clock (pp. 94–95)	Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. (B2)
		<b>Writing</b> Essay: Ambivalent innovations (p. 91)	Can express news and views effectively in writing, and relate to those of others. (B2)
		E-mail to the editor: To watch or not to watch (p. 93)	Can write letters [...] highlighting the personal significance of [...] events [...]. (B2)
		Article: Organic farming (p. 96)	Can evaluate different ideas or solutions to a problem. (B2)
		E-mail to the editor: GM food for the world? (p. 98)	Can express news and views effectively in writing, and relate to those of others. (B2)
		<b>Language in use</b> Vocabulary: The language of science (p. 97)	
		Text analysis: Scientific language (p. 97)	
		Editing: Nanotechnology (p. 99)	
		Vocabulary: Stem cells (p. 99)	

	Units	Skills	Descriptors
April – May	Unit 9: Ideals and reality	<b>Listening</b> I just want to do business (p. 106)	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect [...]. (B2)
		Politically correct Christmas (p. 111)	Can follow extended speech (...) provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. (B2)
		<b>Speaking</b> Presentation: The gap between ideals and reality (p. 100)	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. (B2)
		Presentation: Yesterday's news: (p. 101)	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. (B2)
		Discussion: Tokenism rising (p. 103)	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. (B2)
		Presentation: Political freedom – economic freedom? (p. 106)	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. (B2)
		<b>Reading</b> Research: Yesterday's news: (p. 101)	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)
		Non-fictional text: At times I feel like a plastic Paki (pp. 102–103)	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. [...] (B2)
		Non-fictional text: The language police (pp. 104–105)	Can scan quickly through long and complex texts, locating relevant details. (B2)
		Article: Slavery (p. 110)	Can obtain information, ideas and opinions from highly specialised sources within his/her field. (B2)
		<b>Writing</b> Essay: Political correctness (p. 105)	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. (B2)
		Essay: A world without rules is in chaos (p. 107)	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. (B2)
		<b>Language in use</b> Style: Politically correct language (p. 104)	
		Style: Avoiding repetition (p. 108)	
		Style: Improving a text (p. 109)	
		Style: Paraphrasing (p.109)	

	Units	Skills	Descriptors
May	Unit 10: Lifelong learning	<b>Listening</b> What to think of gap years (p. 117)	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. (B2)
		<b>Speaking</b> Discussion: Learning – a life long (p. 112)	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses. (B2)
		Discussion: Your view of the school system (p. 115)	Can engage in extended conversation on most general topics in a clearly participatory fashion. (B2)
		Discussion: “Gap year” before college gives graduates valuable life experience (p. 117)	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. (B2)
		Presentation: My plans for the future (p. 119)	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments. (B2)
		Presentation: The Open University (p. 120)	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest. (B2)
		Discussion: Distance learning – a solution for everyone everywhere? (p. 120)	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. (B2)
		Discussion: Studying abroad (p. 122)	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. (B2)
		<b>Reading</b> Article: First “free schools” to open (p. 114)	Can scan quickly through long and complex texts, locating relevant details. (B2)
		Research: Alternative schools vs. traditional schools (p. 115)	Can scan longer texts in order to [...] gather information from different parts of a text [...] in order to fulfil a specific task. (B2)
		Article: “Gap year” before college gives graduates valuable life experience (p. 116)	Can scan quickly through long and complex texts, locating relevant details. (B2)
		Non-fictional text: How to write a personal statement (pp. 118–119)	Can obtain information, ideas and opinions from highly specialised sources within his/her field. (B2)
		Research: The Open University (p. 120)	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. (C1)
		Article: Don't reduce student loans (p. 122)	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)
		<b>Writing</b> Collaborative text production (p. 113)	Can express news and views effectively in writing, and relate to those of others. (B2)
		Essay: Is a gap year a waste of time? (p. 117)	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)
		A personal statement (p. 119)	Can express him or herself appropriately in situations and avoid crass errors of formulation. (B2)
		Formal e-mail: Distance Learning College (DLC) (p. 120)	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. (B2)
		An e-mail of application: Internship (p. 123)	Can express him or herself appropriately in situations and avoid crass errors of formulation. (B2)

	Units	Skills	Descriptors
May	Unit 10	Language in use	
		Vocabulary: Definitions (p. 114)	
		Style: Expressing an opinion (p. 121)	
		Tenses: Referring to the future (p. 121)	
		Editing: Brightworks (p. 123)	