

***English Unlimited Upper Intermediate* and the Common European Framework of Reference for Languages (CEF)**

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Part 1

The level of *English Unlimited Upper Intermediate*

This table shows the six 'criterion' levels of the CEF (A1, A2, B1, B2, C1, C2) and the three 'plus' levels (A2+, B1+, B2+).

English Unlimited Upper Intermediate completes B2.

ALTE level	Cambridge exams	IELTS exams	CEF levels	<i>English Unlimited</i>
5	Certificate of Proficiency in English CPE	7.5	C2 Mastery	
4	Certificate in Advanced English CAE	6.5	C1 Operational Proficiency	
			B2+	
3	First Certificate in English FCE	5.5	B2 Vantage	<i>English Unlimited Upper Intermediate</i>
			B1+	
2	Preliminary English Test PET	4	B1 Threshold	
			A2+	
1	Key English Test KET	3	A2 Waystage	
Breakthrough			A1 Breakthrough	

Part 2

Selection of scales from the CEF

English Unlimited Upper Intermediate aims to enable learners to achieve goals from the following scales of the CEF. For convenience, the scales are organised under four headings: speaking, writing, listening and reading.

SPEAKING	<ul style="list-style-type: none">• Describing experience• Putting a case• Addressing audiences• Conversation• Informal discussion• Formal discussion and meetings• Goal-oriented cooperation• Transactions to obtain goods and services• Information exchange• Interviewing and being interviewed• Planning• Compensating• Monitoring and repair• Turntaking• Cooperating• Asking for clarification
WRITING	<ul style="list-style-type: none">• Creative writing• Reports and essays• Correspondence• Processing text
LISTENING	<ul style="list-style-type: none">• Overall listening comprehension• Understanding conversation• Listening to announcements and instructions• Listening to audio media and recordings
READING	<ul style="list-style-type: none">• Overall reading comprehension• Reading correspondence• Reading for orientation• Reading for information and argument

Part 3

Map A: how the goals of the CEF are realised in *English Unlimited Upper Intermediate*

Key

- 1.1 – Unit 1, lesson 1
- 1.2 – Unit 1, lesson 2
- 1.T – Unit 1, Target activity
- 1.S – Unit 1, Explore speaking page
- 2.W – Unit 2, Explore writing page

SPEAKING

CEF goals at B2	<i>English Unlimited Upper Intermediate</i> goals
Describing experience	
can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest	2.1, 2.2, 2.T describe events in detail 2.1 describe experiences of things going wrong 2.2 tell a story from your country 3.2, 3.T talk about experiences of education and training 3.2, 3.T describe habits and tendencies in the past and present 3.T describe important mentors in your life 3.S show different attitudes and feelings 4.1 describe landmarks 4.1, 4.T talk about landmarks where you live 4.2, 4.T talk about well-known people where you live 4.2 describe someone's life and work 4.T give information about interesting or important sights 5.1 describe and give opinions about images 5.2 describe designs and designed objects 7.1, 7.2 describe experiences of problem solving 7.2, 7.T describe a scene 8.2 say how you feel about past events in your life 8.2 speculate about consequences of past actions 9.2 describe responsibilities and roles in different situations 9.2, 9.T explain how a team or organisation works 10.2 describe important issues and priorities 10.2, 10.T talk about dedicated people and their achievements 11.2 report what people say 13.1, 13.T describe disagreements and compromises
Putting a case	
can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples	12.2, 12.T persuade someone of your point of view 12.2 tell people what to expect 12.2 support an argument 12.T make and justify recommendations

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	<p>9.1 organise a description 9.T give a detailed presentation on a familiar topic 10.T summarise information from different sources 12.2, 12.T persuade someone of your point of view 12.2 tell people what to expect 12.2 support an argument 12.T make and justify recommendations</p>
Conversation	
can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment	<p>1.1, 1.T talk about people's success 1.2 talk about things you're good at 1.2, 1.T describe and evaluate skills 3.1 talk about education and training 3.2 talk about experiences of education and training 3.2 describe habits and tendencies in the past and present 5.2 discuss what makes a good design 6.1 talk about crimes and justice 6.2 talk about media and the Internet 7.1 talk about how you deal with problems 7.2 talk about where you get ideas 10.1, 10.T talk about exploration and discovery 11.1 describe people skills 12.1 talk about health treatments 13.2 talk about dealing with conflict 14.1 make predictions about the world 14.2, 14.T describe personal hopes and expectations 14.1, 14.2, 14.T talk about the future</p>
can convey degrees of emotion and highlight the personal significance of events and experiences	<p>3.S show different attitudes and feelings 8.1 describe strong feelings 8.2 say how you feel about past events in your life 8.2 speculate about consequences of past actions 13.S use different ways of adding emphasis</p>
Informal discussion	
can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses	<p>1.1 discuss and evaluate ideas 3.1, 3.T express views about different options 5.1 choose something for a room 5.S express disagreement in different situations 5.S make concessions and counter-arguments 6.2 report different points of view 6.2 describe possible consequences of actions 7.T participate in a problem-solving discussion 8.1, 8.T make deductions about the past 8.T speculate about consequences of past actions 8.T disagree with speculations about the past 12.1 express belief and scepticism</p>
can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments	<p>6.1 justify your point of view 10.1 explain the benefits of something 12.2 persuade someone of your point of view 12.2 support an argument 13.1 make your case in a disagreement</p>
Formal discussion and meetings	
can participate actively in routine and non-routine formal discussion	<p>5.T participate in a decision-making discussion 13.T negotiate a formal agreement</p>

can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses	6.T justify your point of view 6.T describe possible consequences of actions 6.T suggest changes to a plan or document 12.T persuade someone of your point of view 12.T make and justify recommendations 13.T make your case in a disagreement
Goal-oriented cooperation	
can help along the progress of the work by inviting others to join in, say what they think, etc.	5.T participate in a decision-making discussion
can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches	2.1 deal with misunderstandings 3.1, 3.T express views about different options 5.1 choose something for a room 5.S express disagreement in different situations 5.S make concessions and counter-arguments 6.T justify your point of view 6.T describe possible consequences of actions 6.T suggest changes to a plan or document 7.T participate in a problem-solving discussion 8.1, 8.T make deductions about the past 8.T speculate about consequences of past actions 8.T disagree with speculations about the past 10.1 explain the benefits of something
Transactions to obtain goods and services	
can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession	2.T explain why you're not satisfied with a service
Information exchange	
can pass on detailed information reliably	2.1 describe events in detail 2.1 describe experiences of things going wrong 2.T explain why you're not satisfied with a service 4.1 describe landmarks 4.1, 4.T talk about landmarks where you live 4.2, 4.T talk about well-known people where you live 4.2 describe someone's life and work 4.T give information about interesting or important sights 5.1, 5.T describe and give opinions about images 5.2, 5.T describe designs and designed objects 7.2, 7.T describe a scene 9.1 explain how something is made 9.1 organise a description 9.2 describe responsibilities and roles in different situations 9.2, 9.T explain how a team or organisation works 9.T give a detailed presentation on a familiar topic 11.2, 11.T report what people say 11.T give statistics 11.S give emphasis to different kinds of information
can give a clear, detailed description of how to carry out a procedure	11.S give emphasis to different kinds of information
can synthesise and report information and arguments from a number of sources	10.T summarise information from different sources

Interviewing and being interviewed	
can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer	1.T give advice about an interest or occupation 11.1, 11.T carry out an interview 14.T take part in a job interview 14.T talk about the future
Planning	
can plan what is to be said and the means to say it, considering the effect on the recipient(s)	7.S speak tactfully in different situations
Compensating	
can use circumlocution and paraphrase to cover gaps in vocabulary and structure	1.S use vague expressions to describe categories of things 1.S use vague expressions when you can't remember a word
Monitoring and repair	
can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings	9.S add more detail
Turntaking	
can initiate, maintain and end discourse appropriately with effective turntaking	7.S speak tactfully in different situations
Cooperating	
can give feedback on and follow up statements and inferences and so help the development of the discussion	9.S add more detail
can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	9.S check that people understand
Asking for clarification	
can ask follow-up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points	9.S ask people to clarify or repeat things

WRITING

CEF goals at B2	<i>English Unlimited Upper Intermediate goals</i>
Creative writing	
can write clear, detailed descriptions on a variety of subjects related to his/her field of interest	2.W write a dramatic story
Reports and essays	
can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options	6.W put forward an argument in a web posting 12.W write a proposal
Correspondence	
can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views	4.W write an email or letter recommending places to see 8.W write a complaint about a service 14.W write a formal letter or email of refusal
Processing text	
can summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion	10.W write a summary of a text

LISTENING

CEF goals at B2	<i>English Unlimited Upper Intermediate</i> listening materials
Overall listening comprehension	
<p>can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect</p>	<p>1.2 Three people describe their abilities 1.T Harry Ravenswood, video game designer 2.1 Rainer's difficult day 2.2 Sen no Rikyū 2.T Ian calls a dissatisfied customer 3.1 Markham College evening courses 3.T Bill, my mentor 4.1 Famous landmarks in three countries 4.T Things to see in and around Beijing 5.1 Art gallery audio guide 5.1 James and Paloma choose posters 7.1 <i>Polyglossia</i> magazine 7.2 Inspiration from dreams 8.1 Cross-cultural incidents 8.2 Three people's turning points 8.T Jo and Angela's mystery 9.1 Tour of a printing press 9.2 Josette's life roles 9.T Freelance travel writer 10.T The explorer Lief Eriksson 11.1 Interview with an interviewer 13.1 A neighbourhood disagreement 13.1 Yousef requests his own office 14.2 Eamonn and Liliya's lives</p>
<p>can follow extended speech and complex lines of argument provided the topic is reasonably familiar</p>	<p>1.1 Derek and Jennifer discuss <i>A Star is Made</i> 5.T A logo for Forever Flowers 6.2 File sharing 6.T Photography shop's site map 7.T A case-study in problem solving 11.T Vicki's bakery survey 12.2 Southglen school 12.T A proposal for team-building 13.1 Yousef requests his own office 13.T Caitlin negotiates for compensation</p>
Understanding conversation	
<p>can with some effort catch much of what is said around him/her</p>	<p>1.1 Derek and Jennifer discuss <i>A Star is Made</i> 2.T Ian calls a dissatisfied customer 3.1 Markham College evening courses 3.T Bill, my mentor 4.T Things to see in and around Beijing 5.1 James and Paloma choose posters 5.T A logo for Forever Flowers 6.T Photography shop's site map 7.T A case-study in problem solving 8.T Jo and Angela's mystery 11.T Vicki's bakery survey 12.T A proposal for team-building 13.1 Yousef requests his own office 13.T Caitlin negotiates for compensation</p>

Listening to announcements and instructions	
can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed	12.2 Southglen school
Listening to audio media and recordings	
can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc.	1.2 Three people describe their abilities 1.T Harry Ravenswood, video game designer 2.1 Rainer's difficult day 2.2 Sen no Rikyū 4.1 Famous landmarks in three countries 5.1 Art gallery audio guide 6.2 File sharing 7.1 <i>Polyglossia</i> magazine 7.2 Inspiration from dreams 8.1 Cross-cultural incidents 8.2 Three people's turning points 9.1 Tour of a printing press 9.2 Josette's life roles 9.T Freelance travel writer 10.T The explorer Lief Eriksson 11.1 Interview with an interviewer 12.2 Southglen school 13.1 A neighbourhood disagreement 14.2 Eamonn and Liliya's lives

READING

CEF goals at B2	<i>English Unlimited Upper Intermediate</i> reading materials
Overall reading comprehension	
can read with a large degree of independence, adapting style and speed of reading to different texts and purposes	1.1 A Star is Made 3.1 Markham College evening courses 3.2 Hello, class, I'm the 16-year-old head 4.2 Umm Kulthum, Bohumil Hrabal 5.2 Classics of everyday design No.3 – the paperclip 6.1 It was a virtual murder ... but the sentence is real 7.1 Distracted genius 8.1 Postings about cross-cultural misunderstandings 9.2 Life on Set: The Camera Crew 10.1 Forget space travel. The ocean is our final frontier 10.2 Dr Lu Zhi – saving pandas 11.2 The job interview: things <i>not</i> to say and do 12.1 Homeopathy – does it work? 13.2 Real professionals: The mediator 14.1 Predictions for an inventive future 14.2 Extract from <i>Yes Man</i> 14.T Human Resources Assistant
Reading correspondence	
can read correspondence relating to his/her field of interest and readily grasp the essential meaning	4.W an email or letter recommending places to see 8.W an online complaint to a hotel 12.W a proposal about a company café 14.W a letter or email of refusal
Reading for orientation	
can scan quickly through long and complex texts, locating relevant details	1.1 A Star is Made 3.1 Markham College evening courses 3.2 Hello, class, I'm the 16-year-old head 4.2 Umm Kulthum, Bohumil Hrabal 5.2 Classics of everyday design No.3 – the paperclip 7.1 Distracted genius 9.2 Life on Set: The Camera Crew 11.2 The job interview: things not to say and do 14.T Human Resources Assistant
can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics	1.1 A Star is Made 3.2 Hello, class, I'm the 16-year-old head 5.2 Classics of everyday design No.3 – the paperclip 6.1 It was a virtual murder ... but the sentence is real 7.1 Distracted genius 9.2 Life on Set: The Camera Crew 10.1 Forget space travel. The ocean is our final frontier 10.2 Dr Lu Zhi – saving pandas 12.1 Homeopathy – does it work? 13.2 Real professionals: The mediator 14.1 Predictions for an inventive future

Reading for information and argument

can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints

- 6.1 It was a virtual murder ... but the sentence is real
- 8.1 Postings about cross-cultural misunderstandings
- 10.1 Forget space travel. The ocean is our final frontier
- 10.2 Dr Lu Zhi – saving pandas
- 12.1 Homeopathy – does it work?
- 13.2 Real professionals: The mediator
- 14.1 Predictions for an inventive future
- 6.W a web posting about virtual living

Part 4

Map B: how each unit of *English Unlimited Upper Intermediate* relates to the CEF

Key

- 1.1 – Unit 1, lesson 1
- 1.2 – Unit 1, lesson 2
- 1.T – Unit 1, Target activity
- 1.S – Unit 1, Explore speaking page
- 2.W – Unit 2, Explore writing page

UNIT 1

English Unlimited Upper Intermediate goals and materials	CEF goals at B2
<p>1.1</p> <ul style="list-style-type: none"> • talk about people's success • discuss and evaluate ideas <p>• Reading: A Star is Made</p> <p>• Listening: Derek and Jennifer discuss <i>A Star is Made</i></p>	<ul style="list-style-type: none"> • can engage in extended conversation on most general topics in a clearly participatory fashion (Conversation) • can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses (Informal discussion) • can read with a large degree of independence, adapting style and speed or reading to different texts and purposes (Overall reading comprehension) • can scan quickly through long and complex texts, locating relevant details (Reading for orientation) • can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics (Reading for orientation) • can follow extended speech and complex lines of argument provided the topic is reasonably familiar (Overall listening comprehension) • can with some effort catch much of what is said around him/her (Understanding conversation)
<p>1.2</p> <ul style="list-style-type: none"> • talk about things you're good at • describe and evaluate skills • Listening: Three people describe their abilities 	<ul style="list-style-type: none"> • can engage in extended conversation on most general topics in a clearly participatory fashion (Conversation) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (Listening to audio media and recordings)

<p>1.T</p> <ul style="list-style-type: none"> • talk about people's success • describe and evaluate skills • give advice about an interest or occupation <ul style="list-style-type: none"> • Listening: Harry Ravenswood, video game designer 	<ul style="list-style-type: none"> • can engage in extended conversation on most general topics in a clearly participatory fashion (Conversation) • can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer (Interviewing and being interviewed) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (Listening to audio media and recordings)
<p>1.S</p> <ul style="list-style-type: none"> • use vague expressions to describe categories of things • use vague expressions when you can't remember a word 	<ul style="list-style-type: none"> • can use circumlocution and paraphrase to cover gaps in vocabulary and structure (Compensating)

UNIT 2

English Unlimited Upper Intermediate goals and materials	CEF goals at B2
2.1 <ul style="list-style-type: none"> • describe events in detail • deal with misunderstandings • describe experiences of things going wrong • Listening: Rainer's difficult day 	<ul style="list-style-type: none"> • can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (Describing experience) • can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches (Goal-oriented cooperation) • can pass on detailed information reliably (Information exchange) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (Listening to radio and audio recordings)
2.2 <ul style="list-style-type: none"> • describe events in detail • tell a story from your country • Listening: Sen no Rikyū 	<ul style="list-style-type: none"> • can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (Describing experience) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (Listening to audio media and recordings)
2.T <ul style="list-style-type: none"> • describe events in detail • explain why you're not satisfied with a service • Listening: Ian calls a dissatisfied customer 	<ul style="list-style-type: none"> • can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (Describing experience) • can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession (Transactions to obtain goods and services) • can pass on detailed information reliably (Information exchange) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can with some effort catch much of what is said around him/her (Understanding conversation)
2.W <ul style="list-style-type: none"> • write a dramatic story 	<ul style="list-style-type: none"> • can write clear, detailed descriptions on a variety of subjects related to his/her field of interest (Creative writing)

UNIT 3

English Unlimited Upper Intermediate goals and materials	CEF goals at B2
<p>3.1</p> <ul style="list-style-type: none"> • express views about different options • talk about education and training <ul style="list-style-type: none"> • Reading and listening: Markham College evening courses 	<ul style="list-style-type: none"> • can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses (Informal discussion) • can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches (Goal-oriented cooperation) • can engage in extended conversation on most general topics in a clearly participatory fashion (Conversation) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can with some effort catch much of what is said around him/her (Understanding conversation) • can read with a large degree of independence, adapting style and speed or reading to different texts and purposes (Overall reading comprehension) • can scan quickly through long and complex texts, locating relevant details (Reading for orientation)
<p>3.2</p> <ul style="list-style-type: none"> • talk about experiences of education and training • describe habits and tendencies in the past and present <ul style="list-style-type: none"> • Reading: Hello, class, I'm the 16-year-old head 	<ul style="list-style-type: none"> • can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (Describing experience) • can engage in extended conversation on most general topics in a clearly participatory fashion (Conversation) • can read with a large degree of independence, adapting style and speed or reading to different texts and purposes (Overall reading comprehension) • can scan quickly through long and complex texts, locating relevant details (Reading for orientation) • can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics (Reading for orientation)
<p>3.T</p> <ul style="list-style-type: none"> • express views about different options • talk about experiences of education and training • describe habits and tendencies in the past and present • describe important mentors in your life <ul style="list-style-type: none"> • Listening: Bill, my mentor 	<ul style="list-style-type: none"> • can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses (Informal discussion) • can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches (Goal-oriented cooperation) • can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (Describing experience) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can with some effort catch much of what is said around him/her (Understanding conversation)

3.S	<ul style="list-style-type: none">• show different attitudes and feelings• can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (Describing experience)• can convey degrees of emotion and highlight the personal significance of events and experiences (Conversation)
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UNIT 4

English Unlimited Upper Intermediate goals and materials	CEF goals at B2
4.1 <ul style="list-style-type: none"> • describe landmarks • talk about landmarks where you live • Listening: Famous landmarks in three countries 	<ul style="list-style-type: none"> • can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (Describing experience) • can pass on detailed information reliably (Information exchange) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (Listening to audio media and recordings)
4.2 <ul style="list-style-type: none"> • talk about well-known people where you live • describe someone's life and work • Reading: Umm Kulthum, Bohumil Hrabal 	<ul style="list-style-type: none"> • can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (Describing experience) • can pass on detailed information reliably (Information exchange) • can read with a large degree of independence, adapting style and speed or reading to different texts and purposes (Overall reading comprehension) • can scan quickly through long and complex texts, locating relevant details (Reading for orientation)
4.T <ul style="list-style-type: none"> • talk about landmarks where you live • talk about well-known people where you live • give information about interesting or important sights • Listening: Things to see in and around Beijing 	<ul style="list-style-type: none"> • can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (Describing experience) • can pass on detailed information reliably (Information exchange) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can with some effort catch much of what is said around him/her (Understanding conversation)
4.W <ul style="list-style-type: none"> • write an email or letter recommending places to see 	<ul style="list-style-type: none"> • can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views (Correspondence) • can read correspondence relating to his/her field of interest and readily grasp the essential meaning (Reading correspondence)

UNIT 5

English Unlimited Upper Intermediate goals and materials	CEF goals at B2
<p>5.1</p> <ul style="list-style-type: none"> • describe and give opinions about images • choose something for a room <ul style="list-style-type: none"> • Listening: Art gallery audio guide • Listening: James and Paloma choose posters 	<ul style="list-style-type: none"> • can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (Describing experience) • can pass on detailed information reliably (Information exchange) • can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses (Informal discussion) • can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches (Goal-oriented cooperation) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (Listening to audio media and recordings) • can with some effort catch much of what is said around him/her (Understanding conversation)
<p>5.2</p> <ul style="list-style-type: none"> • discuss what makes a good design • describe designs and designed objects <ul style="list-style-type: none"> • Reading: Classics of everyday design No.3 – the paperclip 	<ul style="list-style-type: none"> • can engage in extended conversation on most general topics in a clearly participatory fashion (Conversation) • can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (Describing experience) • can pass on detailed information reliably (Information exchange) • can read with a large degree of independence, adapting style and speed or reading to different texts and purposes (Overall reading comprehension) • can scan quickly through long and complex texts, locating relevant details (Reading for orientation) • can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics (Reading for orientation)
<p>5.T</p> <ul style="list-style-type: none"> • describe and give opinions about images • describe designs and designed objects • participate in a decision-making discussion <ul style="list-style-type: none"> • Listening: A logo for Forever Flowers 	<ul style="list-style-type: none"> • can pass on detailed information reliably (Information exchange) • can participate actively in routine and non-routine formal discussion (Formal discussion and meetings) • can help along the progress of the work by inviting others to join in, say what they think, etc. (Goal-oriented cooperation) • can follow extended speech and complex lines of argument provided the topic is reasonably familiar (Overall listening comprehension) • can with some effort catch much of what is said around him/her (Understanding conversation)

<p>5.S</p> <ul style="list-style-type: none"> • express disagreement in different situations • make concessions and counter-arguments 	<ul style="list-style-type: none"> • can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses (Informal discussion) • can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches (Goal-oriented cooperation)
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UNIT 6

English Unlimited Upper Intermediate goals and materials	CEF goals at B2
6.1 <ul style="list-style-type: none"> • talk about crimes and justice • justify your point of view • Reading: It was a virtual murder ... but the sentence is real 	<ul style="list-style-type: none"> • can engage in extended conversation on most general topics in a clearly participatory fashion (Conversation) • can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments (Informal discussion) • can read with a large degree of independence, adapting style and speed or reading to different texts and purposes (Overall reading comprehension) • can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics (Reading for orientation) • can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints (Reading for information and argument)
6.2 <ul style="list-style-type: none"> • talk about media and the Internet • report different points of view • describe possible consequences of actions • Listening: File sharing 	<ul style="list-style-type: none"> • can engage in extended conversation on most general topics in a clearly participatory fashion (Conversation) • can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses (Informal discussion) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (Listening to audio media and recordings)
6.T <ul style="list-style-type: none"> • justify your point of view • describe possible consequences of actions • suggest changes to a plan or document • Listening: Photography shop's site map 	<ul style="list-style-type: none"> • can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses (Formal discussion and meetings) • can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches (Goal-oriented cooperation) • can follow extended speech and complex lines of argument provided the topic is reasonably familiar (Overall listening comprehension) • can with some effort catch much of what is said around him/her (Understanding conversation)
6.W <ul style="list-style-type: none"> • put forward an argument in a web posting 	<ul style="list-style-type: none"> • can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options (Reports and essays) • can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints (Reading for information and argument)

UNIT 7

English Unlimited Upper Intermediate goals and materials	CEF goals at B2
<p>7.1</p> <ul style="list-style-type: none"> • talk about how you deal with problems • describe experiences of problem solving <ul style="list-style-type: none"> • Reading: Distracted genius <ul style="list-style-type: none"> • Listening: <i>Polyglossia</i> magazine 	<ul style="list-style-type: none"> • can engage in extended conversation on most general topics in a clearly participatory fashion (Conversation) • can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (Describing experience) • can read with a large degree of independence, adapting style and speed or reading to different texts and purposes (Overall reading comprehension) • can scan quickly through long and complex texts, locating relevant details (Reading for orientation) • can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics (Reading for orientation) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (Listening to audio media and recordings)
<p>7.2</p> <ul style="list-style-type: none"> • talk about where you get ideas • describe a scene <ul style="list-style-type: none"> • Listening: Inspiration from dreams 	<ul style="list-style-type: none"> • can engage in extended conversation on most general topics in a clearly participatory fashion (Conversation) • can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (Describing experience) • can pass on detailed information reliably (Information exchange) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (Listening to audio media and recordings)

UNIT 8

English Unlimited Upper Intermediate goals and materials	CEF goals at B2
<p>8.1</p> <ul style="list-style-type: none"> • make deductions about the past • describe strong feelings <ul style="list-style-type: none"> • Listening: Cross-cultural incidents <ul style="list-style-type: none"> • Reading: Postings about cross-cultural misunderstandings 	<ul style="list-style-type: none"> • can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses (Informal discussion) • can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches (Goal-oriented cooperation) • can convey degrees of emotion and highlight the personal significance of events and experiences (Conversation) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (Listening to audio media and recordings) • can read with a large degree of independence, adapting style and speed or reading to different texts and purposes (Overall reading comprehension) • can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints (Reading for information and argument)
<p>8.2</p> <ul style="list-style-type: none"> • say how you feel about past events in your life • speculate about consequences of past actions <ul style="list-style-type: none"> • Listening: Three people's turning points 	<ul style="list-style-type: none"> • can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (Describing experience) • can convey degrees of emotion and highlight the personal significance of events and experiences (Conversation) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (Listening to audio media and recordings)

<p>8.T</p> <ul style="list-style-type: none"> • make deductions about the past • speculate about consequences of past actions • disagree with speculations about the past <ul style="list-style-type: none"> • Listening: Jo and Angela's mystery 	<ul style="list-style-type: none"> • can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses (Informal discussion) • can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches (Goal-oriented cooperation) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can with some effort catch much of what is said around him/her (Understanding conversation)
<p>8.W</p> <ul style="list-style-type: none"> • write a complaint about a service 	<ul style="list-style-type: none"> • can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views (Correspondence) • can read correspondence relating to his/her field of interest and readily grasp the essential meaning (Reading correspondence)

UNIT 9

English Unlimited Upper Intermediate goals and materials	CEF goals at B2
<p>9.1</p> <ul style="list-style-type: none"> • explain how something is made • organise a description <ul style="list-style-type: none"> • Listening: How a book is made 	<ul style="list-style-type: none"> • 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 (Addressing audiences) • can pass on detailed information reliably (Information exchange) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (Listening to audio media and recordings)
<p>9.2</p> <ul style="list-style-type: none"> • describe responsibilities and roles in different situations • explain how a team or organisation works <ul style="list-style-type: none"> • Reading: Life on Set: The Camera Crew <ul style="list-style-type: none"> • Listening: Josette's life roles 	<ul style="list-style-type: none"> • can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (Describing experience) • can pass on detailed information reliably (Information exchange) • can read with a large degree of independence, adapting style and speed or reading to different texts and purposes (Overall reading comprehension) • can scan quickly through long and complex texts, locating relevant details (Reading for orientation) • can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics (Reading for orientation) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (Listening to audio media and recordings)

<p>9.T</p> <ul style="list-style-type: none"> • explain how a team or organisation works • give a detailed presentation on a familiar topic <ul style="list-style-type: none"> • Listening: Freelance travel writer 	<ul style="list-style-type: none"> • can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (Describing experience) • 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 (Addressing audiences) • can pass on detailed information reliably (Information exchange) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (Listening to audio media and recordings)
<p>9.S</p> <ul style="list-style-type: none"> • check that people understand • add more detail • ask people to clarify or repeat things 	<ul style="list-style-type: none"> • can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. (Cooperating) • can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings (Monitoring and repair) • can give feedback on and follow up statements and inferences and so help the development of the discussion (Cooperating) • can ask follow-up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points (Asking for clarification)

UNIT 10

English Unlimited Upper Intermediate goals and materials	CEF goals at B2
<p>10.1</p> <ul style="list-style-type: none"> • talk about exploration and discovery • explain the benefits of something <ul style="list-style-type: none"> • Reading: Forget space travel. The ocean is our final frontier 	<ul style="list-style-type: none"> • can engage in extended conversation on most general topics in a clearly participatory fashion (Conversation) • can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments (Informal discussion) • can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches (Goal-oriented cooperation) • can read with a large degree of independence, adapting style and speed or reading to different texts and purposes (Overall reading comprehension) • can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics (Reading for orientation) • can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints (Reading for information and argument)
<p>10.2</p> <ul style="list-style-type: none"> • describe important issues and priorities • talk about dedicated people and their achievements • Reading: Dr Lu Zhi – saving pandas 	<ul style="list-style-type: none"> • can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (Describing experience) • can read with a large degree of independence, adapting style and speed or reading to different texts and purposes (Overall reading comprehension) • can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics (Reading for orientation) • can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints (Reading for information and argument)
<p>10.T</p> <ul style="list-style-type: none"> • talk about exploration and discovery • talk about dedicated people and their achievements • summarise information from different sources <ul style="list-style-type: none"> • Listening: The explorer Lief Eriksson 	<ul style="list-style-type: none"> • can engage in extended conversation on most general topics in a clearly participatory fashion (Conversation) • can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (Describing experience) • 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 (Addressing audiences) • can synthesise and report information (Information exchange) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (Listening to audio media and recordings)

10.W • write a summary of a text

• can summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion (Processing text)

UNIT 11

English Unlimited Upper Intermediate goals and materials	CEF goals at B2
11.1 <ul style="list-style-type: none"> • describe people skills • carry out an interview • Listening: Interview with an interviewer 	<ul style="list-style-type: none"> • can engage in extended conversation on most general topics in a clearly participatory fashion (Conversation) • can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer (Interviewing and being interviewed) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc. (Listening to audio media and recordings)
11.2 <ul style="list-style-type: none"> • report what people say • Reading: The job interview: things <i>not</i> to say and do 	<ul style="list-style-type: none"> • can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (Describing experience) • can pass on detailed information reliably (Information exchange) • can read with a large degree of independence, adapting style and speed or reading to different texts and purposes (Overall reading comprehension) • can scan quickly through long and complex texts, locating relevant details (Reading for orientation)
11.T <ul style="list-style-type: none"> • carry out an interview • report what people say • give statistics • Listening: Vicki's bakery survey 	<ul style="list-style-type: none"> • can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer (Interviewing and being interviewed) • can pass on detailed information reliably (Information exchange) • can follow extended speech and complex lines of argument provided the topic is reasonably familiar (Overall listening comprehension) • can with some effort catch much of what is said around him/her (Understanding conversation)
11.S <ul style="list-style-type: none"> • give emphasis to different kinds of information 	<ul style="list-style-type: none"> • can pass on detailed information reliably (Information exchange) • can give a clear, detailed description of how to carry out a procedure (Information exchange)

UNIT 12

English Unlimited Upper Intermediate goals and materials	CEF goals at B2
<p>12.1</p> <ul style="list-style-type: none"> • talk about health treatments • express belief and scepticism <ul style="list-style-type: none"> • Reading: Homeopathy – does it work? 	<ul style="list-style-type: none"> • can engage in extended conversation on most general topics in a clearly participatory fashion (Conversation) • can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses (Informal discussion) • can read with a large degree of independence, adapting style and speed or reading to different texts and purposes (Overall reading comprehension) • can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics (Reading for orientation) • can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints (Reading for information and argument)
<p>12.2</p> <ul style="list-style-type: none"> • persuade someone of your point of view • tell people what to expect • support an argument <ul style="list-style-type: none"> • Listening: Southglen school 	<ul style="list-style-type: none"> • can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments (Informal discussion) • 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 (Addressing audiences) • can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples (Putting a case) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed (Listening to announcements and instructions) • can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (Listening to audio media and recordings)

UNIT 13

English Unlimited Upper Intermediate goals and materials	CEF goals at B2
<p>13.1</p> <ul style="list-style-type: none"> • describe disagreements and compromises • make your case in a disagreement <ul style="list-style-type: none"> • Listening: A neighbourhood disagreement • Listening: Yousef requests his own office 	<ul style="list-style-type: none"> • can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (Describing experience) • can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments (Informal discussion) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (Listening to audio media and recordings) • can follow extended speech and complex lines of argument provided the topic is reasonably familiar (Overall listening comprehension) • can with some effort catch much of what is said around him/her (Understanding conversation)
<p>13.2</p> <ul style="list-style-type: none"> • talk about dealing with conflict <ul style="list-style-type: none"> • Reading: Real professionals: The mediator 	<ul style="list-style-type: none"> • can engage in extended conversation on most general topics in a clearly participatory fashion (Conversation) • can read with a large degree of independence, adapting style and speed or reading to different texts and purposes (Overall reading comprehension) • can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics (Reading for orientation) • can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints (Reading for information and argument)
<p>13.T</p> <ul style="list-style-type: none"> • describe disagreements and compromises • make your case in a disagreement • negotiate a formal agreement <ul style="list-style-type: none"> • Listening: Caitlin negotiates for compensation 	<ul style="list-style-type: none"> • can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (Describing experience) • can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses (Formal discussion and meetings) • can participate actively in routine and non-routine formal discussion (Formal discussion and meetings) • can follow extended speech and complex lines of argument provided the topic is reasonably familiar (Overall listening comprehension) • can with some effort catch much of what is said around him/her (Understanding conversation)
<p>13.S</p> <ul style="list-style-type: none"> • use different ways of adding emphasis 	<ul style="list-style-type: none"> • can convey degrees of emotion and highlight the personal significance of events and experiences (Conversation)

UNIT 14

English Unlimited Upper Intermediate goals and materials	CEF goals at B2
14.1 <ul style="list-style-type: none"> • talk about the future • make predictions about the world • Reading: Predictions for an inventive future 	<ul style="list-style-type: none"> • can engage in extended conversation on most general topics in a clearly participatory fashion (Conversation) • can read with a large degree of independence, adapting style and speed or reading to different texts and purposes (Overall reading comprehension) • can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics (Reading for orientation) • can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints (Reading for information and argument)
14.2 <ul style="list-style-type: none"> • talk about the future • describe personal hopes and expectations • Reading: Extract from <i>Yes Man</i> • Listening: Eamonn and Liliya's lives 	<ul style="list-style-type: none"> • can engage in extended conversation on most general topics in a clearly participatory fashion (Conversation) • can read with a large degree of independence, adapting style and speed or reading to different texts and purposes (Overall reading comprehension) • can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect (Overall listening comprehension) • can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (Listening to audio media and recordings)
14.T <ul style="list-style-type: none"> • talk about the future • describe personal hopes and expectations • take part in a job interview • Reading: Human Resources Assistant 	<ul style="list-style-type: none"> • can engage in extended conversation on most general topics in a clearly participatory fashion (Conversation) • can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer (Interviewing and being interviewed) • can read with a large degree of independence, adapting style and speed or reading to different texts and purposes (Overall reading comprehension) • can scan quickly through long and complex texts, locating relevant details (Reading for orientation)
14.W <ul style="list-style-type: none"> • write a formal letter or email of refusal 	<ul style="list-style-type: none"> • can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views (Correspondence) • can read correspondence relating to his/her field of interest and readily grasp the essential meaning (Reading correspondence)