

# NEW CUTTING EDGE

## UPPER INTERMEDIATE

**Module 6 Getting it right**  
**Framework level: B2**

<b>Language focus</b>	1 Use and non-use of articles 2 Different ways of giving emphasis
<b>Task</b>	Make a list of tips on How to...
<b>Pronunciation</b>	Stress for emphasis Intonation for giving advice

	<b>Descriptor</b>	<b>Page</b>
<b>OVERALL READING COMPREHENSION</b>	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
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	62, 63
<b>NOTES, MESSAGES &amp; FORMS</b>	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
<b>NOTE-TAKING (LECTURES, SEMINARS, ETC.)</b>	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
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	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
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	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
<b>LISTENING AS A MEMBER OF A LIVE AUDIENCE</b>	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.	69
<b>SUSTAINED MONOLOGUE: Describing experience</b>	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	62, 69
<b>PLANNING</b>	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	65
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	69
<b>SPOKEN FLUENCY</b>	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

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	pauses.	
<b>PROPOSITIONAL PRECISION</b>	Can pass on detailed information reliably.	65
<b>GENERAL LINGUISTIC RANGE</b>	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.	65
<b>VOCABULARY RANGE</b>	Has a good range of vocabulary for matters connected to his/her field and most general topics.	62, 63
<b>GRAMMATICAL ACCURACY</b>	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	66, 68
<b>PHONOLOGICAL CONTROL</b>	Has acquired a clear, natural, pronunciation and intonation.	68, 70
<b>SOCIOLINGUISTIC APPROPRIATENESS</b>	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	70