

NEW CUTTING EDGE

INTERMEDIATE

Module 12 Dilemmas
Framework level: B1/B2

Language focus	1 <i>could have, should have, would have</i> 2 Imaginary situations in the past with <i>if</i>
Vocabulary	Problems and solutions Wordspot: <i>think</i>
Task	Find solutions to problems
Pronunciation	Past modal forms Vowel sounds

	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. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	122, 123
READING FOR INFORMATION AND ARGUMENT	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	124
CREATIVE WRITING	Can narrate a story.	129
PROCESSING TEXT	Can collate short pieces of information from several sources and summarise them for somebody else.	128, 129
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.	122, 123, 125
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.	131
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.	130
OVERALL SPOKEN INTERACTION	Can express thoughts on more abstract, cultural topics such as films, books, music etc.	130
ADDRESSING AUDIENCES	Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.	129
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	131
INFORMAL DISCUSSION (WITH FRIENDS)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	123
GOAL-ORIENTED CO-OPERATION (e.g.	Can understand detailed instructions reliably. Can help along the progress of the work by inviting others to join in, say what	128, 129

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Repairing a car, discussing a document, organising an event)	they think, etc. Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	
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.	126
GENERAL LINGUISTIC RANGE	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.	129
VOCABULARY RANGE	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.	122, 126, 127, 130
GRAMMATICAL ACCURACY	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	122, 123, 124, 125
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	123, 130
SOCIOLINGUISTIC APPROPRIATENESS	Is aware of the salient politeness conventions and acts appropriately.	131