

NEW CUTTING EDGE

UPPER INTERMEDIATE

Module 11 Interfering with nature
Framework level: B2/C1

Language focus	1 Hypothetical situations in the present 2 Hypothetical situations in the past
Task	Make the right decision
Pronunciation	Sentence stress

	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

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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