

# NEW CUTTING EDGE

## UPPER INTERMEDIATE

Module 9 Mysteries, problems, oddities  
Framework level: B2

<b>Language focus</b>	1 Modals and related verbs 2 Past modals
<b>Vocabulary</b>	Strange events Wordspot: <i>wrong</i>
<b>Task</b>	Solve the mysteries
<b>Pronunciation</b>	Stress and weak forms of past modals

	<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.	96, 102, 103
<b>READING FOR INFORMATION AND ARGUMENT</b>	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
<b>PROCESSING TEXT</b>	Can summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes.	102
<b>OVERALL LISTENING COMPREHENSION</b>	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.	97
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	Can keep up with an animated conversation between native speakers.	104
<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.	99, 100, 103
<b>IDENTIFYING CUES AND INFERRING (Spoken &amp; Written)</b>	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	101, 104
<b>SUSTAINED MONOLOGUE: Putting a case (e.g. in a debate)</b>	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	103
<b>ADDRESSING AUDIENCES</b>	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	103
<b>PLANNING</b>	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	103
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.	96, 97, 99
<b>GOAL-ORIENTED</b>	Can outline an issue or a problem clearly, speculating about	103

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<b>CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)</b>	causes or consequences, and weighing advantages and disadvantages of different approaches.	
<b>TRANSACTIONS TO OBTAIN GOODS AND SERVICES</b>	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
<b>SPOKEN FLUENCY</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	103
<b>PROPOSITIONAL PRECISION</b>	Can pass on detailed information reliably.	103
<b>GENERAL LINGUISTIC RANGE</b>	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.	103
<b>VOCABULARY RANGE</b>	Has a good range of vocabulary for matters connected to his/her field and most general topics.	96, 97, 99, 104
	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	103
<b>GRAMMATICAL ACCURACY</b>	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
<b>PHONOLOGICAL CONTROL</b>	Has acquired a clear, natural, pronunciation and intonation.	101