

	Units	Skills	Descriptors
September	Unit 1: The British today	Listening Gordon Brown – Our vision of the future (p. 17)	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. (B2)
		The modern Commonwealth (p. 20)	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. (B2)
		Speaking Discussion: Look at the pictures and the texts (p. 8)	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments. (B2)
		Classroom discussion: Citizenship (p. 10)	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly. (B2)
		Presentation: Our motto (p. 11)	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)
		Presentation: The Commonwealth of Nations – Poster (p. 15)	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)
		Spoken interaction: Britain and Europe (p. 17)	Can summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes. (B2)
		Reading Non-fictional text: Jeremy Paxman: “The English today” (pp. 12–13)	Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. (B2)
		Statements: Consequences of the colonial past (p. 14)	Can obtain information, ideas and opinions from highly specialised sources within his/her field. (B2)
		Article: The Brexit dilemma (p. 16)	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)
		Non-fictional text: The hidden rules of English behaviour (p. 21)	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)
		Writing Personal statement: A personal view of the UK (p. 13)	Can express news and views effectively in writing, and relate to those of others. (B2)
		Report: Europe live (p. 17)	Can write 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. (B2)
		Article: Living in an EU country (p. 20)	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)
		Language in use Vocabulary (p. 18)	
		Prepositions (p. 18)	
		Reflexive and reciprocal pronouns (p. 18)	
Gerund or infinitive? (p. 19)			
Editing (p. 19)			

	Units	Skills	Descriptors
October	Unit 2: Health issues	Listening/Viewing Food passion (p. 25)	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)
		Video: "If ... cloning could cure us" (p. 33)	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. (B2)
		Speaking Presentation: A heavy problem (p. 23)	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. (B2)
		Discussion: Calories and stuff (p. 24)	Can participate actively in routine and non-routine formal discussion. (B2)
		Discussion: A healthy party?! (p. 25)	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)
		Dialogue: Freedom from the diet trap (p. 27)	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)
		Discussion: No smoking (p. 29)	Can engage in extended conversation on most general topics in a clearly participatory fashion, [...]. (B2)
		Reading Article: Healthy eating (p. 26)	Can obtain information, ideas and opinions from highly specialised sources within his/her field. (B2)
		Non-fictional text: Before the Court of Appeals in Wisconsin (p. 29)	Can summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes. (B2)
		Non-fictional text: Violation of smoking ban (p. 30)	Can scan quickly through long and complex texts, locating relevant details. (B2)
		Article: How to live well on wheels (p. 32)	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)
		Writing Report: Teen food choices (p. 26)	Can write 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. (B2)
		E-mail to the editor: Smoking ban in restaurants (p. 31)	Can express news and views effectively in writing, and relate to those of others. (B2)
		E-mail: Healthy food (p. 35)	Can write e-mails/letters [...] highlighting the personal significance of events and experiences and commenting on the correspondent's [...] views. (B2)
		Language in use Vocabulary: How smoking harms our bodies (p. 28)	
		Word formation: Forming words with suffixes I (p. 34)	
Word formation: Forming words with suffixes II (p. 34)			
Word formation with suffixes (p. 35)			

	Units	Skills	Descriptors
November	Unit 3: Regional identities	Listening/Viewing Irish at schools in the past (p. 46)	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, [...]. (B2)
		Gaelic expressions (p. 46)	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, [...]. (B2)
		Interview with a group of Welsh pupils (p. 47)	Can keep up with an animated conversation between native speakers. (B2)
		Speaking Your turn: A presentation (London) (p. 45)	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)
		Presentation: The Celtic fringe – Poster (p. 46)	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. (B2)
		Reading Article: London – The Great Wen (p. 44)	Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. (B2)
		Poem: Edward Field: "New York" (p. 40)	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)
		Novel extract: Peter Hedges: <i>What's eating Gilbert Grape?</i> (p. 42)	Can scan quickly through long and complex texts, locating relevant details. (B2)
		Article: Only Gaelic? (p. 46)	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: Immigrants to London (p. 50)	Can scan quickly through long and complex texts, locating relevant details. (B2)
		Writing Report: Tourist information (p. 41)	Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. (B2)
		Review: Gilbert Grape (p. 43)	Can write a review of a film, book or play. (B2)
		Essay: London or New York? (p. 51)	Can write 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. (B2)
		Language in use Germanisms (p. 48)	
		"False friends" (p. 48)	
		Prepositions (p. 49)	
Gerund or infinitive? (p. 49)			
Spelling: Confusable words (p. 49)			
Confusable words (p. 51)			

	Units	Skills	Descriptors
December	Unit 4: Adolescence	Listening Car sharing (p. 61)	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. (B2)
		Speaking Presentation: A survey about growing up in England (p. 53)	Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches. (B2)
		Discussion: Aspects of a short story (p. 55, p. 56, p. 57)	Can summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes. (B2)
		Discussion: Juvenile law in your country (p. 58)	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)
		Discussion: Comment on David Cameron's statement (p. 59)	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. (B2)
		Discussion: Teenage entrepreneurs (p. 61)	Can summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes. (B2)
		Discussion: Innovations (p. 61)	Can participate actively in routine and non-routine formal discussion. (B2)
		Reading Short story: First love (pp. 54–57)	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. (B2)
		Article: Rite of passage (p. 58)	Can scan quickly through long and complex texts, locating relevant details. (B2)
		Article: The PAYP scheme (p. 64)	Can understand articles and reports concerned with contemporary problems [...]. (B2)
		Writing Chat: Tossie writes to a friend in South Africa (p. 57)	Can write e-mails/letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. (B2)
		E-mail to the editor: Challenges of tomorrow (p. 60)	Can write e-mails/letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. (B2)
		Article: Generation Z (p. 65)	Can write a [...] report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. (B2)
		Language in use Conditionals (p. 62)	
PM speaks out against knife crime (p. 62)			
Phrasal verbs (p. 63)			

	Units	Skills	Descriptors
January	Unit 5: Extreme situations	Listening Saving his sister's life (p. 71)	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc. (B2)
		Male voices – Andrew Allan (p. 78)	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. (B2)
		Speaking Discussion: A picture is worth a thousand words (p. 66)	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly. (B2)
		Discussion: Talking about the extract "The word love" (p. 69)	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. (B2)
		Reading Novel extract: Chitra B. Divakaruni: <i>Arranged marriage</i> (pp. 68–69)	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. (B2)
		Novel extract: Jodie Picoult: <i>My sister's keeper</i> (pp. 70–71)	Can scan quickly through long and complex texts, locating relevant details. (B2)
		Novel extract: Nick Hornby: <i>A long way down</i> (pp. 72–73)	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. (B2)
		Novel extract: Jon Krakauer: <i>Into the wild</i> (pp. 74–75)	Can scan quickly through long and complex texts, locating relevant details. (B2)
		Writing Story writing: The story behind a poem (p. 67)	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)
		Essay: People who take risks (p. 76)	Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. (B2)
		E-mail: Coping with stress (p. 79)	Can express news and views effectively in writing, and relate to those of others. (B2)
		Language in use Conditions – Part 1 (p. 77)	
		Comparisons (p. 77)	
		Conditions – Part 2 (p. 77)	
Exam stress (p. 79)			

	Units	Skills	Descriptors
February	Unit 6: India	Listening India from the inside (p. 83)	Can follow a lecture or talk [...], provided the subject matter is familiar and the presentation straightforward and clearly structured. (B1)
		The gateway of India (p. 92)	Can understand recordings in standard dialect [...] and identify speaker viewpoints and attitudes as well as the information content. (B2)
		Speaking Talk: Imagine (p. 80)	Can express his/her ideas and opinions with precision [...]. (B2)
		Talk: Pictures and words (p. 80)	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. (B2)
		Talk: Your turn: Giving a presentation (p. 85)	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. (B2)
		Talk: India (p. 93)	Can present clear, detailed descriptions on a wide range of subjects [...]. (B2)
		Reading Novel extract: <i>Cracking India</i> (p. 84)	Can scan longer texts in order to locate desired information, and gather information from different parts of a text [...] in order to fulfil a specific task. (B1)
		Article: Religion in India (p. 85)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
		Article: Mahatma Gandhi – The “Great Soul” (p. 87)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
		Article: Father to a nation, stranger to his son (p. 87)	Can obtain information, ideas and opinions from highly specialised sources within his/her field. (B2)
		Article: Salman Rushdie on Gandhi (p. 88)	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)
		Article: Matrimonials (p. 86)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
		Writing Film review: A review of <i>Gandhi</i> (p. 89)	Can express news and views effectively in writing [...]. (B2)
		Article: Mahatma Gandhi’s life (p. 89)	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. (B2)
		Personal letter: India (p. 92)	Can express news and views effectively in writing, and relate to those of others. (B2)
Language in use Connectives (p. 90, p. 93)			
Linking sentences (p. 91)			

	Units	Skills	Descriptors
March	Unit 7: Celebrities	Listening Interview: A cineaste about the Bollywood film industry (p. 102)	Can understand most TV news and current affairs programmes. (B2)
		Speaking Talk: The best thing in the world (p. 95)	Can give straightforward descriptions on a variety of familiar subjects within his field of interest. (B1)
		Talk: The tabloid press (p. 100)	Can account for and sustain his/her opinions [...] by providing relevant explanations, arguments and comments. (B2)
		Discussion: Legitimate public interest? (p. 101)	Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. (B1)
		Discussion: I love Bollywood, don't you? (p. 103)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. (B2)
		Reading Encyclopaedia entry: Celebrity (p. 96)	Can obtain information, ideas and opinions from highly specialised sources within his/her field. (B2)
		Article: High flying, adored (p. 98)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
		Article: Paparazzi (p. 100)	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)
		Article: Reality TV celebrities (p. 106)	Can scan quickly through long and complex texts, locating relevant details. (B2)
		Writing Article: Gossip sells (p. 95)	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)
		Poster: Your turn: All about a celebrity (p. 97)	Can synthesise information and arguments from a number of sources. (B2)
		Review: A talent show (p. 99)	Can write a review of a film, book or play. (B2)
		Essay: The right to know? (p. 101)	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. (B2)
		E-mail of complaint: Complaining about paparazzi (p. 107)	Can express [...] views effectively in writing, and relate to those of others. (B2)
		Language in use Forming words with prefixes (p. 104)	
Word formation (p. 107)			
Opposites (p. 105)			

	Units	Skills	Descriptors
April	Unit 8: Art	Listening Interview: Marla Olmstead, child prodigy? (p. 114)	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. (B2)
		Speaking Talk: Talking about art (p. 108)	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest. (B2)
		Talk: Your own drawing (p. 109)	Can give straightforward descriptions on a variety of familiar subjects within his field of interest. (B1)
		Discussion: Good art? Bad art? (p. 109)	Can express his/her thoughts about abstract or cultural topics such as music, films. (B1)
		Discussion: Graffiti – Vandalism or art? (p. 112)	Can explain why something is a problem. (B1)
		Conversation: A graffiti artist caught in the act (p. 112)	Can convey degrees of emotion and highlight the personal significance of events and experiences. (B2)
		Talk: Interpreting abstract art (p. 113)	Can give straightforward descriptions on a variety of familiar subjects within his field of interest. (B1)
		Reading Article: Guerilla art (p. 110)	Can scan longer texts in order to locate desired information [...] in order to fulfil a specific task. (B1)
		TV review: Stage mothers – when parents want too much (p. 114)	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. (B1)
		Article: Britain's ugliest buildings (p. 116)	Can scan quickly through long and complex texts, locating relevant details. (B2)
		Article: Art in prison (p. 120)	Can scan longer texts in order to locate desired information, and gather information from different parts of a text [...] in order to fulfil a specific task. (B1)
		Writing E-mail: Abstract art is a sham?! (p. 115)	Can express news and views effectively in writing, and relate to those of others. (B2)
		E-mail to the editor: The ugliest buildings in my hometown (p. 117)	Can write e-mails/letters conveying degrees of emotion and highlighting the personal significance of [...] experiences [...]. (B2)
		Article: An article about graffiti (p. 121)	Can write [...] a 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. (B2)
Language in use Present tenses (p. 118, p. 121)			
Tricky vocabulary (p. 119)			

	Units	Skills	Descriptors
May	Unit 9: Ethnic and cultural diversity	Listening Story: I think it's the architecture (p. 126)	Can understand most [...] broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc. (B2)
		Video: American immigration: Failure to stem immigration tide (p. 127)	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect [...]. (B2)
		Poem: "In my country" (p. 128)	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect [...]. (B2)
		Recording: Lord Morris of Handsworth (p. 128)	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (B1)
		Interview: Reflections of a former British Muslim extremist (p. 135)	Can understand recordings in standard dialect [...] and identify speaker viewpoints and attitudes as well as the information content. (B2)
		Speaking Talk: United colours (p. 122)	Can describe events, real or imagined. (B1)
		Talk: Bias and stereotyping (p. 123)	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)
		Presentation: Festivals and festivities (p. 129)	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest. (B2)
		Discussion: British Muslims (p. 131)	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. (B2)
		Reading Article: Affirmative action (p. 124)	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)
		Story: "I think it's the architecture" (p. 126)	Can understand contemporary literary prose. (B2)
		Article: British Muslims (p. 130)	Can scan quickly through long and complex texts, locating relevant details. (B2)
		Article: The Mattani family (p. 132)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
		Writing E-mail to the editor: Racial preferences (p. 125)	Can write e-mails/letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. (B2)
		Article: American immigration (p. 127)	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. (B2)
		Creative writing: A recipe for happiness (p. 133)	Can write accounts of experiences, describing feelings and reactions in simple connected text. (B1)
		Language in use Talking about the past (p. 134)	
		Tenses (p. 134)	
		Word formation (p. 135)	

	Units	Skills	Descriptors
June	Unit 10: Shakespeare live	Listening Video: Film version of Richard's opening soliloquy (p. 145)	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. (B2)
		Dramatic text: Richard woos Anne (p. 146)	Can understand [...] plays and the majority of films in standard dialect. (B2)
		Recording: Ourselves in Shakespeare (p. 147)	Can understand most [...] broadcast audio material delivered in standard dialect [...]. (B2)
		Conversation: Shakespeare on the silver screen (p. 149)	Can keep up with an animated conversation between native speakers. (B2)
		Speaking Conversation: A job interview with young William Shakespeare (p. 141)	Can engage in extended conversation on most general topics in a clearly participatory fashion. (B2)
		Reading Article: The Shakespeare portrait (p. 138)	Can scan quickly through long and complex texts, locating relevant details. (B2)
		Article: What we know about William Shakespeare (p. 140)	Can scan longer texts in order to [...] gather information from different parts of a text [...] in order to fulfil a specific task. (B2)
		Text: The Globe Theatre (p. 142)	Can scan quickly through long and complex texts, locating relevant details. (B2)
		Plot summary: <i>Richard III</i> (p. 144)	Can obtain information, ideas and opinions from highly specialised sources [...]. (B2)
		Dramatic text: Richard's opening soliloquy (p. 144)	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)
		Writing Article: The Globe Theatre (p. 143)	Can synthesise information and arguments from a number of sources. (B2)
		Comment: Booklet accompanying school performance (p. 147)	Can convey information and ideas on abstract as well as concrete topics [...]. (B1)
Language in use Idioms (p. 148) Editing (p. 149)			