

NEW CUTTING EDGE UPPER-INTERMEDIATE

Module 1, Week 1 Days 2-5

Unit 1 Past and present



	Descriptor	Page
READING FOR INFORMATION AND ARGUMENT	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	8, 9
OVERALL WRITTEN PRODUCTION	Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.	12, 13
OVERALL LISTENING COMPREHENSION	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.	11
UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.	14, 15
LISTENING TO AUDIO MEDIA AND RECORDINGS	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech	6
OVERALL ORAL PRODUCTION	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.	7, 9
SUSTAINED MONOLOGUE: Describing experience	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.	7
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	7, 12
INFORMAL DISCUSSION (WITH FRIENDS)	Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.	16
INFORMAL DISCUSSION (WITH FRIENDS)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	8
TAKING THE FLOOR (TURNTAKING)	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may	16
	not always do this elegantly.	
ASKING FOR CLARIFICATION	Can ask follow up question to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.	16
FLEXIBILITY	Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.	16
COHERENCE AND COHESION	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.	9
SPOKEN FLUENCY	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.	7
PROPOSITIONAL PRECISION	Can pass on detailed information reliably.	7
SOCIOLINGUISTIC APPROPRIATENESS	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	16
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his/her field and most general topics.	8, 13
GRAMMATICAL ACCURACY	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	10, 11, 14, 15
PHONOLOGICAL CONTROL	Has acquired a clear, natural, pronunciation and intonation.	15, 16

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Module 1, Week 2 Days 1-4

Unit 2 Life's ups and downs



	Descriptor	Page
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.	18, 19
PROCESSING TEXT	Can summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion.	24
LISTENING TO AUDIO MEDIA AND RECORDINGS	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	21
IDENTIFYING CUES AND INFERRING (Spoken)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	23
OVERALL SPOKEN INTERACTION	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	21
OVERALL ORAL PRODUCTION	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.	25
SUSTAINED MONOLOGUE: Describing experience	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	21, 22, 25
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	23, 25
INFORMAL DISCUSSION (WITH FRIENDS)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	23
INFORMATION EXCHANGE	Can summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail.	18
CO-OPERATING	Can give feedback on and follow up statements and inferences and so help the development of the discussion.	23, 25
TURNTAKING	Can intervene appropriately in discussion, exploiting appropriate language to do so.	23
SOCIOLINGUISTIC APPROPRIATENESS	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and	23
	person(s) concerned.	
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his/her field and most general topics.	18, 26
GRAMMATICAL ACCURACY	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	20, 21, 22, 23
PHONOLOGICAL CONTROL	Has acquired a clear, natural, pronunciation and intonation.	20, 23

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Module 1, Week 2 Day 5, Week 3 Days 1-3

Unit 3 Adventures and mishaps



	Descriptor	Page
OVERALL READING COMPREHENSION	Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	28
READING FOR INFORMATION AND ARGUMENT	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	31
CREATIVE WRITING	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.	36
OVERALL LISTENING COMPREHENSION	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.	29
UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.	38
LISTENING TO AUDIO MEDIA AND RECORDINGS	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.	32
SUSTAINED MONOLOGUE: Describing experience	Can relate details of unpredictable occurrences, e.g. an accident.	29
SUSTAINED MONOLOGUE: Describing experience	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	32
ADDRESSING AUDIENCES	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	28
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	32
INFORMAL DISCUSSION (WITH FRIENDS)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	30, 32
TRANSACTIONS TO OBTAIN GOODS AND SERVICES	Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.	38
INFORMATION EXCHANGE	Can synthesise and report information and arguments from a number of sources.	28, 32
THEMATIC DEVELOPMENT	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.	32, 35
SPOKEN FLUENCY	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.	32
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his/her field and most general topics.	29, 30, 33
GRAMMATICAL ACCURACY	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	34, 35, 37
PHONOLOGICAL CONTROL	Has acquired a clear, natural, pronunciation and intonation.	35, 38

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Module 1, Week 3 Day 4, Week 4 Days 1-3

Unit 4 The mind



	Descriptor	Page
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.	42, 44
READING FOR INFORMATION AND ARGUMENT	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	40, 41, 44
CORRESPONDENCE	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views	46
ORTHOGRAPHIC CONTROL	Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions.	46
SOCIOLINGUISTIC APPROPRIATENESS	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	46
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS	Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.	46
LISTENING TO AUDIO MEDIA AND RECORDINGS	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.	43, 49
IDENTIFYING CUES AND INFERRING (Spoken & Written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	47
OVERALL ORAL PRODUCTION	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.	43
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	43
INFORMAL DISCUSSION (WITH FRIENDS)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	40, 43
INTERVIEWING AND BEING INTERVIEWED	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	43
PROPOSITIONAL PRECISION	Can pass on detailed information reliably.	43
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his/her field and most general topics	40, 41, 46, 48, 49
GRAMMATICAL ACCURACY	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	44, 45, 47

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Module 2, Week 1 Days 2-5

Unit 5 Unusual achievements



	Descriptor	Page
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.	52, 53
PROCESSING TEXT	Can summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes.	52
LISTENING TO AUDIO MEDIA AND RECORDINGS	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.	54, 56
ADDRESSING AUDIENCES	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail	57
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	57
INFORMAL DISCUSSION (WITH FRIENDS)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	52, 59
SPOKEN FLUENCY	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.	57
PROPOSITIONAL PRECISION	Can pass on detailed information reliably.	57
SOCIOLINGUISTIC APPROPRIATENESS	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	59
GENERAL LINGUISTIC RANGE	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say	57
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his/her field and most general topics.	52, 60
VOCABULARY CONTROL	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	56
GRAMMATICAL ACCURACY	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	54, 55, 58, 59
PHONOLOGICAL CONTROL	Has acquired a clear, natural, pronunciation and intonation.	59

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Module 2, Week 2 Days 1-4

Unit 6 Getting it right



	Descriptor	Page
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.	62, 63, 67
READING FOR INFORMATION AND ARGUMENT	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	62, 63
NOTES, MESSAGES & FORMS	Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.	70
NOTE-TAKING (LECTURES, SEMINARS, ETC.)	Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information.	69
UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.	68
LISTENING TO AUDIO MEDIA AND RECORDINGS	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.	64
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.	69
SUSTAINED MONOLOGUE: Describing experience	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	62, 69
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipients.	65
INFORMAL DISCUSSION (WITH FRIENDS)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	69
SPOKEN FLUENCY	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long	65
	pauses.	
PROPOSITIONAL PRECISION	Can pass on detailed information reliably.	65
GENERAL LINGUISTIC RANGE	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.	65
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his/her field and most general topics.	62, 63
GRAMMATICAL ACCURACY	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	66, 68
PHONOLOGICAL CONTROL	Has acquired a clear, natural, pronunciation and intonation.	68, 70
SOCIOLINGUISTIC APPROPRIATENESS	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	70

NEW CUTTING EDGE UPPER-INTERMEDIATE

Module 2, Week 2 Day 5, Week 3 Days 1, 3-4

Unit 7 Big events



	Descriptor	Page
READING FOR ORIENTATION	Can scan quickly through long and complex texts, locating relevant details.	78, 79
READING FOR INFORMATION AND ARGUMENT	Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	78, 79
UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.	81
LISTENING TO AUDIO MEDIA AND RECORDINGS	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.	74, 76
IDENTIFYING CUES AND INFERRING (Spoken & Written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	81
SUSTAINED MONOLOGUE: Describing experience	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	75
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	75, 81
INFORMAL DISCUSSION (WITH FRIENDS)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	72, 78
INFORMATION EXCHANGE	Can summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail.	75
INTERVIEWING AND BEING INTERVIEWED	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	75
TURNTAKING	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can use stock phrases (e.g.	81
	'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say.	
PROPOSITIONAL PRECISION	Can pass on detailed information reliably.	75
GENERAL LINGUISTIC RANGE	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.	75
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his/her field and most general topics.	72, 78, 82
VOCABULARY CONTROL	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	73
GRAMMATICAL ACCURACY	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	76, 77, 80
PHONOLOGICAL CONTROL	Has acquired a clear, natural, pronunciation and intonation	77, 81
SOCIOLINGUISTIC APPROPRIATENESS	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	81

NEW CUTTING EDGE UPPER-INTERMEDIATE

Module 2, Week 3 Day 5, Week 4 Days 1-3

Unit 8 Fame and fortune



	Descriptor	Page
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.	84, 85, 90, 91
READING FOR ORIENTATION	Can scan quickly through long and complex texts, locating relevant details.	90
	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.	91
PROCESSING TEXT	Can summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes. Can summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion.	90, 91
OVERALL LISTENING COMPREHENSION	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.	86, 90
LISTENING TO AUDIO MEDIA AND RECORDINGS	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.	86, 87
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	86, 91
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, 86, 87
INFORMATION EXCHANGE	Can summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail.	91
INTERVIEWING AND BEING INTERVIEWED	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	86
COHERENCE AND COHESION	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	92
SPOKEN FLUENCY	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long	91
	pauses.	
PROPOSITIONAL PRECISION	Can pass on detailed information reliably.	91
GENERAL LINGUISTIC RANGE	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say	91
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his/her field and most general topics.	84, 86, 87, 93
GRAMMATICAL ACCURACY	Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	88, 89

NEW CUTTING EDGE UPPER-INTERMEDIATE

Module 3, Week 1 Days 1-4

Unit 9 Mysteries, problems, oddities



	Descriptor	Page
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.	96, 102, 103
READING FOR INFORMATION AND ARGUMENT	Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	102, 103
PROCESSING TEXT	Can summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes.	102
OVERALL LISTENING COMPREHENSION	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.	97
UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS	Can keep up with an animated conversation between native speakers.	104
LISTENING TO AUDIO MEDIA AND RECORDINGS	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.	99, 100, 103
IDENTIFYING CUES AND INFERRING (Spoken & Written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	101, 104
SUSTAINED MONOLOGUE: Putting a case (e.g. in a debate)	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	103
ADDRESSING AUDIENCES	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	103
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	103
INFORMAL DISCUSSION (WITH FRIENDS)	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.	96, 97, 99
GOAL-ORIENTED	Can outline an issue or a problem clearly, speculating about	103
CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)	causes or consequences, and weighing advantages and disadvantages of different approaches.	
TRANSACTIONS TO OBTAIN GOODS AND SERVICES	Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession he/she is prepared to make.	104
SPOKEN FLUENCY	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	103
PROPOSITIONAL PRECISION	Can pass on detailed information reliably.	103
GENERAL LINGUISTIC RANGE	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say	103
VOCABULARY RANGE	I has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	96, 97, 99, 104 103
GRAMMATICAL ACCURACY	Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	98, 99, 100, 101
PHONOLOGICAL CONTROL	I has acquired a clear, natural, pronunciation and intonation.	101

NEW CUTTING EDGE UPPER-INTERMEDIATE

Module 3, Week 1 Day 5, Week 2 Days 1-3

Unit 10 Getting together



	Descriptor	Page
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.	107, 112
READING FOR INFORMATION AND ARGUMENT	Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	107, 111
OVERALL WRITTEN INTERACTION	Can express news and views effectively in writing, and relate to those of others.	111
NOTES, MESSAGES & FORMS	Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.	113
ORTHOGRAPHIC CONTROL	Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions.	113
SOCIOLINGUISTIC APPROPRIATENESS	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	113
UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS	Can keep up with an animated conversation between native speakers.	108, 114
LISTENING TO AUDIO MEDIA AND RECORDINGS	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.	110
IDENTIFYING CUES AND INFERRING (Spoken & Written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	114
ADDRESSING AUDIENCES	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	109, 110
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	109, 110
CONVERSATION	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	114
INFORMAL DISCUSSION (WITH FRIENDS)	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.	106, 114
GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)	Can help along the progress of the work by inviting others to join in, say what they think, etc. Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	110
INFORMATION EXCHANGE	Can pass on detailed information reliably.	112
GENERAL LINGUISTIC RANGE	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.	111
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his/her field and most general topics.	106, 114
VOCABULARY CONTROL	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	106
GRAMMATICAL ACCURACY	Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	108, 109, 111, 112
PHONOLOGICAL CONTROL	Has acquired a clear, natural, pronunciation and intonation.	112

NEW CUTTING EDGE UPPER-INTERMEDIATE

Module 3, Week 2 Days 4-5, Week 3 Days 1-2

Unit 11 Interfering with nature



	Descriptor	Page
OVERALL READING COMPREHENSION	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.	117
	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.	118, 123
READING FOR ORIENTATION	Can scan quickly through long and complex texts, locating relevant details.	124
REPORTS AND ESSAYS	Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem.	124
NOTE-TAKING (LECTURES, SEMINARS, ETC.)	Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information.	121
PROCESSING TEXT	Can summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes.	122
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.	124
LISTENING TO AUDIO MEDIA AND RECORDINGS	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.	116, 120, 121
WATCHING TV AND FILM	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	121
SUSTAINED MONOLOGUE: Putting a case (e.g. in a debate)	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	123
ADDRESSING AUDIENCES	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	123
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	121, 123
INFORMAL DISCUSSION (WITH FRIENDS)	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.	116
INTERVIEWING AND BEING INTERVIEWED	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	121
COHERENCE AND COHESION	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	124
SPOKEN FLUENCY	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	123
GENERAL LINGUISTIC RANGE	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.	123
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his/her field and most general topics.	116
	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	121
GRAMMATICAL ACCURACY	Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	118, 119, 120
PHONOLOGICAL CONTROL	Has acquired a clear, natural, pronunciation and intonation.	121

NEW CUTTING EDGE UPPER-INTERMEDIATE

Module 3, Week 3 Days 3-5, Week 4 Day 1

Unit 12 Media mania



	Descriptor	Page
OVERALL READING COMPREHENSION	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.	128, 130, 131
	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.	132, 133
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.	130, 131
READING FOR INFORMATION AND ARGUMENT	Can obtain information, ideas and opinions from highly specialised sources within his/her field.	130, 131
PROCESSING TEXT	Can summarise the plot and sequence of events in a film or play.	135
ORTHOGRAPHIC CONTROL	Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.	135
LISTENING TO AUDIO MEDIA AND RECORDINGS	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.	127
IDENTIFYING CUES AND INFERRING (Spoken & Written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	134
ADDRESSING AUDIENCES	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail	127
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	134
INFORMAL DISCUSSION (WITH FRIENDS)	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.	126, 130, 133
INFORMATION EXCHANGE	Can summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail.	134
INTERVIEWING AND BEING INTERVIEWED	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.	133, 134
THEMATIC DEVELOPMENT	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.	135
COHERENCE AND COHESION	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	135
SPOKEN FLUENCY	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	127
GENERAL LINGUISTIC RANGE	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.	127, 134
VOCABULARY RANGE	Good command of idiomatic expressions and colloquialisms.	130
	Has a good range of vocabulary for matters connected to his/her field and most general topics.	126, 131
GRAMMATICAL ACCURACY	Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	128, 129, 132, 133
PHONOLOGICAL CONTROL	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	126, 129