

# NEW CUTTING EDGE

## PRE-INTERMEDIATE

**Module 5**  
**Framework level: A2/B1**

<b>Language focus</b>	1 Comparative and superlative adjectives 2 Describing people
<b>Vocabulary</b>	Physical appearance Wordspot: <i>look</i>
<b>Task</b>	Describe a subject to the police
<b>Pronunciation</b>	Comparatives and superlatives Word stress

	<b>Descriptor</b>	<b>Page</b>
<b>OVERALL READING COMPREHENSION</b>	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	49
<b>READING FOR ORIENTATION</b>	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	48
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can recognise significant points in straightforward newspaper articles on familiar subjects.	42, 43
<b>OVERALL WRITTEN PRODUCTION</b>	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	47
<b>REPORTS AND ESSAYS</b>	Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.	49
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	45, 47, 49
<b>OVERALL SPOKEN INTERACTION</b>	Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	42
<b>SUSTAINED MONOLOGUE: Describing experience</b>	Can narrate a story.	49
<b>PLANNING</b>	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	48
<b>INFORMATION EXCHANGE</b>	Can understand enough to manage simple, routine exchanges without undue effort.	47
	Can ask for and provide personal information.	45

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<b>INTERVIEWING AND BEING INTERVIEWED</b>	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	48
<b>GENERAL LINGUISTIC RANGE</b>	Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	49
<b>VOCABULARY RANGE</b>	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	43, 47, 48
<b>GRAMMATICAL ACCURACY</b>	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	44, 45, 46, 47
<b>PHONOLOGICAL CONTROL</b>	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	43, 45