



UNIVERSITAT DE
BARCELONA

Oral Discourse in Foreign Language Education. The Speaking Activities in EFL Textbooks and the CEFR

Marisol Valldepérez Castillo



Aquesta tesi doctoral està subjecta a la llicència Reconeixement- SenseObraDerivada 3.0. Espanya de Creative Commons.

Esta tesis doctoral está sujeta a la licencia Reconocimiento - SinObraDerivada 3.0. España de Creative Commons.

This doctoral thesis is licensed under the Creative Commons Attribution-NoDerivatives 3.0. Spain License.

Appendices

Appendix A. The speaking activities in the five series of the EFL textbooks sample

A1. The speaking activity samples at the Beginner level

| Course books | BEGINNER | | | | | | | | |
|---|--|---------|--|---------|--|----------|--|--------------|--|
| <p style="text-align: center;">Global</p> <p style="text-align: center;">Unit 1 Name and Address</p> <p style="text-align: center;">Unit 1 (p. 9)</p> | <p>Writing and Speaking Work in pairs. Ask your partner questions to complete the form. Choose A or B. A talk about yourself, or B A: turn to page 96 B: turn to page 100</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px;">Name</td> <td style="width: 100px;"></td> </tr> <tr> <td>Address</td> <td></td> </tr> <tr> <td>Postcode</td> <td></td> </tr> <tr> <td>Phone number</td> <td></td> </tr> </table> | Name | | Address | | Postcode | | Phone number | |
| Name | | | | | | | | | |
| Address | | | | | | | | | |
| Postcode | | | | | | | | | |
| Phone number | | | | | | | | | |
| <p style="text-align: center;">W + S</p> | <p>Useful phrases</p> <ul style="list-style-type: none"> • What's your name / address / postcode / phone number? • Can you spell that? • Can you repeat that? | | | | | | | | |
| <p style="text-align: center;">New Headway</p> <p style="text-align: center;">Unit 6</p> <p style="text-align: center;">Everyday (p. 45)</p> | <p>PRACTICE Talking about you</p> <p>4 Work with a partner. Write the names of two people in your family. Ask and answer questions about them.</p> <ul style="list-style-type: none"> • Who is...? • How old is...? • What's ... job? • Where does ... live? • Where does ... work? • What time does she/he...? • Does she/he have...? <div style="text-align: center; margin-top: 20px;"> <table style="border: none;"> <tr> <td style="border: 1px solid black; padding: 5px; display: inline-block;">Alfonso</td> <td style="width: 20px;"></td> <td style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;">María</td> </tr> </table> <p style="margin-top: 20px;">Who is she? She's my sister.</p> <p style="margin-top: 20px;">Who is he? He's my grandfather</p> </div> | Alfonso | | María | | | | | |
| Alfonso | | María | | | | | | | |
| <p style="text-align: center;">W + S</p> | | | | | | | | | |
| <p style="text-align: center;">New English File</p> <p style="text-align: center;">Unit 2 C A man's car or a woman's car? (p. 19)</p> | <p>SPEAKING & WRITING</p> <p>a Talk in small groups about your car or your family's car. <i>My car is a Peugeot 207. It's small, it's green, and it's new. It's a very good car.</i></p> <p>b Write about your 'dream' car. My dream car is a..... (model) It's a / an car (nationality) It's..... (colour) It's and..... (adjectives)</p> | | | | | | | | |
| <p style="text-align: center;">W + S</p> | <p>c Now tell a partner.</p> | | | | | | | | |

| | |
|---|---|
| <p><i>Straightforward</i></p> <p>Unit 11</p> <p><i>Special Event</i> (p. 99)</p> | <p>SPEAKING</p> <p>1. Read and listen to the dialogue. Match it to one of the pictures A-D. A: Hi, how are you? B: I'm fine. A: Can you talk right now? B: Yes, I can. A: What are you doing? B: I'm at home. I'm watching TV.</p> |
| <p>R + L + (W) + S</p> | <p>2. Work in pairs. Choose a different picture and make a similar dialogue.</p> <p>3. Roleplay your dialogue.</p> |
| <p><i>English Unlimited</i></p> <p>Unit 4</p> <p><i>About you</i> (p. 34)</p> | <p>SPEAKING</p> <p>2 (a) Read and listen. Two students play a game in class. Which person is it? A: Do you live in London? B: No. A: Do you like Chinese food? B: Yes. A: Do you drink coffee? B: Yes. A: You're _____.</p> |
| <p>R + L + (W) + S</p> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Marie I work in an office in New York. I like football and Chinese football and Chinese food. I drink coffee, but not tea.</p> </div> <p>(b) Play a game. Student A, choose a person. The others, guess the person. Ask questions.</p> |

A.2. The speaking activity samples at the Elementary level

| Course books | ELEMENTARY | | |
|--|---|--|--|
| <p style="text-align: center;">Global</p> <p style="text-align: center;">Unit 7</p> <p style="text-align: center;">News & Weather (p. 83)</p> | <p>SPEAKING</p> <p>1 Work in pairs. Choose one of the tasks below.</p> <p>A Read the conversations from Grammar Exercise 2 together.</p> <table border="1" data-bbox="544 521 1394 1021"> <tr> <td data-bbox="544 521 871 1021"> <p>The use of IT</p> <ul style="list-style-type: none"> • They don't like IT. • IT's six o'clock. • IT's sunny. </td> <td data-bbox="874 521 1394 1021"> <p>The conversations below are missing the word IT four times. Complete them by putting IT in the correct places.</p> <p>A: Excuse me, what time is? B: Oh, is ten past 6. A: Thanks.</p> <p>A: Is this your car? B: Yes, is. A: It's very nice</p> <p>A: Would you like to go to the park? B: Now? Is cold and rainy? A: OK</p> <p>Listen and check your answers.</p> </td> </tr> </table> <p>B Change some information in the conversations from Grammar exercise 2. Then read them together.</p> | <p>The use of IT</p> <ul style="list-style-type: none"> • They don't like IT. • IT's six o'clock. • IT's sunny. | <p>The conversations below are missing the word IT four times. Complete them by putting IT in the correct places.</p> <p>A: Excuse me, what time is? B: Oh, is ten past 6. A: Thanks.</p> <p>A: Is this your car? B: Yes, is. A: It's very nice</p> <p>A: Would you like to go to the park? B: Now? Is cold and rainy? A: OK</p> <p>Listen and check your answers.</p> |
| <p>The use of IT</p> <ul style="list-style-type: none"> • They don't like IT. • IT's six o'clock. • IT's sunny. | <p>The conversations below are missing the word IT four times. Complete them by putting IT in the correct places.</p> <p>A: Excuse me, what time is? B: Oh, is ten past 6. A: Thanks.</p> <p>A: Is this your car? B: Yes, is. A: It's very nice</p> <p>A: Would you like to go to the park? B: Now? Is cold and rainy? A: OK</p> <p>Listen and check your answers.</p> | | |
| <p style="text-align: center;">R + (W) + S</p> | <p>C Choose two conversations from Grammar exercise 2. Read each one together and then try to continue it.</p> | | |
| <p style="text-align: center;">New Headway</p> <p style="text-align: center;">Unit 9</p> <p style="text-align: center;">City living (p. 71)</p> | <p>PRACTICE</p> <p>Comparing cities</p> <p>1) Complete the conversations using the comparative form of the adjectives.</p> <ol style="list-style-type: none"> 1. A New York is <i>older than</i> London. (old) B No, it isn't! New York is much <i>more modern!</i> (modern) 2. A Tokyo is Bangkok. (cheap) B No, it isn't! Tokyo's much! (expensive) 3. A Seoul is Beijing. (big) B No, it isn't! Seoul is much!(small) 4. A Johannesburg is Cape Town. (safe) B No, it isn't! It's much! (dangerous) 5. A Taxi drivers in New York are taxi drivers in London. (good) B No, they aren't! They're much! (bad) | | |
| <p style="text-align: center;">W + S</p> | <p>2) Work with a partner. Practise the conversations in exercise 1. Be careful with stress and intonation.</p> <p style="text-align: center;">New York is much more modern!</p> | | |

| | |
|---|---|
| | 3. Work in small groups. Compare two capital cities you know. <i>... is bigger than is nearer the ..., but ... is safer ...</i> |
| <p><i>New English File</i></p> <p>Unit 5</p> <p><i>Who were they?</i> (p. 53)</p> | <p>6 SPEAKING</p> <p>Who was the top British person of all time?</p> <p>In a BBC survey the winner was Winston Churchill. Other people in the top ten were William Shakespeare, Lord Nelson, John Lennon, and Queen Elizabeth I.</p> <p>a) In groups of three, decide which you think are the top three people of all time from your country.</p> <p>b) Tell the class about them.</p> <p>We think number 1 is..... He / She was a famous....</p> |
| R + (W) + S | |
| <p><i>Straightforward</i></p> <p>Unit 3</p> <p><i>1600 Pennsylvania Avenue</i> (p. 35)</p> | <p>SPEAKING</p> <p>1) Draw a map of your house or flat. Prepare a short presentation of your home. Use the words from the lesson and the useful language to help you.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><u><i>Useful language</i></u> <i>So, this is my home.</i> <i>There are ... rooms. This is the bedroom/</i> <i>living room/kitchen ...</i> <i>There's a bathroom/bedroom/study here.</i></p> </div> |
| W + S | |
| <p><i>English Unlimited</i></p> <p>Unit 12</p> <p><i>Are you OK?</i> (p. 99)</p> | <p>SPEAKING</p> <p>6 (a) Work in A/B pairs. A, you're the pharmacist. B, you feel ill. Have a conversation and buy some medicine.</p> <div style="text-align: center; margin: 10px 0;"> <p><i>Hello. Can I help</i></p> <p><i>Yes. I'd like something for...</i></p> </div> <p>(b) Change roles and have another conversation.</p> |
| W + S | |

A.3 The speaking activity samples at the Pre-Intermediate level

| Course books | PRE-INTERMEDIATE |
|--|--|
| <p style="text-align: center;">Global</p> <p style="text-align: center;">Unit 4</p> <p style="text-align: center;">Hopes & Fears (p. 43)</p> | <p>SPEAKING</p> <p>1) Choose three of the ideas in the box that you would like to talk about.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <ul style="list-style-type: none"> • A place you hope to visit one day • Something you hope you don't do in the future • Something you're not looking forward to • A person you'd like to meet one day • A person you're going to see today </div> |
| <p style="text-align: center;">R + (W) + S</p> | <p>2) Work in pairs. A: tell B about your ideas. B: ask for more information.</p> <p>3) Swap roles and repeat.</p> |
| <p style="text-align: center;">New Headway</p> <p style="text-align: center;">Unit 2</p> <p style="text-align: center;">The way we live (p. 21)</p> | <p>EVERYDAY ENGLISH</p> <p>Making conversation</p> <p>1) Listen to two conversations. (...) Which conversation is more successful? Why?</p> <p>2) Obviously, it is impossible to tell someone how to have a conversation, but here are some things that help.</p> <p>3) Match a line in A with a reply in B and a further comment in C.</p> |
| <p style="text-align: center;">L + S</p> | <p>T 2.7 Listen and check. Practise the conversations with a partner.</p> |
| <p style="text-align: center;">New English File</p> <p style="text-align: center;">Unit 7</p> <p style="text-align: center;">Famous fears and phobias (p. 77)</p> | <p>SPEAKING</p> <p>Ask and answer in pairs. A ask B six <i>How long ...?</i> questions with a verb phrase. B answer with <i>for</i> or <i>since</i>. Give more information if you can. Then swap roles.</p> |
| <p style="text-align: center;">R + (W) + S</p> | <p style="text-align: center;">How long have you known your oldest friend?</p> <p style="text-align: center;">Since we were at primary school together.</p> |

| | |
|---|---|
| <p><i>Straightforward</i></p> <p>Unit 8 A</p> <p><i>The Futurological Conference</i> (p. 77)</p> | <p>SPEAKING</p> <p>1. Listen to three people speaking. Match the speakers 1-3 to three of the topics a-j below. The future of : computers, crime, education, holidays, languages, medicine, my country, restaurants, shops, space travel.</p> <p>2 Choose a topic from the list. You must talk about the topic for thirty seconds without stopping. Before you speak, spend some time preparing what you are going to say.</p> |
| <p>L + W+ S</p> | |
| <p><i>English Unlimited</i></p> <p>Unit 8</p> <p><i>Things</i> (p. 67)</p> | <p>SPEAKING</p> <p>3 (a) Work in A/B pairs. Choose the rug, antique or jacket stall in the photos on p66. A, you're the stallholder. Decide on prices for things in the photo. B, you want to buy something for a good price. Choose something. (b) Role play together.</p> <p>4 Change roles and choose another stall. Role play again.</p> |
| <p>W + S</p> | <p>5 Tell the class what you bought and how much you paid.</p> |

A.4 The speaking activity samples at the Intermediate level

| Course books | INTERMEDIATE |
|--|--|
| <p style="text-align: center;">Global</p> <p style="text-align: center;">Unit 2</p> <p style="text-align: center;">Lives & Legend (p. 26)</p> | <p>SPEAKING</p> <p>1) Work in pairs. Choose one of the tasks below. Use the new expressions you have learnt.</p> <p>A Tell your partner about ...</p> <ul style="list-style-type: none"> • something you generally like and give examples • something you don't generally enjoy and give examples <p>B Tell your partner about a member of your family or a friend. Make three general statements and give specific examples.</p> |
| <p style="text-align: center;">R + (W) + S</p> | |
| <p style="text-align: center;">New Headway</p> <p style="text-align: center;">Unit 3</p> <p style="text-align: center;">Good times, bad times (p. 29)</p> | <p>Everyday English Giving opinions</p> <p>5 Write down some opinions on ...</p> <ul style="list-style-type: none"> • the last film you saw • something in today's news • the weather • the clothes that someone is wearing today • what a celebrity is doing at the moment • a programme on TV |
| <p style="text-align: center;">W + S</p> | <p>6 In pairs, ask for and give opinions.</p> <p style="padding-left: 40px;">I saw that new film last week. Oh! What did you think of it?</p> <p style="padding-left: 80px;">Great! I really enjoyed it. The acting was just amazing!</p> |
| <p style="text-align: center;">New English File</p> <p style="text-align: center;">Unit 4</p> <p style="text-align: center;">Back to school, aged 35</p> | <p>SPEAKING</p> <p>a) In groups, each choose one different topic from the list below. Decide if you agree or disagree, and write down at least three reasons.</p> <p style="padding-left: 40px;">Private schools are usually better than state schools. All schools should let children wear whatever they want at school. Cooking and housework should be taught at all schools. Physical education should be optional. Girl's study better without boys in the class. School summer holidays should be shorter. Boys study better in a mixed class.</p> |

| | |
|---|---|
| (p. 55) | <p>b) Explain to the rest of the group what you think about your topic. The others in the group should listen and say if they agree or disagree with you and why.</p> <p>Useful language</p> <p>First of all... My first point is that ... Secondly... Another important point is that ...</p> |
| R + (W) + S | |
| <p><i>Straightforward</i></p> <p>Unit 7</p> <p><i>Life changes</i> (p. 69)</p> | <p>SPEAKING</p> <p>2 Work in pairs. Look at the list of life-changing events below and discuss these questions.</p> <ul style="list-style-type: none"> ❖ Leaving school ❖ Leaving home ❖ Graduating ❖ Starting a new job ❖ Getting married ❖ Having children ❖ Moving to a new town/country ❖ Making a career change ❖ Retiring |
| R + (W) + S | <ul style="list-style-type: none"> • Which are the three most important changes? • Which is the most difficult decision to make? • Which is the easiest change to deal with? Which is the most stressful? • Have you had to make any of these changes in your life? If yes, what difficulties (if any) did you face? |
| <p><i>English Unlimited</i></p> <p>Unit 6</p> <p><i>Let me explain</i> (p. 49)</p> | <p>SPEAKING</p> <p>3 Think of two or three things in your life you aren't happy about. It could be:</p> <ul style="list-style-type: none"> • Some equipment that doesn't work • An arrangement you don't want to keep • Something you have to do at work • Someone who's annoying you at the moment |
| R + (W) + S | <p>4 Talk together about your problems. Make suggestions and give each other advice. Try to use the verb + <i>-ing</i> expressions from 1a.</p> <p>My computer keeps crashing. Have you thought about getting a new one?</p> |

A.5 The speaking activity samples at the Upper-Intermediate level

| Course books | UPPER-INTERMEDIATE | | | | |
|---|---|------------------|--------------------------|-------|------------------------|
| <p style="text-align: center;">Global</p> <p style="text-align: center;">Unit 3</p> <p style="text-align: center;">Land & Sea (p. 36)</p> | <p>SPEAKING</p> <p>1) Work in pairs. Choose three of the questions below and ask and answer.</p> <ul style="list-style-type: none"> • Do you like maps? • Are you good at reading maps? • Do you have a map in your home? What is it? Where is it? • Have you ever used a 'satnav' (a satellite navigation system)? Do you prefer using it to a map? • Could you draw a reasonably accurate map of your country? <p>[[2 Look at the <i>Carta Marina</i> map below. What does it show? How old do you think it is?]]</p> | | | | |
| <p style="text-align: center;">R + (W) + S</p> | | | | | |
| <p style="text-align: center;">New Headway</p> <p style="text-align: center;">Unit 9</p> <p style="text-align: center;">Forever friends (p. 85)</p> | <p>EVERYDAY ENGLISH Making your point</p> <p>5 Have a class debate. Choose a topic you feel strongly about, something local to your situation perhaps, or one from this list.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">Being vegetarian</td> <td style="width: 50%; text-align: center;">Smoking in public places</td> </tr> <tr> <td style="text-align: center;">Diets</td> <td style="text-align: center;">Experiments in animals</td> </tr> </table> <p>Divide into groups and prepare your ideas. When you're ready, conduct the debate.</p> | Being vegetarian | Smoking in public places | Diets | Experiments in animals |
| Being vegetarian | Smoking in public places | | | | |
| Diets | Experiments in animals | | | | |
| <p style="text-align: center;">R + (W) + S</p> | | | | | |
| <p style="text-align: center;">New English File</p> <p style="text-align: center;">Unit 5</p> <p style="text-align: center;">Thy psychology of music (p. 79)</p> | <p>SPEAKING</p> <p>5</p> <p>a) You are going to debate the following topic in small groups.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Celebrities have to accept that the media publishes stories about their private lives. That is the price they pay for being rich and famous.</p> </div> <ul style="list-style-type: none"> • Divide into groups of four, two As and two Bs. • The As are going to defend the right of newspapers to publish stories about famous people's private lives • The Bs are going to defend the celebrities' right to keep their private lives private. • Prepare at least four arguments, and give examples. | | | | |
| <p style="text-align: center;">R + (W) + S</p> | | | | | |

| | |
|--|--|
| | <p>b) Hold the debate. The As begin, each making two of their points. The Bs take notes. Then the Bs speak and the As take notes.</p> <p>c) Now, each side try to argue against the points made by the other side.</p> |
| <p><i>Straightforward</i></p> <p>Unit 10 <i>Good deeds</i> (p. 102)</p> | <p>SPEAKING</p> <p>1) Work in pairs. Discuss this situation. A friend is worried about a job interview they have next week and needs some help preparing for it. What advice would you give him/her?</p> <p>2) Read the advice sheet below and answer the questions.</p> <p>1 Do you think the advice is helpful? 2 Which question would you find most difficult to answer. Why? 3 Think of three more questions an interviewer might ask. 4 Have you, or anyone you know, been interviewed, for a job recently? 5 What was the job? What questions did the interviewer ask? Did you (or they) get the job?</p> |
| <p>R + (W) + S</p> | |
| <p><i>English Unlimited</i></p> <p>Unit 5 <i>Images</i> (p. 39)</p> | <p>SPEAKING</p> <p>5</p> <p>a) In pairs, decide on a picture to go in your classroom, and where exactly it should go. Choose a picture one of you knows well or a picture from this lesson.</p> <p>b) Explain your choice to another pair. As a group of four, decide on one picture.</p> <p>c) Listen to all the groups' ideas. Have a vote to choose a picture for your classroom.</p> |
| <p>R + (W) + S</p> | |

A.6 The speaking activity samples at the Advanced level

| Course books | ADVANCED |
|---|--|
| <p style="text-align: center;">Global</p> <p style="text-align: center;">Unit 6</p> <p style="text-align: center;">Trade & Commerce</p> <p style="text-align: center;">(p. 68)</p> | <p>SPEAKING</p> <p>1) Look at the pictures, and with a partner discuss their connection with trade.</p> <p>2) Read some quotations about freedom and slavery, and complete each one with a suitable word, as in the example. Then listen to compare your ideas with the original quotations.</p> <p style="padding-left: 20px;">1 The moment the slave resolves that he will no longer be a slave, his fetters fall. Freedom and slavery are mental <i>states</i>. (Ghandi)</p> <p style="padding-left: 20px;">2 To be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of _____ . (Nelson Mandela)</p> <p>3) Which quotation do you like best, and why? Choose two or three of the quotations to discuss with a partner.</p> <ul style="list-style-type: none"> • How far do you agree or disagree with the ideas, and why? • Can you think of any real current or historical situations to which they could be applied? |
| <p style="text-align: center;">R + (W) + L + S</p> | |
| <p style="text-align: center;">New Headway</p> <p style="text-align: center;">Unit 8</p> <p style="text-align: center;">Altered Images</p> <p style="text-align: center;">(p. 80)</p> | <p>THE LAST WORD</p> <p><i>Softening the message</i></p> <p>4 With a partner, write some conversations for these situations, using tactful, polite language. Choose one and act it out in front of the class.</p> <ul style="list-style-type: none"> • You want to invite someone to go out with you. Meal? Cinema? Dance? Picnic? • You phone a hotel. You want to stay three nights, and you'd like a quiet room. • Your friend has just moved into a new flat. He/she wants some ideas about what to do with it. • Someone rings to speak to your flatmate. She's out. What time will she be back? (I'd have thought ...) |
| <p style="text-align: center;">W + S</p> | <p>T 8.11 Listen and compare</p> |

| | |
|--|---|
| <p><i>New English File</i></p> <p>Unit 1</p> <p><i>What motivates you?</i> (p. 7)</p> | <p>SPEAKING</p> <p>(a) Think about two jobs you could talk about. Use the questions below to help you. Add any other information that you think would be relevant. Use the words and phrases in Vocabulary Bank Work to help you.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>A job you would love to do What do you think the advantages of the job would be? What makes you think you might be good at it? Do you know anyone who does it? Can you think of any drawbacks?</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>A job you would hate to do What do you think the downsides of the job would be? Do you know anyone who does it? Have you ever done anything similar? Can you think of any positive sides of the job?</p> </div> |
| <p>R + (W) + L + S</p> | <p>(b) Listen to two people doing the task. What pros and cons do they mention? What two 'noises' do they use to give themselves time to think?</p> <p>(c) Work in groups of three. Take turns to describe the jobs you would love to do.</p> <p>(d) Now do the same for the jobs you would hate to do.</p> <p>(e) Decide which of the jobs described you think is the most attractive.</p> |
| <p><i>Straightforward</i></p> <p>Unit 9</p> <p><i>A place in the sun</i> (p. 90)</p> | <p>SPEAKING</p> <p>1) During a Caribbean cruise you have one full day on the small island of Tobago. Look at the list of activities on page 152 and choose four which interest you.</p> <p>2) Work in pairs. Explain your choices to each other and agree on three that you will do together.</p> <p>3) Explain your choices to another pair of students and agree on two that you will all do together.</p> |
| <p>R + (W) + S</p> | <p>Compare your choices with the rest of the class.</p> |

| | |
|---|--|
| <p style="text-align: center;"><i>English Unlimited</i></p> <p style="text-align: center;">Unit 3</p> <p style="text-align: center;"><i>Language and Literature</i></p> <p style="text-align: center;">(p. 27)</p> | <p>SPEAKING</p> <p>4</p> <p>a) Choose a book that has had an important effect on you. Make two ‘word clouds’ like in 3a.</p> <p>1) Write words / expressions you could use to describe:</p> <ul style="list-style-type: none"> • The plot. • A particular character. • The atmosphere. • The way is written. <p>2) Write words / expressions you could use to talk about:</p> <ul style="list-style-type: none"> • The time in your life when you read it, and how you felt. • The effect it has had on your life, or your outlook on life. <p>b) Show your ‘word clouds’ to the students.</p> <p>1 What can they work out about the book from your words? 2 Talk about each other’s books. Ask questions to find out more.</p> |
| <p style="text-align: center;">W + S</p> | <p>5</p> <p>Think of a book or an author you loved when you were younger. Is it true that ‘the books that changed you when you were young are always going to be a disappointment when you are an adult?’</p> |

Appendix B. The speaking activity samples from the five series of EFL textbooks

B.1 The speaking activity samples at the Beginner level

B.1.1 The speaking activity from *Global Beginner* (2010, 9)

Reading and Listening

1 Look at the addresses. (Circle) the postcodes.

2 1.14 Listen and correct the postcodes.

3 Read the text about postcodes. Are the sentences true (T) or false (F)?

- 1 In Britain the word is *zip code*. ___
- 2 In Russia the postcode is a number. ___
- 3 S2 67X is an Australian postcode. ___
- 4 B6 7TT is a Manchester postcode. ___

Language note:

use *an* before a vowel sound: *an address*;
an Australian postcode

4 Work in pairs. What's your postcode? Tell your partner.

5 Work in pairs. A: turn to page 96. B: turn to page 100. Practise saying postcodes.

Grammar

What's the postcode?
What's your name?

- use *What's* (what is) to ask about things

1 Complete the questions with the words in the box.

address name phone number
postcode

- 1 A: What's your _____?
B: Paul Jackson.
- 2 A: What's your _____?
B: 01202 671150
- 3 A: What's your _____?
B: 2 London Street, Manchester.
- 4 What's your _____?
B: M3 6ST

2 1.15 Listen and check.

Grammar focus – explanation & more practice of *What's* on page 106



- The postcode is part of your address.
- In the US, the word is zip code.
- In Australia, China and Russia the postcode is a number.
- In Britain the postcode is numbers and letters. The first letter is the city:

L4 0TH is a Liverpool postcode (Liverpool is L)
G53 6XW is a Glasgow postcode (Glasgow is G)



Writing and Speaking

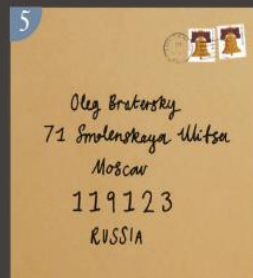
Work in pairs. Ask your partner questions to complete the form. Choose A or B.

- A talk about yourself, or
- B A: turn to page 96.
B: turn to page 100.

| | |
|--------------|--|
| Name | |
| Address | |
| Postcode | |
| Phone number | |

Useful phrases

- What's your name / address / postcode / phone number?
- Can you spell that?
- Can you repeat that?



B.1.2 The speaking activity from *New Headway Beginner* (2013, 45)



Negatives and pronunciation

3 Correct the sentences about Katya and Karl.

- 1 She lives in the town.
She doesn't live in the town. She lives in the country.
- 2 He gets up at ten o'clock.

- 3 She has a big breakfast.

- 4 He has a dog.

- 5 She works in an office.

- 6 He cooks dinner in the evening.

- 7 She goes to bed early.

- 8 They go out in the evening.

T 6.10 Listen, check, and repeat.

Talking about you

Work with a partner. Write the names of two people in your family. Ask and answer questions about them.

- Who is ... ?
- How old is ... ?
- What's ... job?
- Where does ... live?
- Where does ... work?
- What time does she/he ... ?
- Does she/he have ... ?

Marisa

Alfonso

Who is she?

She's my sister.

Who is he?

He's my grandfather.

Check it

5 Complete the questions and answers with *do, don't, does, or doesn't*.

- | |
|--|
| 1 '_____ you like ice-cream?' 'Yes, I _____.' |
| 2 '_____ she work in London?' 'Yes, she _____.' |
| 3 'Where _____ he work?' 'In a bank.' |
| 4 '_____ you go to work by bus?' 'No, I _____.' |
| 5 '_____ she go to bed early?' 'No, she _____.' |
| 6 '_____ they have a dog?' 'Yes, they _____.' |
| 7 '_____ he speak German?' 'No, he _____.' |
| 8 '_____ they live in the US?' 'No, they _____.' |

B.1.3 The speaking activity from *New English File Beginner* (2009, 19)

3 READING

a With a partner, decide which four questions you think are important for men and which four are important for women. Write 1–8 in the article.

- 1 Is it a nice colour?
- 2 Is it fast?
- 3 Is it big?
- 4 Is it cheap?
- 5 Is it easy to park?
- 6 Is it luxurious?
- 7 Is it 'macho'?
- 8 Is it safe?


b Read the article and check.

What car? Men and women are different


Important questions for men:
 _____ ? _____ ? _____ ? _____ ?

Important questions for women:
 _____ ? _____ ? _____ ? _____ ?

Mercedes, BMW, and Audi are very popular with men. 90% of drivers of the luxurious Mercedes S65 AMG (top speed 250 kph) are men. Big 4x4s are also very popular with men







Honda, Hyundai, and Volkswagen are popular with women. 65% of drivers of VW Beetle convertibles are women. Three of the top five women's cars are sports cars (but not very expensive sports cars). Women prefer cars that are small (easy to park) and safe. Colour is also very important.



Adapted from Forbes, a US magazine

4 PRONUNCIATION /æ/, /eɪ/, /ɑ:/, and /ɔ:/

a 2.24 Listen and repeat the words and sounds.

| | | | | | |
|---|-------|-----------|-------|----------|------------|
|  | black | fantastic | bad | family | man |
|  | same | day | say | table | |
|  | fast | glasses | card | father | |
|  | tall | small | short | daughter | board door |

b 2.25 Listen. Practise the phrases.

- a black cat
- a fantastic family
- the same day
- fast cars
- a small ball

5 SPEAKING & WRITING

a Talk in small groups about your car or your family's car.

My car is a Peugeot 207. It's small, it's green, and it's new. It's a very good car.

b Write about your 'dream' car.

My dream car is a _____ (model) It's a / an _____ car. (nationality)
 It's _____ (colour) It's _____ and _____ (adjectives)

c Now tell a partner.

6 2.26 **SONG** 🎵 *You're beautiful*

WORDS AND PHRASES TO LEARN

German (country = Germany)
 French (country = France)
 Wow!
 Look at *that car!*
 also
 important
 popular
 easy (opposite = difficult)
 safe (opposite = dangerous)
 with
 What's your favourite car?

B.1.4 The speaking activity from *Straightforward Beginner* (2013, 99)

Special event | 11a

2 Underline the words with the /i/ sound in the sentences. Practise saying the sentences.

1 I'm going to the bank. 3 I can't think.
2 She's speaking French. 4 Is English a difficult language?

SPEAKING

1  2.73 Read and listen to the dialogue. Match it to one of the pictures A-D.

A: Hi, how are you?
B: I'm fine.
A: Can you talk right now?
B: Yes, I can.
A: What are you doing?
B: I'm at home. I'm watching TV.

A



B



C



D



2 Work in pairs. Choose a different picture and make a similar dialogue.

3 Roleplay your dialogue.

ENGLISH AROUND YOU: international organizations

1  2.73 Glastonbury Festival is famous for its music, but also for social causes. Listen to the names of some well-known non-governmental organizations.


FAIRTRADE
FOUNDATION


ICRC




Save the Children

2 Which organizations do you know? What are they in your language?


3 Do you know any other English names for international organizations? What are they?



B.1.5 The speaking activity from *English Unlimited* Beginner (2010, 34)

4.3

Do you ... ?



4.3 goals

- say how you spend your time
- ask how people spend their time
- ask what people like

GRAMMAR

Do you ... ?

1 a **1.73** Listen to the conversations. What words do you hear?

speak watch do have you live

| | |
|-----------------|------------------|
| 1 ... football? | 3 ... near here? |
| 2 ... Spanish? | 4 ... children? |

I like coffee.
We live in India.


Do you like coffee?
Do you live in India?

b Practice. Make questions.


| | | |
|---------------------|-----------------------|------------------|
| 1 ... TV? | 4 ... in a bank? | 7 ... tea? |
| 2 ... in London? | 5 ... to school? | 8 ... the piano? |
| 3 ... Italian food? | 6 ... a mobile phone? | 9 ... Mozart? |

SPEAKING


2 a **1.74** Read and listen. Two students play a game in class. Which person is it?




Keiko I live in England. I work in an office. I like Japanese food.




Nick I live in London and I work in an office. I like football and American food.




Parveen I live in New York and I work in a shop. I drink tea and coffee. I like Italian food.



Marie I work in an office in New York. I like football and Chinese food. I drink coffee, but not tea.



José I live in the USA and I work in an office. I like Japanese food. I drink tea but not coffee.



Sayid I live in London and I work in a shop. I like football and Chinese food.

b Play a game.
Student A, choose a person.
The others, guess the person. Ask questions.

Do you live in London?

Do you like football?

B.2 The speaking activity samples at the Elementary level

B.2.1 The speaking activity from *Global Elementary* (2010, 83)

The great Eskimo vocabulary hoax

Do Eskimos really have more words for snow?

How many words do the Eskimos have for snow? In 1911, one book said there were four words. Some years later, another book said there were seven. In 1942 Benjamin Whorf, an American linguist, said that Eskimos have different words for snow because they see snow differently.

Over the years the story continued, and the numbers grew. Some books said that the Eskimos had a hundred words for snow, others said thousands. So, how many are there really? The truth is there isn't an easy answer to the question.

First of all, there isn't only one Eskimo language, there are many. Also, native people of the Arctic don't use the word Eskimo. They don't like it. They call themselves Inuit or Aleut. And finally, having words for different types of snow really isn't unusual: there are many words for snow in other languages too. In English, for example, we have sleet (a mix of snow and rain), slush (part snow, part water) or aizzard (a snowstorm) and others.

Linguists call Whorf's idea *The great Eskimo vocabulary hoax*. So the next time someone tells you that Eskimos have 1,000 words for snow, tell them it isn't true!

Grammar

Never people don't see the word Eskimo. They don't like it. It's very nice. It's a hoax.

- use it to replace singular nouns
- we also use it to talk about the weather and to talk about the time

1 What does it refer to in the sentences? Use the words in the box. There is one word you do not need.

is linguist is snow Inuit or Aleut sleet
slush The great Eskimo vocabulary hoax

2 It is a more correct word for Eskimo, Inuit or Aleut.

- It is the way of how the number of Eskimo words for snow grew.
- It is a mixture of snow and rain.
- It is the English word for a snowstorm.
- It is a kind of snow that is part snow and part water.

2 The conversations below are missing the word in four places. Complete them by putting it in the correct places.

1

A: Excuse me, what time is it?
B: Oh, it isn't past six.
A: Thanks.

2

A: Is this your car?
B: Yes, it is.
A: It's very nice.

3

A: Would you like to go to the park?
B: Now? It's cold and rainy.
A: Oh.

3 **3.26–3.28** Listen and check your answers.

Grammar focus + explanation
2. more practice of it on page 144

Speaking

Work in pairs. Choose one of the tasks below.

A Read the conversations from Grammar exercise 2 together.


B Change some information in the conversations from Grammar exercise 2. Then read them together.

C Choose two conversations from Grammar exercise 2. Read each one together and then try to continue it.

Glossary

is not true – a thing or what someone tells people that something is true when it is not true

is linguist (noun) – someone who studies and speaks a lot of languages



B.2.2 The speaking activity from *New Headway Elementary* (2013, 71)

3 Look at the pictures of London and Paris. Compare the two cities. Use *I think ...* and the adjectives from exercise 2.

- the Eiffel Tower/the Gherkin
I think the Eiffel Tower is taller than the Gherkin.
- the Métro/the Underground – €€€? £££?
I think the Métro is ...
- the weather – warm? wet?
I think it's ...
- the buildings
I think the buildings ...
- the people
I think the people ...



T 9.3 Listen and compare. Practise the lines.

4 **T 9.4** Listen to Rob, an Englishman who lives and works in Paris. Complete his sentences.

- The Métro is cheaper and easier to use than the Underground.
- Paris is certainly _____ than London.
- Paris, in fact, is _____ than London; but in London there are _____ wet days.
- The architecture in Paris is _____, but the buildings in London are _____.
- Life is _____ in London.
- Londoners are generally _____ than Parisians.
- People in London work _____ and they earn _____.
- In Paris, having a good time is _____.



5 Work with a partner. Close your books. Try to remember what Rob said.

PRACTICE

Comparing cities

1 Complete the conversations using the comparative form of the adjectives.

- A New York is older than London. (old)
B No, it isn't! New York is much more modern! (modern)
- A Tokyo is _____ Bangkok. (cheap)
B No, it isn't! Tokyo's much _____! (expensive)
- A Seoul is _____ Beijing. (big)
B No, it isn't! Seoul is much _____! (small)
- A Johannesburg is _____ Cape Town. (safe)
B No, it isn't! It's much _____! (dangerous)
- A Taxi drivers in New York are _____ taxi drivers in London. (good)
B No, they aren't! They're much _____! (bad)

T 9.5 Listen and check.

2 Work with a partner. Practise the conversations in exercise 1. Be careful with stress and intonation.

→
New York is much more modern!

3 Work in small groups. Compare two capital cities you know.
... is bigger than is nearer the, but ... is safer ...

Unit 9 • City living 71

B.2.3 The speaking activity from *New English File Elementary* (2009, 53)

| | | | |
|--|---|---|---|
|  |  |  |  |
| <p>The statue of _____ in _____.</p> | <p>The statue of _____ in _____.</p> | <p>The statue of _____ in _____.</p> | <p>The statue of _____ in _____.</p> |
| <p>_____ was born in Mazovia in P_____. In 1810. When he was seven years old he was already a brilliant pianist. He was a great composer and his piano music is world-famous and very popular.</p> | <p>_____ was born in 1412 in the village of Domrémy in F_____. She was only a young girl but she was also a soldier and a famous leader in the war against the English.</p> | <p>_____ was born in Norfolk, E_____, in 1758. He was a great sailor. He was famous for his victory against the French at the Battle of Trafalgar in 1805. His statue is in Trafalgar Square.</p> | <p>_____ was born in 1807. His family were from Genoa, in I_____. He was a famous politician and soldier, and a great leader.</p> |

4 READING

- a Look at the four statues. Who are they? Where are they? Label the photos with the people and cities.

| | | | |
|--------|-----------|--------|-------------|
| Nelson | Garibaldi | Chopin | Joan of Arc |
| Rome | Warsaw | Paris | London |

- b Complete the biographies with the names of the people and the countries they were from.
- c **5.4** Listen and check. Cover the texts. What can you remember about the people?

5 VOCABULARY word formation

- a You can often make the word for a person by adding an ending to a verb or noun. Look at the examples. What letters do you add?

| | |
|----------------------|--------------------------|
| verb → person | noun → person |
| paint <u>painter</u> | art <u>artist</u> |
| act <u>actor</u> | science <u>scientist</u> |
| write <u>writer</u> | music <u>musician</u> |

- b Read the texts again and find the words for people from these verbs and nouns.

1 piano _____
 2 compose (v) _____
 3 lead (v) _____
 4 sail (v) _____
 5 politics _____

- c Underline the stressed syllable and practise saying the words.

- d Think of a famous statue of a person in your town, or in the capital of your country. Write a short text about it. Say where it is, who it is, and what the person was famous for.

The statue of _____ in _____.
He / She was...

6 SPEAKING

Who was the top British person of all time?



In a BBC survey the winner was Winston Churchill. Other people in the top ten were William Shakespeare, Lord Nelson, John Lennon, and Queen Elizabeth I.

- a In groups of three, decide who you think are the top three people of all time from *your* country.
- b Tell the class about them.

We think number 1 is _____.
He / She was a famous...

B.2.4 The speaking activity from *Straightforward Elementary* (2013, 35)

1600 Pennsylvania Avenue | 3B

3 Work in pairs. Ask and answer the questions.

In your house or flat ...

- 1 where do you watch TV?
- 2 where do you eat?
- 3 where do you study?
- 4 where do you sleep?

GRAMMAR: *there is/there are* & *How many*

Affirmative

There is a tennis court.

There are three kitchens.

Negative

There isn't a restaurant.

There aren't any public telephones.

Question and short answer

Is there a bathroom? Yes, there is. No, there isn't.

Are there any offices? Yes, there are. No, there aren't.

Use *How many* to ask questions.

How many bedrooms are there? There are 16 bedrooms.

SEE LANGUAGE REFERENCE PAGE 40

4 Make questions. Use *How many*.

- 1 bedrooms / your house
How many bedrooms are there in your house?
- 2 students / class today
- 3 bathrooms / your house
- 4 teachers / your school
- 5 books / your bag today

5 Work in pairs. Ask and answer the questions in exercise 4.

SPEAKING

- 1 Draw a map of your house or flat. Prepare a short presentation of your home. Use the words from the lesson and the useful language to help you.

Useful language

So, this is my home.

There are ... rooms. This is the bedroom/ living room/kitchen ...

There's a bathroom/bedroom/study here.

- 1 Make sentences about the White House. Use *There's .../There are ...* for affirmative (+), and *There isn't .../There aren't any ...* for negative (-).

- 1 a small cinema (+) *There's a small cinema.*
- 2 public bathrooms (-) *There aren't any public bathrooms.*
- 3 two swimming pools (+)
- 4 a restaurant (-)
- 5 three kitchens (+)
- 6 seven lifts (+)
- 7 public telephones (-)

- 2 Make questions using the words in the table.

| | | | | |
|-----|-------|-----|-------------|--------------------|
| Is | there | a | bathroom | at your school? |
| Are | | any | dining room | in your classroom? |
| | | | restaurant | in your bedroom? |
| | | | windows | in your house? |
| | | | telephones | |

- 3 Work in pairs. Ask and answer the questions from exercise 2.

DID YOU KNOW?

- 1 Work in pairs. Read about 10 Downing Street and discuss the questions.

Number 10 Downing Street,

also called Number 10, is the official residence of the Prime Minister of Britain. It is in the centre of London, in Westminster. It's a big house, and inside there are offices and a flat for the Prime Minister's family. There is one entrance through a black door on Downing Street. A police officer always stands outside the door. There aren't any public visits to Number 10, but thousands of tourists come every year to visit the street and look at the door.



- Does the president or prime minister of your country have a famous house? Where is it?
- Are there any other famous houses or flats in your country? Where are they?

| 35

B.2.5 The speaking activity from *English Unlimited* Elementary (2010, 99)

12.1

What are your symptoms?

LISTENING AND READING



Marc, from Lyons in France, is in the UK on a work trip. He goes to a pharmacy.

- 1 **3.29** Listen to the first part of Marc's conversation with the pharmacist. What problems does Marc have?
- 2 Match the pharmacist's questions with Marc's answers.

| | |
|---|-------------------------------|
| 1 What are your symptoms ? | a Just dairy products. |
| 2 Are you allergic to anything? | b No, not at the moment. |
| 3 Are you taking any other medicine ? | c I've got a pain in my back. |
- 3 **a** Read the medicine packages below. Which medicine is best for Marc? Why?



HOTLEM
For cold symptoms, including headache, sore throat and high temperature.

How to take: Put one sachet of powder into a cup and fill with hot water (not boiling). You can add sugar or honey.

How much to take: Adults and children over 12 years: 1 sachet every 4 to 6 hours. Do not take more than 4 sachets in 24 hours. Do not give to children under 12.

WARNING CONTAINS PARACETAMOL.
DO NOT TAKE IF YOU ARE ALLERGIC TO PARACETAMOL.

Paracetamol
500 mg tablets

For the relief of aches and pains, including headache and toothache.

KEEP AWAY FROM CHILDREN
Do not take with alcohol.
If symptoms continue, go to your doctor.

DOSE: Adults and children over 12 years: 1 to 2 tablets every 4 to 6 hours. Do not take more than 8 tablets in 24 hours. Children 6 to 12 years: half to one tablet every 4 to 6 hours. Do not take more than 4 tablets in 24 hours. Not for children under 6.

- 4 **b** **3.30** Listen to the second part of Marc's conversation. Does he buy Hotlem or paracetamol?
- 4 Read the packages again. Are these sentences true or false?
 - 1 You shouldn't give Hotlem to a ten year-old.
 - 2 Hotlem has paracetamol in it.
 - 3 An adult can take six sachets of Hotlem in 24 hours.
 - 4 You can drink wine with paracetamol.
 - 5 An adult shouldn't have more than eight tablets in 24 hours.
 - 6 You can give paracetamol to a five year-old.

PRONUNCIATION

Linking consonants and vowels 1

- 5 **a** **3.31** Listen to sentences from Marc's conversation. Notice how a consonant at the end of a word links to a vowel at the beginning of the next word.

- 1 Do you need any help?
- 2 What are your symptoms?
- 3 I've had the headache for about an hour.
- 4 I've got a pain in my back.
- 5 This is the best thing.

Do you need any help?
consonant vowel

b Practise saying the sentences.

SPEAKING

- 6 **a** Work in A/B pairs. A, you're the pharmacist. B, you feel ill. Have a conversation and buy some medicine.
- b** Change roles and have another conversation.

Hello. Can I help you?

Yes. I'd like something for ...

B.3 The speaking activity samples at the Pre-Intermediate level

B.3.1 The speaking activity from *Global Pre-Intermediate* (2010, 43)

Grammar

*I hope to have a lot of money.
I would like to be super intelligent.
I am looking forward to being older.
I'm going to be a fun but good teacher.*

- use *hope, plan, want* and *would like* to talk about future hopes that aren't definite
- use the infinitive after *hope, plan, want* and *would like*
- use *look forward to* to talk about definite future plans
- use *be going to* to talk about things you have already decided to do

1 How many correct sentences can you make with the words in the table? Use the text to help you.

| | | | | | |
|---|----|------------|-----|---------|--------|
| I | 'm | hope | to | get | a good |
| - | - | going | get | getting | job. |
| | | looking | | | |
| | | forward | | | |
| | | planning | | | |
| | | want | | | |
| | | would like | | | |

2 Complete the text using the correct form of the words given.

The hopes of children

In a survey of English schoolchildren, researcher Cathie Holden found that, for their personal future, the majority of boys and girls hope to *go / going to* university or college. They also all hope *getting / to get* a good job. More boys are *planning to pass / pass* their driving test than girls, and more girls are looking forward to *have / having* children.

For their local area, children in the report said they hope for less violence and fewer poor people. They also said that they would like *have / to have* more parks and places to play. The majority of boys and girls are looking forward to *living / live* in a world without wars and an important number of them said they would like things to *get / getting* better in the developing world.

G Grammar focus – explanation & more practice of future tenses on page 138

Speaking

1 Choose three of the ideas in the box that you would like to talk about.

- A place you hope to visit one day
- Something you hope you don't do in the future
- Something you're not looking forward to
- A person you'd like to meet one day
- A person you're going to see today

2 Work in pairs. A: tell B about your ideas. B: ask for more information.

3 Swap roles and repeat.



I'm planning to have one child and spend lots of time with him or her.

I want to be good looking.

I'd like my dad to understand me one day.

No wars because my brother's dad will die, he's in the army.

I'd like to have less pollution in my city.

I'm going to be a fun but good teacher.

I'm looking forward to being older and not having to listen to my parents any more.

I want to have a nice house.

I want to be wise.

I'm going to get a good wife.

I'd like people to grow up but never die.

For the world to be more human.

I'd like to make a difference.

B.3.2 The speaking activity from *New Headway Pre-Intermediate* (2013, 21)

EVERYDAY ENGLISH

Making conversation

1 **T 2.6** Listen to two conversations. Maria and Jean-Paul are foreign students in Britain. Their teachers are trying to be friendly. Which conversation is more successful? Why?

2 Obviously, it is impossible to tell someone how to have a conversation, but here are some things that help.

- Ask questions.
- Show that you're interested.
- Don't just answer *yes* or *no*.
- Try to add a comment of your own.
- Don't let the conversation stop.

Find examples of these in the tapescripts on p119.



3 Match a line in A with a reply in B and a further comment in C.

| A | B | C |
|---|------------------------|--|
| 1 What a lovely day it is today! | I'm enjoying it. | Was it a good game? |
| 2 It's very wet today. | Yes, no problems. | That's very kind of you. |
| 3 How are you today? | I'm very well, thanks. | We had a pub lunch and went for a walk. |
| 4 Did you have a nice weekend? | No, I missed it. | The plane was a bit late, but it didn't matter. |
| 5 How are you finding living in London? | Thank you. | Makes you feel miserable, doesn't it? |
| 6 Did you have a good journey? | Thank you very much. | I got it in Paris last year. |
| 7 Did you watch the football yesterday? | Yes. | How about you? |
| 8 What a lovely coat you're wearing! | Yes, it was lovely. | It was a bit strange at first, but I'm getting used to it. |
| 9 If you have any problems, just ask me for help. | Mm. Horrible. | Beautiful, isn't it? |

T 2.7 Listen and check. Practise the conversations with a partner.

4 Think of three questions to ask someone about each of these subjects.

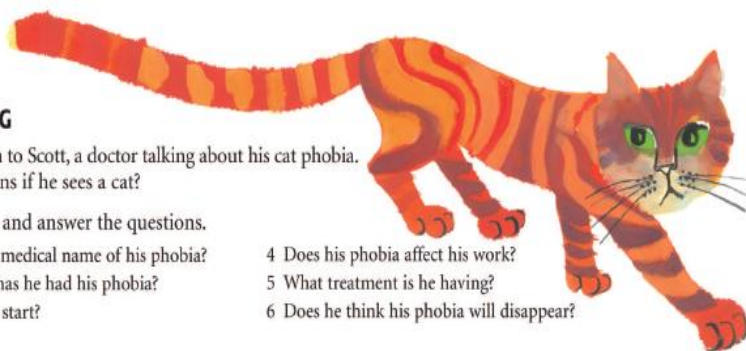
- job • home • free time • last holiday

5 Invent a new name and background for yourself.

My name's James Bond. I'm a spy. I have homes in London, Moscow, and Beijing ...

Stand up! You're all at a party. Try to make some friends.





B.3.3 The speaking activity from *New English File Pre-Intermediate* (2009, 77)**3 LISTENING**

- a **71** Listen to Scott, a doctor talking about his cat phobia.
What happens if he sees a cat?
- b Listen again and answer the questions.
- 1 What's the medical name of his phobia?
 - 2 How long has he had his phobia?
 - 3 How did it start?
 - 4 Does his phobia affect his work?
 - 5 What treatment is he having?
 - 6 Does he think his phobia will disappear?

4 PRONUNCIATION /i/ and /aɪ/, sentence stress

- a Put these words in the right column.

| | | | | | | |
|----------|----------|--------|-------|------|------|------|
| child | children | in | I've | like | life | line |
| live (v) | mine | minute | since | win | | |

| | |
|---|---|
|  |  |
| | |

- b **72** Listen and check. Practise saying the words.

- c Practise saying the sentences.

I've lived here since I was a child.

I've liked wine since I lived in Italy.

- d **73** Listen and repeat the questions. Copy the rhythm.

| | | |
|----------------|------------------------|----------------------------------|
| 1 lived here | have you lived here | How long have you lived here? |
| 2 known him | have you known him | How long have you known him? |
| 3 been married | have they been married | How long have they been married? |
| 4 had his dog | has he had his dog | How long has he had his dog? |

5 SPEAKING

Ask and answer in pairs.

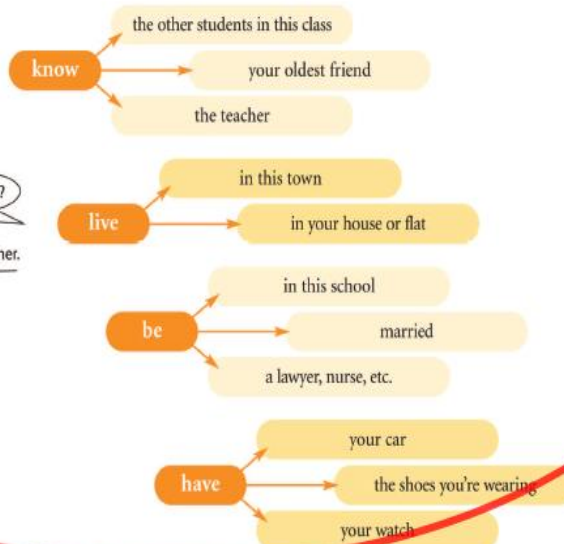
A ask **B** six *How long ...?* questions with a verb phrase.

B answer with *for* or *since*.

Give more information if you can. Then swap roles.

How long have you known your oldest friend?

Since we were at primary school together.



B.3.4 The speaking activity from *Straightforward* Pre-Intermediate (2013, 77)

The futurological conference | 8A

2 Now read about the conference talks. Match the titles a–j in exercise 1 to the descriptions 1–7.

3 Complete the sentences with words from the box.

cures energy satellites source
technology theory

- The sun is the most important _____ of light for our planet.
 - At the moment, most of our _____ comes from oil.
 - We will need to find _____ for new diseases.
 - Gödel's _____ of time travel says that we will need to travel faster than the speed of light.
 - American military _____ is becoming more and more advanced.
 - _____ in space carry many different kinds of equipment.
- 4 Which of the talks at the conference would you like to go to? Why?

I'd like to go to the talk by Judith Amos because I'm interested in green politics.

GRAMMAR: predictions 1 (*may, might & will*)

We can use *will/won't* + infinitive to talk about things we are sure will happen in the future.

There will be more than 1 billion people over 60 years old.

We won't be able to travel in time.

We can use *may/might* + infinitive when we are less sure things will happen in the future.

The world may become more dangerous. Scientists might find life on other planets.

sure not sure sure
←-----→
will may/might won't

SEE LANGUAGE REFERENCE PAGE 84

1 Correct the mistakes in the sentences.

- I think that our teacher will give us a test next week.
- I may be go to America soon.
- I may not to get married.
- I think my country might wins the next World Cup.
- I'll always remembering the people in this class.
- I think that it will rains tomorrow.
- I'll never living in another country.
- I won't to become rich or famous.

2 Change the sentences in exercise 1 so that they are true for you.

3 How will life be different for you/your family:

- in one year's time?
- in ten years' time?

Work in pairs. Talk about the topics in the box.

appearance home money work

PRONUNCIATION: contractions 2

1 2.6 Listen to these contractions and repeat.

I'll it'll there'll we'll what'll you'll

2 Match a phrase in column A with a response in column B.

- | A | B |
|--|-------------------------|
| 1 Aren't you ready yet? Hurry up! | a I'll be OK. |
| 2 Be careful – it's very dangerous. | b I won't be long. |
| 3 I wonder where they are. | c You'll like it. |
| 4 Let's have a drink before the film starts. | d We'll be late. |
| 5 What's this? I've never eaten that before. | e They'll be here soon. |

3 2.7 Listen to the recording to check your answers.

4 Work in pairs. Practise the exchanges in exercise 2.

SPEAKING

1 2.8–2.10 Listen to three people speaking. Match the speakers 1–3 to three of the topics a–j below.

The future of:

- | | |
|-------------|----------------|
| a computers | f medicine |
| b crime | g my country |
| c education | h restaurants |
| d holidays | i shops |
| e languages | j space travel |

2 Choose a topic from the list. You must talk about the topic for thirty seconds without stopping. Before you speak, spend some time preparing what you are going to say.

| 77

B.3.5 The speaking activity from *English Unlimited* Pre-Intermediate (2010, 67)

8.1

PRONUNCIATION

Contrastive stress

Can I see that jacket, please?

The blue one?

No, the black one.

GRAMMAR

some, any

| | |
|--|---|
| <p>⊕</p> <p>There are <u>some</u> second-hand stalls just over there.</p> <p>I might have <u>some</u> other sizes.</p> | <p>?</p> <p>c Excuse me?</p> <p>s Yeah, do you need <u>some</u> help?</p> <p>Do you have <u>any</u> silver candlesticks?</p> <p>Do you have <u>any</u> other colours?</p> |
| <p>⊖</p> <p>We don't have <u>any</u> second-hand clothes.</p> | <p>s Do you need <u>any</u> help?</p> <p>c No thanks, I'm just looking.</p> |

5 a **2.34** Listen to 2 and 4 from 4a. Notice that two of the words have strong stress.

c Can I have a look at those ones there? c I could give you eighty.

s These big ones? s I'll do it for eighty-five.

c No, the smaller ones. c Well ... OK, I'll take it.

b Now look at 3 in 4a. Which two words have strong stress? What about in 5?

c **2.35** Listen to check. Practise saying 2–5 in 4a.

6 In pairs, take turns to start the conversations from 4a. Answer with your own ideas.

Do you have any ... ?

1 Look at the examples in the table. Then complete 1–4 with *some* and *any*.

| | |
|--|---|
| <p>⊕</p> <p>There are <u>some</u> second-hand stalls just over there.</p> <p>I might have <u>some</u> other sizes.</p> | <p>?</p> <p>c Excuse me?</p> <p>s Yeah, do you need <u>some</u> help?</p> <p>Do you have <u>any</u> silver candlesticks?</p> <p>Do you have <u>any</u> other colours?</p> |
| <p>⊖</p> <p>We don't have <u>any</u> second-hand clothes.</p> | <p>s Do you need <u>any</u> help?</p> <p>c No thanks, I'm just looking.</p> |

1 In positive sentences, we usually use ____.

2 In negative sentences, we usually use ____.

3 In questions, we use ____ when we don't know the answer.

4 In questions, we use ____ when we expect the answer 'yes' (offers, requests, etc.).

2 a Add *some* or *any* to sentences 1–5 in the conversation.

some

1 **STALLHOLDER** Hello. Do you need *some* help?

2 **CAROLINA** Yes. Do you have bookcases?

3 **s** Yes, we do. We've got nice bookcases over here.

c Oh, right. How much is the big one?

4 **s** It's 110, but we've got cheaper ones. This black one's just 80.

5 **c** Hm. Do you think you'll get more?

s Yes, I get them in quite often, so you could try again in a few weeks.

b **2.36** Listen to a conversation with possible answers. Are your answers the same?

c In pairs, change the underlined expressions and have more conversations.

SPEAKING

3 a Work in A/B pairs. Choose the rug, antique or jacket stall in the photos on p66.

A, you're the stallholder. Decide on prices for things in the photo.

B, you want to buy something for a good price. Choose something.

b Role play together.

4 Change roles and choose another stall. Role play again.


5 Tell the class what you bought and how much you paid.

Portobello Market, London

B.4 The speaking activity samples at the Intermediate level

B.4.1 The speaking activity from *Global Intermediate* (2011, 26)

UNIT 2 Function globally generalising and giving examples




Warm up

1 Work in pairs. Look at the pictures and compare and contrast them.

- Who are the people in the photos? Describe them.
- Where are they? What do you think they are listening to?
- How would you describe their mood?

2 Write down what you think one of the people in each picture is thinking. Then work in pairs and compare what you wrote.

Listening

1  1.24 Listen. What is the situation? Who is speaking?

2 What is the speaker talking about? Choose one of the topics in the box.

company news economics maths philosophy
sales techniques time management

3 Listen again. Are the sentences true (T) or false (F)?

- 1 Confucius thought duties were very important.
- 2 Most of Confucius's followers were educated men.
- 3 His followers had no problems living the way Confucius expected.
- 4 He expected his followers to be unselfish.
- 5 His favourite student was the son of a rich man.

Language focus

Match the general statements 1–3 from the listening to the examples a–c. Then listen again and check.

- 1 Generally speaking he believed that people have obligations rather than rights.
- 2 On the whole, Confucius's students were young men from good families.
- 3 Most of the time, however, these students found it difficult to live in the way that Confucius expected;

a such as the sons of bankers or officials.
b for instance, Confucius thought people should always think of the interests of other people.
c for example to one's family and one's elders.

2 Underline the phrases used to make general statements and the phrases used to give examples in the sentences in exercise 1.

Speaking

1 Work in pairs. Choose one of the tasks below. Use the new expressions you have learnt.

A Tell your partner about ...

- something you generally like and give examples.
- something you don't generally enjoy and give examples.

B Tell your partner about a member of your family or a friend. Make three general statements and give specific examples.

26 Unit 2 Function globally

B.4.2 The speaking activity from *New Headway Intermediate* (2013, 29)

EVERYDAY ENGLISH

Giving opinions

- 1 **T 3.16** Read and listen to the conversation. What is it about? Which two people agree with each other?

A So, what do you think of Meg's new boyfriend? He's really great, isn't he?

B Definitely! I think he's absolutely fantastic!

A Mmm. Me too. I just love the stories he tells.

B So do I. He's very funny. I really like his sense of humour.

A They get on so well together, don't they?

C Well, maybe. He's quite nice, but I don't think that he's the one for her.

B That's rubbish! They absolutely adore each other!

C Mmm, I'm not so sure.

B Come on! You're just jealous. You've always fancied her.

C Actually, that's not true at all. But I quite like her sister.

In groups of three, practise the conversation.

- 2 Listen again to the conversation. Answer the questions.

1 A and B agree with each other. What are their actual words?

2 A uses two question tags. Practise them.

He's really great, isn't he?

They get on so well together, don't they?

Is A really asking for information, or does she just want the others to agree with her?

- 3 Complete these question tags.

1 We had a great time in Paris, didn't we ?

2 The weather was lovely, _____?

3 The French really love their food, _____?

4 It's a lovely day today, _____?

5 Alice and Tom are a really lovely couple, _____?

6 Tom earns so much money, _____?

7 They want to get married, _____?

- T 3.17** Listen and check.

SPOKEN ENGLISH Making an opinion stronger

- 1 Adverbs like *very*, *really*, *just*, and *absolutely* help make an opinion stronger.

It's good. → *It's very good.* → *It's really good.*

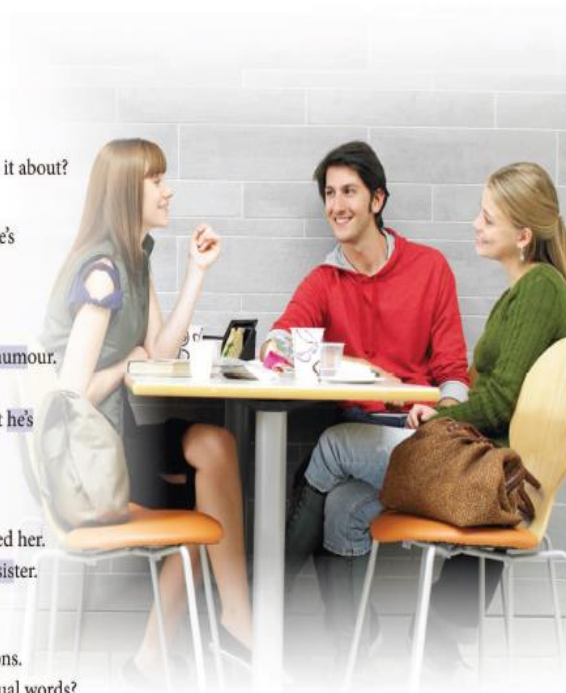
It's bad! → *It's just awful!* → *It's absolutely awful!*

- 2 We can use an adverb to qualify an adjective or a verb.

He's really great, isn't he?

I really don't like his sense of humour.

Find more examples in the conversation in exercise 1.



- 4 Work in pairs to make these opinions stronger. Use a wide voice range to sound enthusiastic.

1 She's quite nice. *She's absolutely wonderful!*

2 The film was good. *just brilliant*

3 The hotel's all right. *really fabulous*

4 I like dark chocolate. *absolutely adore*

5 I quite like Peter. *really love*

6 The book wasn't very good. *absolutely awful*

7 I don't like noisy bars. *just can't stand*

- T 3.18** Listen and repeat.

- 5 Write down some opinions on ...

- the last film you saw
- something in today's news
- the weather
- the clothes that someone is wearing today
- what a celebrity is doing at the moment
- a programme on TV

- 6 In pairs, ask for and give opinions.

I saw that new film last week.

Oh! What did you think of it?

Great! I really enjoyed it.
The acting was just amazing!

B.4.3 The speaking activity from *New English File Intermediate* (2009, 55)**5 LISTENING**

- a Look at this extract from a TV guide and the photo and answer the questions.

8.00 That'll Teach 'Em

Final part of the six-part series following a group of modern 16-year-old school children in a 1950s boarding school. This week. Exams!



- 1 What do you think the idea of the programme was?
- 2 Which of these things do you think pupils hated the most?

| | |
|-------------------------------|------------------------------|
| the food | wearing a uniform |
| not being able to watch TV | going for cross-country runs |
| not being able to use mobiles | having cold showers |
| having a lot of homework | |
- 3 What do you think the discipline was like? How do you think the children were punished for behaving badly?
- 4 Do you think the pupils did well or badly when they took 1950s exams?

- b **4.7** Listen to a TV critic talking about the programme *That'll Teach 'Em*. Check your answers to a. Were you surprised?

- c Listen again and mark the sentences T (true) or F (false).

- 1 16 children took part in the experiment.
- 2 They didn't have to sleep at the school.
- 3 The uniforms were not very comfortable.
- 4 They had to stay inside the school grounds all the time.
- 5 The children weren't allowed to talk during the classes.
- 6 They really missed being able to use computers and calculators.
- 7 They thought the classes were boring.
- 8 Exams today are easier than in the 1950s.
- 9 The children failed because they weren't intelligent enough.
- 10 Most of the children enjoyed the experiment.

- d Do you think school exams in your country are easier than they used to be?

6 SPEAKING

- a In groups, each choose one different topic from the list below. Decide if you agree or disagree, and write down at least three reasons.

Private schools are usually better than state schools.

All schools should let children wear whatever they want at school.

Cooking and housework should be taught at all schools.

Physical education should be optional.

Girls study better without boys in the class.

School summer holidays should be shorter.

Boys study better in a mixed class.

- b Explain to the rest of your group what you think about your topic. The others in the group should listen and say if they agree or disagree with you and why.

Useful language

First of all... My first point is that...


Secondly... Another important point is that...

Finally...

B.4.4 The speaking activity from *Straightforward* Intermediate (2013, 69)

Life changes | 78

1 Work in pairs. Look at the list of life-changing events below and discuss these questions.



2 Imagine that you have just made a big life change. Use your imagination or choose one of the ideas on page 127. Write your answers to these questions in notes form.

- What change have you just made?
- Why did you decide to make this change?
- How long have you been doing what you are now doing?
- What difficulties did you face at the beginning?
- Are you happy with the change?
- Are there any aspects you particularly enjoy? Are there any that you really don't like?
- How long do you think you'll continue with this new lifestyle?

3 Work in pairs. Interview your partner about their life change. Find out as much as you can about their new lifestyle.

Useful language

What's the most difficult thing you ...
 really didn't know what to expect ...
 at first I was excited/nervous/happy ...
 took me some time to ...
 from the start I really enjoyed/loved/hated ...
 it's the best thing I've ever done!
 and recommend it to anyone!

4 Work in pairs. Read about legal ages and discuss the questions.

From a legal point of view, life in England and Wales begins at the age of ten. The law says that children from ten upwards can understand the consequences of their actions. The next big birthday is at sixteen, when you can leave school, get a job and pay tax. You can also leave home and get married (if your parents agree). At seventeen, you can drive or ride a small motorbike. At eighteen, you can get married without your parents' permission and you can finally vote. You can also buy alcohol, smoke, play the National Lottery and get a tattoo.

- Are these ages the same or different in your country?
- What do you think the various minimum legal ages should be?

5 Which are the three most important changes?
 Which is the most difficult decision to make?
 Which is the easiest change to deal with? Which is the most successful?
 Have you had to make any of these changes in your life? If yes, what difficulties (if any) did you face?

| 66

B.4.5 The speaking activity from *English Unlimited* Intermediate (2010, 49)

6.2

PRONUNCIATION

Linking
consonants and
vowels

- 5 a When a word ending in a consonant sound is followed by a word beginning with a vowel sound, the two sounds usually link. Look at the example in 1, and mark the sounds that link in 2–5.

1 turn it on 2 switch it off 3 plug it in
4 shut it down 5 click on it

- b 2.3 Listen to check. Practise saying 1–5.

SPEAKING

- 6 a 2.4 Listen to instructions for using a piece of equipment. What do you think it is?
b Think about a piece of equipment you often use. Write instructions for how to use it. Don't say what the equipment is.
c Listen to each other's instructions. Can you guess what they are for?

Have you thought about ... ?

GRAMMAR

Verb + -ing

- 1 a Some verbs can be followed by -ing. Complete sentences 1–6 from the conversation with a–f.

| | |
|---------------------------------|--|
| 1 My router keeps | a leaving your router on all the time. |
| 2 Have you tried | b getting a new one? |
| 3 Try and avoid | c switching everything off and on again? |
| 4 You should think about | d going wrong. |
| 5 Have you considered | e moving everything again. |
| 6 I can't face | f turning it off at night. |

- b In which sentences 1–6 is the speaker:

a complaining? b giving advice and suggestions?

- 2 a Complete Vishal's conversation with Nicky using the expressions in the box. Put the verbs in the correct form.

try talking avoid going can't face going consider telling keep asking



Grammar reference
and practice, p139

VISHAL I ¹ _____ to work tomorrow.
NICKY Really? Can you work at home?
VISHAL No, I'm having computer problems.
NICKY Oh, no. Anyway, I thought you liked your job. What's the problem?
VISHAL My boss ² _____ me to do her work! She asked me every day last week.
NICKY Have you ³ _____ to her about it?
VISHAL No, I find her really difficult to talk to. And she always comes and sits with me at lunch, when I want to relax.
NICKY Well, can you ⁴ _____ to lunch at the same time as her?
VISHAL No, not really. The whole team eats together most days.
NICKY Hm. Have you ⁵ _____ someone else about the problem?
VISHAL Yeah, maybe I should.

- b 2.5 Listen to check. What would you do in Vishal's situation?

SPEAKING

- 3 Think of two or three things in your life you aren't happy about. It could be:

- some equipment that doesn't work
- an arrangement you don't want to keep
- something you have to do at work
- someone who's annoying you at the moment

- 4 Talk together about your problems. Make suggestions and give each other advice. Try to use the **verb + -ing** expressions from 1a.

My computer keeps crashing.

Have you thought about getting a new one?

B.5 The speaking activity samples at the Upper-Intermediate level

B.5.1 The speaking activity from *Global* Upper-Intermediate (2011, 36)

UNIT 3 Land & Sea

Part 4

Speaking
MapsListening
The Carta MarinaGrammar
Adjective orderPronouns
Sea Fever poem

Speaking

1 Work in pairs. Choose three of the questions below and ask and answer.

- Do you like maps?
- Are you good at reading maps?
- Do you have a map in your home? What is it? Where is it?
- Have you ever used a 'satnav' (a satellite navigation system)? Do you prefer using it to a map?
- Could you draw a reasonably accurate map of your country?

2 Look at the *Carta Marina* map below. What does it show? How old do you think it is?



Listening

1 **1.47** Turn to page 132 and listen to a description of a section of the *Carta Marina*. Point to the items in the order that you hear them.

2 Listen again and answer the questions.

- When and where was the *Carta Marina* drawn? How big is it?
What weren't ancient mariners worried about, according to the speaker?
- 1 What is interesting about the monster?
 - 2 What is a Leviathan?

3 Here are descriptions of common sea monsters that appear in legends of many different cultures. Do you recognise any of them? Do you know of any other ones?

- An enormous squid or octopus that pulls boats down to the bottom of the sea.
- A giant white shark that eats people and terrorises beaches.
- A huge sea serpent that lives in very deep lakes.
- A creature with the head and body of a woman, and the tail of a fish.
- A giant sea monster with several heads.



B.5.2 The speaking activity from *New Headway* Upper-Intermediate (2012, 85)

EVERYDAY ENGLISH

Making your point

1 **T 90** Listen to Vicky, Al and Beth-Anne talking about whether people should pay more tax on fast food. Who is for it, who is against it, and who is undecided?



2 Match a line in A with a line in B as they appear in the transcript on p135.

| A | B |
|---------------|--------------------------------|
| If you | is that ... |
| Another thing | the point. |
| That's not | I understand it ... |
| The point | you the truth ... |
| To tell | my opinion ... |
| I suppose | worries me is that ... |
| As far as | I'm trying to make it that ... |
| Anyway, as I | point is that ... |
| If you want | the problem is that ... |
| As | was saying ... |
| But the main | I'm concerned ... |
| What really | ask me ... |

T 11 Check your answers. Listen carefully and practise the lines.

Music of English *12*

Notice the stress patterns in the expressions for making your point. It's important that you get the stress pattern right if you want to make your point forcefully.

3 Write the adverbs that end in -ly in transcript 9, 11.

fratly secondly personally

4 Match a line in A with a line in B.

| A | B |
|-----------------------|--|
| 1 First of all, | there are problems with the cost. |
| 2 As well as this, | I'd like to give my conclusion. |
| 3 Finally, | I'd like to look at the general problem. |
| 4 In my opinion, | how do you educate people to have a better diet? |
| 5 Generally speaking, | fast food should be totally banned. |
| 6 The problem is, | as a nation we don't do enough exercise. |
| 7 As far as I know, | I don't know the answer to this problem. |
| 8 To be exact, | there are five others like this. |
| 9 To be honest, | this problem is quite common. |

5 Have a class debate. Choose a topic you feel strongly about, something local to your situation perhaps, or one from this list.

- Bring vegetarian
- Smoking in public places
- Diets
- Experiments on animals

Divide into groups to prepare your ideas. When you're ready, conduct the debate.


▶ **WRITING** Writing for talking... What issues to talk about is ... p120

B.5.3 The speaking activity from *New English File* Upper-Intermediate (2009, 79)

Pat Gibson, sports journalist

The plus sides – I must have seen some of the most spectacular moments in cricket and football over the past forty years. I've also had the ⁶ _____ to travel to places I wouldn't have seen otherwise, like India, Australia, New Zealand, the Caribbean, South Africa and Fiji. There are much ⁷ _____ ways to make a living and it's great to get away from Britain as much as you can during the winter.

One of the main downsides is the ⁸ _____. You don't work regular hours – you can spend a couple of days not working, but you never relax because you're waiting for the phone to ring. And then, when a story breaks – it might be on your day off, it might be in the middle of the night – you just have to ⁹ _____ everything and go. And you never know what time you're going to be home. Another thing is the constant travelling. It's been fantastic visiting the Taj Mahal or spending Christmas Day on the beach in Australia, but it does get lonely and it can also be very ¹⁰ _____. I've spent a large proportion of the last forty years driving up and down the motorways of Britain, which I can assure you isn't much fun.



5 SPEAKING


a You are going to debate the following topic in small groups.

Celebrities have to accept that the media publishes stories about their private lives. That is the price they pay for being rich and famous.

- Divide into groups of four, two As and two Bs.
- The As are going to defend the right of newspapers to publish stories about famous people's private lives.
- The Bs are going to defend the celebrities' right to keep their private lives private.
- Prepare at least four arguments, and give examples.

b Hold the debate. The As begin, each making two of their points. The Bs take notes. Then the Bs speak and the As take notes.

c Now, each side try to argue against the points made by the other side.



d You're going to listen to Alice, a freelance restaurant critic, and Tim, a war reporter, talking about the good and bad sides of their jobs. Before you listen, predict some of the things they might say.

e **5.15** **5.16** Listen and check. Then listen again and mark the sentences T (true) or F (false). Correct the false sentences.

The restaurant critic

- 1 She sometimes reviews restaurants in other countries.
- 2 She never orders the most expensive things on the menu.
- 3 She often misses having company when she's eating out.
- 4 She used to be slimmer than she is now.
- 5 She goes back to restaurants she has criticized.
- 6 She never feels like eating out at weekends.

The war reporter

- 1 Most war reporters would prefer regular hours.
- 2 They choose the job partly because it's dangerous.
- 3 The job can be quite lonely.
- 4 He has problems getting used to normal life when he comes home.
- 5 Being a war reporter is more dangerous than it used to be.
- 6 One of his best friends was kidnapped last year.

f From what you've read and heard, which person's job would you most like to have? Which one would you least like to have?

MINI GRAMMAR as

It's great to get away from Britain **as** much **as** you can during the winter.

I work **as** part of a team.

We can use *as* in many different ways:

- 1 to give a reason: *As it was raining, we didn't go out.* (*as* = because)
- 2 to compare people or things: *She's as tall as me.*
- 3 to describe somebody or something's job or function: *She works as a nurse. We had to use a handkerchief as a bandage.*
- 4 to say that something happened while something else was happening: *As they were leaving the postman arrived.* (*as* = when)

Decide how *as* is used in each sentence and write 1–4 in the box.

A The review in *The Times* wasn't as good as the one in *The Guardian*.

B You can use that glass as a vase for the flowers.

C I got to the airport really quickly as there was hardly any traffic.

D As he was driving home it started to rain.

E My son's hair got darker as he got older.

F He got a job with the BBC as a programme researcher.

[➔ Phrasal verbs in context p.157.](#)

B.5.4 The speaking activity from *Straightforward* Upper-Intermediate (2013, 102)

10D | A good job

SPEAKING

- 1 Work in pairs. Discuss this situation. A friend is worried about a job interview they have next week and needs some help preparing for it. What advice would you give him/her?
- 2 Read the advice sheet below and answer the questions.
 - 1 Do you think the advice is helpful?
 - 2 Which question would you find most difficult to answer? Why?
 - 3 Think of three more questions an interviewer might ask.
 - 4 Have you, or anyone you know, been interviewed for a job recently?
 - 5 What was the job? What questions did the interviewer ask? Did you (or they) get the job?

LISTENING

- 1 🎧 2.18 Listen to Annette being interviewed for John Betterman's job as Communications Coordinator for the RPA. Did she follow the tips in the advice sheet?
- 2 🎧 2.18 Listen again and complete the questions that the interviewer asks Annette.

| | |
|-----------------------|---------------------|
| 1 Can you tell _____? | 4 What do _____? |
| 2 Why are _____? | 5 What about _____? |
| 3 And what do _____? | 6 Are there _____? |
- 3 🎧 2.18 Listen again and make notes about Annette's answers to the questions in exercise 2.
- 4 Work in pairs. Discuss these questions.
 - Which question did Annette answer best?
 - What mistake did she make?
 - Do you think she has a good chance of getting through to the next stage in the recruitment process?

www.preparingforajobinterview.com

Preparing for a job interview 1

Prepare a 'script' for the three most common interview questions:

- 1 **What are your strengths and weaknesses?**
 - 1 List your strengths and weaknesses.
 - 2 Choose two strengths relevant to the job.
 - 3 Think of examples of these strengths.
- 2 **Why are you interested in the job and what can you bring to it?**
 - 1 Read the job description carefully and think of two reasons for wanting the job.
 - 2 Underline all the job requirements and make sure you can fulfill them.
 - 3 Back up all claims with a story about relevant experience and/or qualifications.
- 3 **Why do you want to work for us?**

Find out all you can about the company. Visit their website and use a search engine to get extra information.

Remember – be as specific as possible at all times and avoid vague language.

[Click here for tip 2](#)

B.5.5 The speaking activity from *English Unlimited* Upper-Intermediate (2010, 39)

5.1

VOCABULARY



Describing an image

- 5 Look at the sentences from the audio guide. Find five pairs of **highlighted** expressions with a similar meaning.
- shows – portrays*
- This painting **shows** an imaginary scene from a Royalist household.
 - The small size of the boy, his blond hair and blue suit **highlight** his innocence.
 - Two other women, probably the boy's elder sister and mother, **can be seen**.
 - Through a doorway, more soldiers **are visible**.
 - This further **emphasises** the family's helplessness.
 - Yeames **portrays** the Parliamentary soldiers with some sensitivity.
 - The guard with the sobbing young girl **seems** to be comforting her.
 - This **implies** that he has some sympathy for their situation.
 - The gentleman standing at the table **appears** to be opening the family jewel box.
 - This and the opened chest **suggest** that the soldiers may be searching the house.

SPEAKING

- 6 a Work alone. Choose a painting A–D on p122, then choose expressions from 5 to describe:
- what it shows
 - the most interesting or significant details
 - how you interpret the painting.
- b In groups, listen to each other's descriptions. Do you agree with the interpretations?

I can imagine it in the kitchen**LISTENING**

- 1  2.3 Listen to Paloma and James's conversation about the paintings on p122. Which posters do they decide to buy?
- 2  2.3 What opinions do they express about each painting? Listen again and make notes, then compare.



Paloma and James have recently redecorated their flat. Now they want to buy a poster of a work of art to go in their living room.

VOCABULARY

Choosing something for a room

- 3 Complete the sentences from the conversation with the words in the boxes.

go look put see suit imagine

strong bigger bright/cheerful
good sure wrong

- I can't see it in the living room.
 - We could _____ it in the toilet.
 - It wouldn't _____ the living room.
 - I can _____ it in the kitchen.
 - It could _____ in that corner.
 - It would _____ nice in the living room.
 - I love the strong colours.
 - It's the _____ shape.
 - It's a _____ size.
 - I'm not so _____ about the style.
 - It's nice and _____.
 - It'd make the room feel a lot _____.
- 4 a Work alone. For each painting A–D on p122, think about these questions.
- Do you like it?
 - Would it suit any of the rooms in your home or where you work?
- Prepare to explain your opinions using the **highlighted** expressions in 3.
- b Tell each other your opinions. Which are the most and least popular paintings?
- 5 a In pairs, decide on a picture to go in your classroom, and where exactly it should go. Choose a picture one of you knows well or a picture from this lesson.
- b Explain your choice to another pair. As a group of four, decide on one picture.
- c Listen to all the groups' ideas. Have a vote to choose a picture for your classroom.

SPEAKING

39

B.6 The speaking activity samples at the Advanced level

B.6.1 The speaking activity from *Global Advanced* (2012, 68)

UNIT 6 Trade & Commerce

Part 2

Speaking

Freedom and slavery


Reading

The Long Song

Vocabulary

Ways of looking

Speaking

- 1 Look at the pictures, and with a partner discuss their connection with trade.
- 2  2.43 Read some quotations about freedom and slavery, and complete each one with a suitable word, as in the example. Then listen to compare your ideas with the original quotations.



- The moment the slave resolves that he will no longer be a slave, his fetters fall. Freedom and slavery are mental states. (Gandhi)
- The danger of the past was that men became slaves. The danger of the future is that men may become _____. (Erich Fromm)
- The history of men's _____ to women's emancipation is more interesting perhaps than the story of that emancipation itself. (Virginia Woolf)
- I disapprove of what you say, but I will defend to the death your _____ to say it. (Voltaire)
- To be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of _____. (Nelson Mandela)
- Freedom is never voluntarily given by the oppressor; it must be demanded by the _____. (Martin Luther King)
- Governments need _____ to protect them against their enslaved and oppressed subjects. (Tolstoy)
- Everything can be taken from a man but one thing; the last of the human freedoms – to choose one's _____ in any given set of circumstances. (Viktor Frankl)

- 3 Which quotation do you like best, and why? Choose two or three of the quotations to discuss with a partner.

- How far do you agree or disagree with the ideas, and why?
- Can you think of any real current or historical situations to which they could be applied?

Reading

- 1 Read extracts from *The Long Song* by Andrea Levy. What is the relationship between Caroline, Godfrey and July? Do you think the story takes place *before*, *during* or *after* the emancipation of the slaves? Why?

- 2 Which of the underlined words refer to ...

- facial expression?
- sounds?
- movement?

- 3 Guess the meaning of each of the highlighted words.

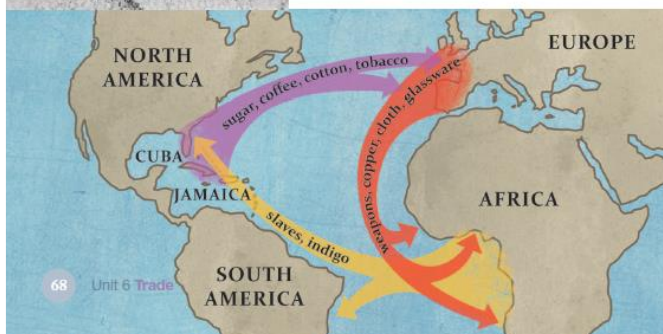
- 4 Find evidence in the text for the following statements.

- Caroline does not initially understand Godfrey's refusal to serve her.
- July was surprised by Godfrey's reaction.
- Godfrey starts behaving like the master.
- Caroline resists Godfrey's refusal to help.
- Caroline realises that their roles have been reversed.

- 5 Which of these words could describe the characters' attitudes, and why?

aggressive arrogant controlling
defiant loyal self-confident
submissive timid

- In what way(s) could Caroline be 'like a fish newly landed from the water' (last paragraph)?
- Which of the characters, if any, did you sympathise with? Why?



B.6.2 The speaking activity from *New Headway Advanced* (2012, 80)

THE LAST WORD

Softening the message

- 1 Sometimes we want to express ourselves in a tactful, polite way. We don't want to be too direct or confrontational.

Could you possibly lend me some money? is less direct than *Lend me some money.*

Read the lines and number them in order, 1 being most direct. What makes each message less direct?

T 8.8 Listen and check. Practise the stress and intonation.

▶▶ Grammar Reference p156



- a I wonder if you could help me?
 Could you help me?
 Can you help me?
 I was wondering if you could possibly help me? I'd be very grateful.



- b Do you mind if I open the window?
 Would you mind if I opened the window? It's so stuffy in here.



- c I want to speak to you.
 I wanted to have a word with you, if that's all right.



- d If I were you, I'd dye it black.
 I'd have thought the best idea would have been to dye it black, but it's up to you.
 You could dye it black.
 Dye it black.

- 2 **T 8.9** Listen to some conversations. How is the message softened in each one?

Look at the tapescript on p141 and practise with a partner.

- 3 Rephrase these sentences so that they sound softer. Use the words in brackets.

- 1 I want to use your phone. (*mind*)
- 2 Don't paint the wall red. (*If I ... you*)
- 3 We should go in my car. (*better*)
- 4 Ring back later. (*possible/possibly*)
- 5 We should phone to say we'll be late. (*Don't ... ?*)
- 6 Give me a lift to the station. (*hoping*)
- 7 She's French. (*think/thought*)
- 8 Would you like to come to the cinema with me? (*wondering*)
- 9 Fill in this form, please. (*mind*)
- 10 It'll rain this afternoon. (*surprised*)
- 11 I'm going for a walk. Anyone interested? (*thinking*)
- 12 I've popped in to see if you need anything. (*thought*)
- 13 It's a bad idea. (*say/said*)
- 14 Apologize to her. (*'d have said ... best idea*)
- 15 I gave her a present. She didn't say thank you. (*You'd have thought*)

T 8.10 Listen and check. Practise saying the sentences, paying attention to short forms and rhythm.

80 Unit 8 • Altered images

- 4 With a partner, write some conversations for these situations, using tactful, polite language. Choose one and act it out in front of the class.

- You want to invite someone to go out with you. Meal? Cinema? Dance? Picnic?
- You phone a hotel. You want to stay three nights, and you'd like a quiet room.
- Your friend has just moved into a new flat. He/She wants some ideas about what to do with it.
- Someone rings to speak to your flatmate. She's out. What time will she be back? (*I'd have thought ...*)

T 8.11 Listen and compare.

▶▶ Writing Reviewing a film or book p127

B.6.3 The speaking activity from *New English File Advanced* (2009, 7)

e 1.4 Now listen to the second part of the programme where Becca Walton, who works for *innocent drinks*, is interviewed. Answer the questions.

- 1 In general, does she agree that there is a happy and relaxed working atmosphere at *innocent drinks*?
- 2 Does she mention any downsides?

f Listen again, pausing after each of Becca's answers. Answer questions 1–6 with a partner.

- 1 What made Becca apply for a job at the company?
- 2 What example does she give of how the company creates a team environment?
- 3 What examples does she give of the relaxed atmosphere?
- 4 What does she say about staff turnover?
- 5 Does she agree that a competitive salary is *not* an important factor as regards job satisfaction?
- 6 What does Becca say about the company's product?

g Now listen again with the tapescript on page 121. Is there anything you found difficult to understand? Why?

Listening to English in the media

Try to listen to as much English as you can outside class in a format where you can listen to it again, e.g. a website, a podcast, a video clip, or a DVD.

A good way of getting the most out of it is:

- first listen and try to get used to the speaker(s) and get a general idea of what they are talking about.
- then listen again, pausing and checking you understand the main points.
- listen again with a tapescript or English subtitles, if they are available, to help you work out what you didn't understand (perhaps because of the speaker's accent or speed, or use of vocabulary).

h Do Becca's answers confirm that you would / wouldn't like to work for *innocent drinks*? Why (no)?

4 VOCABULARY work

a Match the two halves of the expressions used in the interview.

- | | | |
|---------------|--------------------------|---------------|
| 1 short-term | <input type="checkbox"/> | A balance |
| 2 work-life | <input type="checkbox"/> | B salary |
| 3 working | <input type="checkbox"/> | C turnover |
| 4 line | <input type="checkbox"/> | D contracts |
| 5 staff | <input type="checkbox"/> | E environment |
| 6 competitive | <input type="checkbox"/> | F manager |

b 1.5 Listen and check. With a partner, say what you think they mean.



c p.157 Vocabulary Bank Work.

d With a partner, explain the difference between...

- a *demanding* job and a *challenging* job
- wages* and *salary*
- a *profession* and a *career*
- skills* and *qualifications*
- being *sacked* and being *made redundant*
- getting a *rise* and getting *promoted*
- good prospects* and *good opportunities*
- being *out of work* and being *off work*

5 PRONUNCIATION word stress and rhythm

a Underline the stressed syllable in the **bold** words.

- 1 I managed to get a **challenging** and **motivating** job.
- 2 I don't have any **qualifications** or **experience**.
- 3 There's no **job security** and I might be made **redundant**.
- 4 I've had a very **rewarding career** in publishing.
- 5 The job has a **competitive salary** and excellent **benefits**.
- 6 It's a **stimulating working environment** with good **opportunities** and **prospects**.
- 7 The **employees** don't enjoy the work, as it's very **monotonous**.
- 8 After she **retired**, she did **voluntary** work at her local hospital.

b 1.6 Listen and check.

c Listen again and focus on the rhythm of the sentences. Which words are **not** stressed in the sentences? Practise saying the sentences with good stress and rhythm.

6 SPEAKING

a Think about two jobs you could talk about. Use the questions below to help you. Add any other information that you think would be relevant. Use the words and phrases in **Vocabulary Bank Work** to help you.

A job you would love to do

What do you think the advantages of the job would be?
What makes you think you might be good at it?
Do you know anyone who does it?
Can you think of any drawbacks?

A job you would hate to do

What do you think the downsides of the job would be?
Do you know anyone who does it?
Have you ever done anything similar?
Can you think of any positive sides of the job?

b 1.7 Listen to two people doing the task. What pros and cons do they mention? What two 'noises' do they use to give themselves time to think?

c Work in groups of three. Take turns to describe the jobs you would love to do.

d Now do the same for the jobs you would hate to do.

e Decide which of the jobs described you think is the most attractive.

B.6.4 The speaking activity from *Straightforward* Advanced (2013, 90)

9c | A place in the sun

SPEAKING

- 1 During a Caribbean cruise you have one full day on the small island of Tobago. Look at the list of activities on page 152 and choose **four** which interest you.
- 2 Work in pairs. Explain your choices to each other and agree on **three** that you will do together.
- 3 Explain your choices to another pair of students and agree on **two** that you will all do together.
Compare your choices with the rest of the class.

READING

- 1 Work in pairs. Discuss the questions.
 - The article speaks of two Caribbean hotels which take 'environmentally friendly measures'. What might these measures consist of?
 - It also advises tourists to 'help support the local economy'. How might they do this?
- 2 Read the article and compare your ideas in exercise 1.
- 3 Match the phrases 1–9 to the sections A–C of the article in which they are mentioned.
 - 1 trying to pay less for something
 - 2 attracting celebrities
 - 3 avoiding other holidaymakers
 - 4 an appeal for parents to educate their children
 - 5 the benefits of restricting size (two sections)
 - 6 giving away unwanted cups and plates
 - 7 a prohibition
 - 8 clearing up rubbish
 - 9 a carefully thought-out restoration
- 4 Work in pairs. Discuss the questions.
 - In what ways did your last holiday benefit and/or harm the environment and the local culture?
 - These items are all used at the Blue Haven Hotel. How widespread is their use in your country?
 - solar heating
 - biodegradable detergents
 - energy-saving light bulbs
 - organically-grown produce



90 |

GRAMMAR: inversion

Not only will you get under the skin of the island, but you can also ensure your money goes ...

Inversion of the subject and auxiliary verb is required when certain adverbials are placed at the beginning of a sentence for emphasis.

Never before had he seen anything so beautiful.

Only now are the effects becoming apparent.

On no account must exhibits be touched.

Do, does or did is inserted where an auxiliary verb (or the verb *to be*) is not present.

Rarely do you find a coin of this age in such good condition.

Not until/Only when she got home did she realize what had happened.

SEE LANGUAGE REFERENCE PAGE 94

- 1 Rewrite the following sentences beginning with the words in brackets.

1 There isn't a city anywhere in the world with as many beautiful monuments as Rome. (*Nowhere*)

1 *Nowhere in the world is there a city with as many beautiful monuments as Rome.*

2 You very rarely come across anyone nowadays who hasn't been abroad. (*Very rarely*)

3 You can only really learn a language by living in a country where it is spoken. (*Only by*)

4 Tourists should not be allowed to visit the Antarctic under any circumstances. (*Under no circumstances*)

5 You won't truly know what good food is until you've tried French cuisine. (*Not until*)

6 I hated visiting monuments as a child and I couldn't stand going into museums. (*Not only*)

7 I've only recently started going on holiday without my parents. (*Only recently*)

8 I'll never go back to that place I went to last year on holiday! (*Never again*)

- 2 Work in pairs. Discuss the sentences in exercise 1. How true are they for you?

- 3 Imagine you have just spent a disappointing fortnight in a Caribbean ecotourism hotel. Write five sentences complaining about different aspects of your stay. Begin each sentence with one of the following:

At no time, Not once, Only when, Not until, Hardly, No sooner, Not only, Nowhere, Never again

Compare your sentences with your partner's.

B.6.5 The speaking activity from *English Unlimited* Advanced (2010, 27)

3.1

LISTENING



Ian McDonald

LANGUAGE FOCUS

Describe a book and its significance

- 2 a 1.17 Listen to Ian McDonald talking about *Farthest North*. Make notes on the main points.
- b Compare notes. Do you have the same points?
- c What do these statements from the interview mean?
- 1 I was a nerdish lad.
 - 2 It was one of those very daring books.
 - 3 It was quite a struggle to read.
 - 4 It must have been quite a formative book for you.
 - 5 It was about the way science was done rather than about science itself.
- d Does Ian's description make you more, or less interested in the book? Why?
- 3 a Here are some words used in the interview. What do you think is the difference between A and B?



- b Can you remember how Ian used the words? Which go together?
- c 1.17 Listen again to check.

SPEAKING

- 4 a Choose a book that has had an important effect on you. Make two 'word clouds' like in 3a.
- 1 Write words / expressions you could use to describe:
 - the plot.
 - a particular character.
 - the atmosphere.
 - the way it is written.
 - 2 Write words / expressions you could use to talk about:
 - the time in your life when you read it, and how you felt.
 - the effect it has had on your life, or your outlook on life.
- b Show your 'word clouds' to other students.
- 1 What can they work out about the book from your words?
 - 2 Talk about each other's books. Ask questions to find out more.
- 5 Think of a book or an author you loved when you were younger. Is it true that 'the books that changed you when you were young are always going to be a disappointment when you are an adult'?

Appendix C Correlation of the Spoken Production descriptors and the speaking activities from Beginner to Advanced levels

C.1 Correlation between the Spoken Production descriptors and the speaking activities at the Beginner level (A1)

| PRODUCTION SPOKEN | | | | | |
|---|--|--|--|--|---|
| A1 CEFR DESCRIPTORS | sample activities in EFL textbooks | | | | |
| | <i>Global</i> | <i>New Headway</i> | <i>New English File</i> | <i>Straight forward</i> | <i>English Unlimited</i> |
| <p>Overall Spoken Production (1) A1 user can produce simple many isolated phrases about people and places.</p> | <p><i>Writing and Speaking</i> U1 (p.9) In pairs. Talk about yourself (e.g. name, address, postcode)</p> | <p><i>Talking about you</i> U6 (p. 45) With a partner. Ask and answer questions about 2 people in your family.</p> | <p><i>Speaking and Writing</i> U2 (p.19) Write about your 'dream' car.</p> | <p><i>Speaking</i> U11 (p.99) Match the sentences to the pictures. Make a similar dialogue</p> | <p><i>Speaking</i> U4 (p.34) Read and Listen. Ask and answer questions.</p> |
| <p>Sustained Monologue: Describing experience (1) A1 user can describe him/herself, what he/she does and where he/she lives.</p> | <p><i>Writing and Speaking</i> U1 (p.9) In pairs. Talk about yourself (e.g. name, address, postcode ...)</p> | <p><i>Talking about you</i> U6 (p. 45) With a partner. Ask and answer questions about 2 people in your family.</p> | <p>not fulfilled in this activity</p> | <p>not fulfilled in this activity</p> | <p>not fulfilled in this activity</p> |
| <p>Sustained Monologue: Putting a case (e.g. in a Debate)</p> | <p>The CEFR provides no descriptors for A1 User</p> | | | | |
| <p>Public Announcements</p> | <p>The CEFR provides no descriptors for A1 User</p> | | | | |
| <p>Addressing Audiences (1) A1 user can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast.</p> | <p>not fulfilled in any of the five sample activities</p> | | | | |

C.2 Correlation between the Spoken Production descriptors and the speaking activities at Elementary level (A2)

| PRODUCTION SPOKEN | | | | | |
|--|--|--|--|--|--------------------------------|
| A2 CEFR DESCRIPTORS | sample activities in EFL textbooks | | | | |
| | <i>Global</i> | <i>New Headway</i> | <i>New English File</i> | <i>Straight forward</i> | <i>English Unlimited</i> |
| <p>Overall Spoken Production (1) A2 user can give a simple description or presentation of people, living or working conditions, daily routines. Likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.</p> | not fulfilled in this activity | not fulfilled in this activity | <p><i>Speaking U5 (p.53)</i> In groups of 3. Which you think are the top three people from your country. Tell the class about them.</p> | <p><i>Speaking U3 (p.35)</i> Draw a map of your house. Prepare a short presentation of your home.</p> | not fulfilled in this activity |
| <p>Sustained Monologue: Describing Experience (1) A2 user can tell a story or describe something in a simple list of points.</p> | not fulfilled in any of the five sample activities | | | | |
| <p>(2) A2 user can describe everyday aspects of his environment e.g. people, places, a job or study experience.</p> | not fulfilled in this activity | not fulfilled in this activity | <p><i>Speaking U5 (p.53)</i> In groups of 3. Which you think are the top three people from your country. Tell the class about them.</p> | <p><i>Speaking U3 (p.35)</i> Draw a map of your house. Prepare a short presentation of your home.</p> | not fulfilled in this activity |
| <p>(3) A2 user can give short, basic descriptions of events and activities.</p> | not fulfilled in any of the five sample activities | | | | |
| <p>(4) A2 user can describe plans and arrangements, habits and routines, past activities and personal experiences.</p> | not fulfilled in any of the five sample activities | | | | |
| <p>(5) A2 user can use simple descriptive language to make brief statements</p> | | <p><i>Practice Comparing cities U9 (p. 71)</i></p> | | | not fulfilled |

| | | | | | |
|--|---|--|---|---|--------------------------------|
| about and compare objects and possessions. | not fulfilled in this activity | Complete the conversations using the comparative form. | not fulfilled in this activity | not fulfilled in this activity | in this activity |
| (6) A2 user can explain what he/she likes or dislikes about something. | not fulfilled in any of the five sample activities | | | | |
| (7) A2 user can describe his/her family, living conditions, educational background, present or most recent job. | not fulfilled in any of the five sample activities | | | | |
| (8) A2 user can describe people, places and possessions in simple terms. | not fulfilled in this activity | not fulfilled in this activity | <i>Speaking U5 (p.53)</i> In groups of three. Which you think are the top three people from your country. Tell the class about them. | <i>Speaking U3 (p.35)</i> Draw a map of your house. Prepare a short presentation of your home. | not fulfilled in this activity |
| <i>Sustained Monologue: Putting a case (e.g. in a Debate)</i> | The CEFR provides no descriptors for A2 User | | | | |
| <i>Public Announcements</i> (1) A2 user can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate. | subscale designed for assessment | | | | |
| <i>Addressing Audiences</i> (1) A2 user can give a short, rehearsed presentation on a topic pertinent to his everyday life, briefly give reasons and explanations for opinions, plans and actions. | not fulfilled in any of the five sample activities | | | | |
| (2) A2 user can cope with a limited number of | subscale designed for assessment | | | | |

| | | | | | |
|--|---|--------------------------------|---|---|--------------------------------|
| straightforward follow up questions. | | | | | |
| (3) A2 user can give a short, rehearsed, basic presentation on a familiar subject. | not fulfilled in this activity | not fulfilled in this activity | <i>Speaking U5 (p.53)</i> In groups of three. Which you think are the top three people from your country. Tell the class about them. | <i>Speaking U3 (p.35)</i> Draw a map of your house. Prepare a short presentation of your home. | not fulfilled in this activity |
| (4) A2 user can answer straightforward follow up questions if he/she can as for repetition and if some help with the formulation of his reply is possible. | subscale designed for assessment | | | | |

C.3 Correlation between the Spoken Production descriptors and the speaking activities at Pre-Intermediate level (A2+/B1-)

| PRODUCTION SPOKEN | | | | | |
|---|---|--------------------------------|--------------------------------|---|--------------------------------|
| A2+ / B1- CEFR DESCRIPTORS | sample activities in EFL textbooks | | | | |
| | <i>Global</i> | <i>New Headway</i> | <i>New English File</i> | <i>Straight forward</i> | <i>English Unlimited</i> |
| <p>Overall Spoken Production (1) A2+ user can give a simple description or presentation of people, living or working conditions, daily routines. Likes / dislikes etc. as a short series of simple phrases and sentences linked into a list.</p> | <p><i>Speaking</i> U4 (p.43) Choose three ideas in the box. A: tell B about your ideas. B: ask for more information</p> | not fulfilled in this activity | not fulfilled in this activity | <p><i>Speaking</i> U8 (p. 77) Choose a topic from the list. You must talk about the topic for thirty seconds.</p> | not fulfilled in this activity |
| <p>(1) B1- user can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interests, presenting it as a linear sequence of points.</p> | <p><i>Speaking</i> U4 (p.43) Choose three ideas in the box. A: tell B about your ideas. B: ask for more information</p> | not fulfilled in this activity | not fulfilled in this activity | <p><i>Speaking</i> U8 (p. 77) Choose a topic from the list. You must talk about the topic for thirty seconds.</p> | not fulfilled in this activity |
| <p>Sustained Monologue: Describing Experience (1) A2+ user can tell a story or describe something in a simple list of points.</p> | <p><i>Speaking</i> U4 (p.43) Choose three ideas in the box. A: tell B about your ideas. B: ask for more information</p> | not fulfilled in this activity | not fulfilled in this activity | <p><i>Speaking</i> U8 (p. 77) Choose a topic from the list. You must talk about the topic for thirty seconds.</p> | not fulfilled in this activity |
| <p>(2) A2+ user can describe everyday aspects of his environment e.g. people, places, a job or study experience.</p> | <p><i>Speaking</i> U4 (p.43) Choose three ideas in the box. A: tell B about your ideas. B: ask for more information</p> | not fulfilled in this activity | not fulfilled in this activity | <p><i>Speaking</i> U8 (p. 77) Choose a topic from the list. You must talk about the topic for thirty seconds.</p> | not fulfilled in this activity |
| <p>(3) A2+ user can give short, basic</p> | | | | | |

| | | | | | |
|--|--|--------------------------------|--------------------------------|--|--------------------------------|
| descriptions of events and activities. | not fulfilled in any of the five sample activities | | | | |
| (4) A2+ user can describe plans and arrangements, habits and routines, past activities and personal experiences. | not fulfilled in any of the five sample activities | | | | |
| (5) A2+ user can use simple descriptive language to make brief statements about and compare objects and possessions. | not fulfilled in any of the five sample activities | | | | |
| (6) A2+ user can explain what he/she likes or dislikes about something. | not fulfilled in any of the five sample activities | | | | |
| (1) B1- user can give straightforward descriptions on a variety of familiar subjects within his field of interest. | <i>Speaking</i> U4 (p.43) Choose three ideas in the box. A: tell B about your ideas. B: ask for more information | not fulfilled in this activity | not fulfilled in this activity | <i>Speaking</i> U8 (p. 77) Choose a topic from the list. You must talk about the topic for thirty seconds. | not fulfilled in this activity |
| (2) B1- user can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. | <i>Speaking</i> U4 (p.43) Choose three ideas in the box. A: tell B about your ideas. B: ask for more information | not fulfilled in this activity | not fulfilled in this activity | <i>Speaking</i> U8 (p. 77) Choose a topic from the list. You must talk about the topic for thirty seconds. | not fulfilled in this activity |
| (3) B1 user can give detailed accounts of experiences, describing feelings and reactions. | not fulfilled in any of the five sample activities | | | | |
| (4) B1 user can relate details of unpredictable occurrences, e.g., an accident. | subscale designed for assessment | | | | |

| | | | | | |
|--|---|---------------------------------------|---------------------------------------|---|---------------------------------------|
| <p>(5) B1 user can relate the plot of a book or film and describe his/her reactions.</p> | <p>not fulfilled in any of the five sample activities</p> | | | | |
| <p>(6) B1 user can describe dreams, hopes and ambitions.</p> | <p><i>Speaking</i> U4 (p.43) Choose three ideas in the box. A: tell B about your ideas. B: ask for more information</p> | <p>not fulfilled in this activity</p> | <p>not fulfilled in this activity</p> | <p><i>Speaking</i> U8 (p. 77) Choose a topic from the list. You must talk about the topic for thirty seconds.</p> | <p>not fulfilled in this activity</p> |
| <p>(7) B1 user can describe events, real or imagined.</p> | <p><i>Speaking</i> U4 (p.43) Choose three ideas in the box. A: tell B about your ideas. B: ask for more information</p> | <p>not fulfilled in this activity</p> | <p>not fulfilled in this activity</p> | <p><i>Speaking</i> U8 (p. 77) Choose a topic from the list. You must talk about the topic for thirty seconds.</p> | <p>not fulfilled in this activity</p> |
| <p>(8) B1 user can narrate a story.</p> | <p>not fulfilled in any of the five sample activities</p> | | | | |
| <p>Sustained Monologue: Putting a case (e.g. in a Debate)</p> | <p>The CEFR provides no descriptors for A2 user.</p> | | | | |
| <p>(1) B1- user can briefly give reasons and explanations for opinions, plans and actions.</p> | <p>not fulfilled in any of the five sample activities</p> | | | | |
| <p>Public Announcements (1) A2+ user can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.</p> | <p>subscale designed for assessment</p> | | | | |
| <p>(1) B1- user can deliver short,</p> | | | | | |

| | | | | | |
|--|--|---------------------------------------|---------------------------------------|--|---------------------------------------|
| <p>rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.</p> | <p>subscale designed for assessment</p> | | | | |
| <p>Addressing Audiences (1) A2+ user can give a short, rehearsed presentation on a topic pertinent to his everyday life, briefly give reasons and explanations for opinions, plans and actions.</p> | <p><i>Speaking</i> U4 (p.43) Choose three ideas in the box. A: tell B about your ideas. B: ask for more information</p> | <p>not fulfilled in this activity</p> | <p>not fulfilled in this activity</p> | <p><i>Speaking</i> U8 (p. 77) Choose a topic from the list. You must talk about the topic for thirty seconds.</p> | <p>not fulfilled in this activity</p> |
| <p>(2) A2+ user can cope with a limited number of straightforward follow up questions.</p> | <p>subscale designed for assessment</p> | | | | |
| <p>(1) B1- user can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.</p> | <p><i>Speaking</i> U4 (p.43) Choose three ideas in the box. A: tell B about your ideas. B: ask for more information</p> | <p>not fulfilled in this activity</p> | <p>not fulfilled in this activity</p> | <p><i>Speaking</i> U8 (p. 77) Choose a topic from the list. You must talk about the topic for thirty seconds.</p> | <p>not fulfilled in this activity</p> |
| <p>(2) B1- user can take follow up questions, but may have to ask for repetition if the speech was rapid.</p> | <p>subscale designed for assessment</p> | | | | |

C.4 Correlation between the Spoken Production descriptors and the speaking activities at Intermediate level (B1)

| PRODUCTION SPOKEN | | | | | |
|---|---|--|---|---|--|
| B1 CEFR DESCRIPTORS | sample activities in EFL textbooks | | | | |
| | <i>Global</i> | <i>New Headway</i> | <i>New English File</i> | <i>Straight forward</i> | <i>English Unlimited</i> |
| <p>Overall Spoken Production (1) B1 user can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.</p> | not fulfilled in any of the five activities | | | | |
| <p>Sustained Monologue: Describing Experience (1) B1 user can give straightforward descriptions on a variety of familiar subjects within his field of interest.</p> | not fulfilled in any of the five activities | | | | |
| <p>(2) B1 user can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</p> | not fulfilled in any of the five activities | | | | |
| <p>(3) B1 user can give detailed accounts of experiences, describing feelings and reactions.</p> | <p><i>Speaking U4 (p. 43)</i> In pairs. Tell your partner about ... something you like/don't enjoy// about a member of your family or a friend.</p> | <p><i>Everyday English Giving opinions U3 (p. 29)</i> In pairs. Ask for and give opinions.</p> | <p><i>Speaking U4 (p. 55)</i> Agreement or disagreement with a topic. Give reasons. Say what you think about a topic.</p> | <p><i>Speaking U7 (p. 69)</i> In pairs. Write questions to these answers. Interview your partner about their life change.</p> | <p><i>Speaking U6 (p.49)</i> Talk together about your problems. Make suggestions and give each other advice.</p> |
| <p>(4) B1 user can relate details of unpredictable occurrences, e.g., an accident.</p> | subscale designed for assessment | | | | |
| <p>(5) B1 user can relate the plot of a book or film and</p> | not fulfilled in any of the five sample activities | | | | |

| | | | | | |
|---|--|--------------------------------|---|---|--------------------------------|
| describe his/her reactions. (6) B1 user can describe dreams, hopes and ambitions. | not fulfilled in any of the five sample activities | | | | |
| (7) B1 user can describe events, real or imagined. | not fulfilled in any of the five sample activities | | | | |
| (8) B1 user can narrate a story. | not fulfilled in any of the five sample activities | | | | |
| Sustained Monologue: Putting a case (e.g. in a Debate) | | | <i>Speaking</i> U4 (p. 55) Agreement or disagreement with a topic. Give reasons. Say what you think about a topic. | <i>Speaking</i> U7 (p. 69) In pairs. Write questions to these answers. Interview your partner about their life change. | not fulfilled in this activity |
| (1) B1 user can develop an argument well enough to be followed without difficulty most of the time. | not fulfilled in this activity | not fulfilled in this activity | | | |
| (2) B1 user can briefly give reasons and explanations for opinions, plans and actions. | not fulfilled in this activity | not fulfilled in this activity | <i>Speaking</i> U4 (p. 55) Agreement or disagreement with a topic. Give reasons. Say what you think about a topic. | <i>Speaking</i> U7 (p. 69) In pairs. Write questions to these answers. Interview your partner about their life change. | not fulfilled in this activity |
| Public Announcements (1) B1 user can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible. | subscale designed for assessment | | | | |
| Addressing Audiences (1) B1 user can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without | <i>Speaking</i> U4 (p. 43) In pairs. Tell your partner about (...) something you like/don't | not fulfilled in this activity | <i>Speaking</i> U4 (p. 55) Agreement or disagreement with a topic. Give reasons. Say what | not fulfilled in this activity | not fulfilled in this activity |

| | | | | | |
|---|--|--|---------------------------------|--|--|
| <p>difficulty most of the time, and in which the main points are explained with reasonable precision.</p> | <p>enjoy// about a member of your family or a friend</p> | | <p>you think about a topic.</p> | | |
| <p>(2) B1 user can take follow up questions, but may have to ask for repetition if the speech was rapid.</p> | <p>subscale designed for assessment</p> | | | | |

C.5 Correlation between the Spoken Production descriptors and the speaking activities at Upper-Intermediate level (B2)

| PRODUCTION SPOKEN | | | | | |
|--|------------------------------------|--|--|---|---|
| B2 CEFR DESCRIPTORS | sample activities in EFL textbooks | | | | |
| | <i>Global</i> | <i>New Headway</i> | <i>New English File</i> | <i>Straight forward</i> | <i>English Unlimited</i> |
| Overall Spoken Production (1) B2 user can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. [REPEATED in <i>Addressing Audiences B2</i>] | not fulfilled in this activity | <i>Everyday English Making your point</i> U9 (p.85) Have a class debate. Prepare the debate in groups. Then, conduct the debate. | <i>Speaking U5</i> (p. 79) Debate about two topics. In groups, As and Bs. Bs take notes and As speak, and vice versa. | <i>Speaking U10</i> (p. 102) Work in pairs. Discuss this situation. Answer the questions and give some advice. | <i>Speaking U5</i> (p. 39) In pairs. Decide on a picture in your classroom. Explain your choice. |
| | not fulfilled in this activity | <i>Everyday English Making your point</i> U9 (p.85) Have a class debate. Prepare the debate in groups. Then, conduct the debate. | <i>Speaking U5</i> (p. 79) Debate about two topics. In groups, As and Bs. Bs take notes and As speak, and vice versa. | <i>Speaking U10</i> (p. 102) Work in pairs. Discuss this situation. Answer the questions and give some advice. | <i>Speaking U5</i> (p. 39) In pairs. Decide on a picture in your classroom. Explain your choice. |
| Sustained Monologue: Describing Experience (1) B2 user can give clear, detailed descriptions on a wide range of subjects related to his field of interest. [REPEATED in <i>Overall Spoken Production B2</i>] | not fulfilled in this activity | <i>Everyday English Making your point</i> U9 (p.85) Have a class debate. Prepare the debate in groups. Then, conduct the debate. | <i>Speaking U5</i> (p. 79) Debate about two topics. In groups, As and Bs. Bs take notes and As speak, and vice versa. | <i>Speaking U10</i> (p. 102) Work in pairs. Discuss this situation. Answer the questions and give some advice. | <i>Speaking U5</i> (p. 39) In pairs. Decide on a picture in your classroom. Explain your choice. |

| | | | | | |
|---|---|---|--|---|---|
| <p>Sustained Monologue: Putting a case (e.g. in a Debate)</p> <p>(1) B2 user can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.</p> | subscale designed for assessment | | | | |
| <p>(2) B2 user can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.</p> | subscale designed for assessment | | | | |
| <p>(3) B2 user can construct a chain of reasoned argument.</p> | subscale designed for assessment | | | | |
| <p>(4) B2 user can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p> | not fulfilled in this activity | <p><i>Everyday English Making your point</i> U9 (p.85) Have a class debate. Prepare the debate in groups. Then, conduct the debate.</p> | <p><i>Speaking</i> U5 (p. 79) Debate about two topics. In groups, As and Bs. Bs take notes and As speak, and vice versa.</p> | <p><i>Speaking</i> U10 (p. 102) Work in pairs. Discuss this situation. Answer the questions and give some advice.</p> | <p><i>Speaking</i> U5 (p. 39) In pairs. Decide on a picture in your classroom. Explain your choice.</p> |
| <p>Public Announcements</p> <p>(1) B2 user can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.</p> | subscale designed for assessment | | | | |
| <p>Addressing Audiences</p> <p>(1) B2 user can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. [REPEATED IN – Overall Spoken Production B2]</p> | not fulfilled in this activity | <p><i>Everyday English Making your point</i> U9 (p.85) Have a class debate. Prepare the debate in groups.</p> | <p><i>Speaking</i> U5 (p. 79) Debate about two topics. In groups, As and Bs. Bs take notes and As speak, and vice versa.</p> | <p><i>Speaking</i> U10 (p. 102) Work in pairs. Discuss this situation. Answer the questions and give some advice.</p> | <p><i>Speaking</i> U5 (p. 39) In pairs. Decide on a picture in your classroom. Explain your choice.</p> |

| | | | | | |
|---|---|--|---|--|--|
| | | Then, conduct the debate. | | | |
| <p>(2) B2 user can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.</p> | subscale designed for assessment | | | | |
| <p>(3) B2 user 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> | not fulfilled in this activity | <i>Everyday English Making your point</i> U9 (p.85) Have a class debate. Prepare the debate in groups. Then, conduct the debate. | <i>Speaking</i> U5 (p. 79) Debate about two topics. In groups, As and Bs. Bs take notes and As speak, and vice versa. | <i>Speaking</i> U10 (p. 102) Work in pairs. Discuss this situation. Answer the questions and give some advice. | <i>Speaking</i> U5 (p. 39) In pairs. Decide on a picture in your classroom. Explain your choice. |
| <p>(4) B2 user can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.</p> | subscale designed for assessment | | | | |

C.6 Correlation between the Spoken Production descriptors and the speaking activities at Advanced level (C1)

| PRODUCTION SPOKEN | | | | | |
|---|--|---------------------------------------|---|--|---|
| C1 CEFR DESCRIPTORS | sample activities in EFL textbooks | | | | |
| | <i>Global</i> | <i>New Headway</i> | <i>New English File</i> | <i>Straight forward</i> | <i>English Unlimited</i> |
| <p>Overall Spoken Production (1) C1 user can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. [REPEATED in <i>Describing Experience C1</i> (between the 2 subscales that integrate the descriptor)]</p> | <p><i>Speaking U6 (p.68)</i> Compare your ideas with the original quotations. Choose some quotations to discuss with a partner.</p> | <p>not fulfilled in this activity</p> | <p><i>Speaking U1 (p.7)</i> In groups of three. Describe the jobs you would love/hate to do. Decide which jobs is the most attractive.</p> | <p><i>Speaking U9 (p.90)</i> Choose four activities to do in a Caribbean cruise. Work in pairs. Explain and compare your choices.</p> | <p><i>Speaking U3 (p.27)</i> Write words you could use to talk about (...). Talk about each other's books (...).</p> |
| <p>Sustained Monologue: Describing Experience (1) C1 user can give clear, detailed descriptions of complex subjects. [REPEATED in <i>Overall Spoken Production C1</i>]</p> | <p><i>Speaking U6 (p.68)</i> Compare your ideas with the original quotations. Choose some quotations to discuss with a partner.</p> | <p>not fulfilled in this activity</p> | <p><i>Speaking U1 (p.7)</i> In groups of three. Describe the jobs you would love/hate to do. Decide which jobs is the most attractive.</p> | <p><i>Speaking U9 (p.90)</i> Choose four activities to do in a Caribbean cruise. Work in pairs. Explain and compare your choices.</p> | <p><i>Speaking U3 (p.27)</i> Write words you could use to talk about (...). Talk about each other's books (...).</p> |
| <p>(2) C1 user can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. [REPEATED in <i>Overall Spoken Production C1</i>]</p> | <p><i>Speaking U6 (p.68)</i> Compare your ideas with the original quotations. Choose some quotations to discuss with a partner.</p> | <p>not fulfilled in this activity</p> | <p><i>Speaking U1 (p.7)</i> In groups of three. Describe the jobs you would love/hate to do. Decide which jobs is the most attractive.</p> | <p><i>Speaking U9 (p.90)</i> Choose four activities to do in a Caribbean cruise. Work in pairs. Explain and compare your choices.</p> | <p><i>Speaking U3 (p.27)</i> Write words you could use to talk about (...). Talk about each other's books (...).</p> |
| <p>Sustained Monologue: putting a case (e.g. in a Debate)</p> | <p>The CEFR provides no descriptors for C1 User</p> | | | | |

| | | | | | |
|---|--|--------------------------------|---|--|---|
| <p>Public Announcements (1) C1 user can deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely.</p> | subscale designed for assessment | | | | |
| <p>Addressing Audiences (1) C1 user can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.</p> | <p><i>Speaking U6</i> (p.68) Compare your ideas with the original quotations. Choose some quotations to discuss with a partner.</p> | not fulfilled in this activity | <p><i>Speaking U1</i> (p.7) In groups of three. Describe the jobs you would love/hate to do. Decide which jobs is the most attractive.</p> | <p><i>Speaking U9</i> (p.90) Choose four activities to do in a Caribbean cruise. Work in pairs. Explain and compare your choices.</p> | <p><i>Speaking U3</i> (p.27) Write words you could use to talk about (...). Talk about each other's books (...).</p> |
| <p>(2) C1 user can handle interjections well, responding spontaneously and almost effortlessly.</p> | subscale designed for assessment | | | | |

Appendix D. Correlation of the Spoken Interaction descriptors and the speaking activities from Beginner to Advanced levels

D.1 Correlation between the Spoken Interaction descriptors and the speaking activities at Beginner level (A1)

| INTERACTION SPOKEN | | | | | |
|---|--|--|--------------------------------|---|---|
| A1 CEFR DESCRIPTORS | sample activities in EFL textbooks | | | | |
| | <i>Global</i> | <i>New Headway</i> | <i>New English File</i> | <i>Straight forward</i> | <i>English Unlimited</i> |
| <p>Overall Spoken Interaction</p> <p>(1) A1 User can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.</p> | subscale designed for assessment | | | | |
| <p>(2) A1 User can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. [REPEATED in <i>Information Exchange A1</i>]</p> | <p><i>Writing & Speaking</i> U1 (p.9) In pairs. Ask questions to complete the form (name, address ...)</p> | <p><i>Practice Talking about you</i> U6 (p.45) Ask questions about your family</p> | not fulfilled in this activity | <p><i>Speaking</i> U.11 (p.99) Read and listen to the dialogue. Match it to the pictures. In pairs.</p> | <p><i>Speaking</i> U.4 (p. 34) Read and listen. Ask and answer questions. Game: guess the person.</p> |
| <p>Understanding a native speaker interlocutor</p> <p>(1) A1 user can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.</p> | subscale designed for assessment | | | | |
| <p>(2) A1 user can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. [REPEATED in <i>GOCO + Information Exchange A1</i>]</p> | subscale designed for assessment | | | | |
| <p>Conversation</p> <p>(1) A1 User can make an introduction and use basic greeting and leave-taking expressions.</p> | not fulfilled in any of the five sample activities | | | | |

| | | | | | |
|---|--|--|---|---------------------------------------|----------------------|
| <p>(2) A1 User can ask how people are and react to news.</p> | <p>not fulfilled in any of the five sample activities</p> | | | | |
| <p>(3) A1 User can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.</p> | <p>subscale designed for assessment</p> | | | | |
| <p>Informal Discussion (with friends)</p> | <p>The CEFR provides no descriptors for A1 User</p> | | | | |
| <p>Formal Discussion (meetings)</p> | <p>The CEFR provides no descriptors for A1 User</p> | | | | |
| <p>Goal-oriented Co-operation (1) A1 User can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. [REPEATED in <i>Understanding Native Speaker + Information Exchange A1</i>] (2) A1 User can ask people for things, and give people things. [REPEATED in <i>Transactions to Obtain Goods -A1</i>]</p> | <p>subscale designed for assessment</p> | | | | |
| <p>Transactions to Obtain Goods and Services (1) A1 User can ask people for things and give people things. [REPEATED in <i>Goal-Oriented Co-operation -A1</i>]</p> | <p>not fulfilled in any of the five sample activities</p> | | | | |
| <p>(2) A1 User can handle numbers, quantities, cost and time. 3 TB activities in partial fashion: G, NH & NEF (postcode and phone number, time</p> | <p><i>Writing & Speaking</i> U1 (p.9) In pairs. Ask questions to complete the form</p> | <p><i>Practice Talking about you</i> U6 (p.45) Ask questions about your family</p> | <p><i>Speaking & Writing</i> U2 (p.19) Talk in small groups about your car. Write</p> | <p>not fulfilled in this activity</p> | <p>not fulfilled</p> |

| | | | | | |
|---|---|---|---|--|--|
| and numbers, respectively) | (name, address ...) [post code and number] | [time] | about your 'dream' car. Tell a partner. [a model car] | | in this activity |
| <p>Information exchange</p> <p>(1) A1 User can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. [REPEATED in <i>Goal-Oriented Co-operation A1</i>]</p> <p>(2) A1 User can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. [REPEATED in <i>Overall Spoken Interaction A1</i>]</p> <p>(3) A1 User can ask and answer questions about themselves and other people, where they live, people they know, things they have.</p> <p>(4) A1 User can indicate time by such phrases as next week, last Friday, in November, three o'clock.</p> | subscale designed for assessment | | | | |
| | Writing & Speaking U.1 (p.9) In pairs. Ask questions to complete the form (name, address ...) | Practice <i>Talking about you</i> U.6 (p.45) Ask questions about your family | not fulfilled in this activity | <i>Speaking</i> U11 (p.99) Read and listen to the dialogue. Match it to the pictures. In pairs. | <i>Speaking</i> U4 (p. 34) Read and listen. Ask and answer questions. Game: guess the person. |
| | Writing & Speaking U.1 (p.9) In pairs. Ask questions to complete the form (name, address ...) | Practice <i>Talking about you</i> U.6 (p.45) Ask questions about your family | not fulfilled in this activity | <i>Speaking</i> U11 (p.99) Read and listen to the dialogue. Match it to the pictures. In pairs. | <i>Speaking</i> U4 (p. 34) Read and listen. Ask and answer questions. Game: guess the person. |
| | not fulfilled in any of the five sample activities | | | | |
| Interviewing and being interviewed (1) A1 User can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details. | Writing & Speaking U.1 (pp.9) In pairs. Ask questions to complete the form (name, address ...) | Practice <i>Talking about you</i> U.6 (p.45) Ask questions about your family | not fulfilled in this activity | <i>Speaking</i> U11 (p.99) Read and listen to the dialogue. Match it to the pictures. In pairs. | <i>Speaking</i> U4 (p. 34) Read and listen. Ask and answer questions. Game: guess the person. |

D.2 Correlation between the Spoken Interaction descriptors and the speaking activities at Elementary level (A2)

| INTERACTION SPOKEN | | | | | |
|--|--|--------------------------------|--------------------------------|--------------------------------|---|
| A2 CEFR DESCRIPTORS | sample activities in EFL textbooks | | | | |
| | <i>Global</i> | <i>New Headway</i> | <i>New English File</i> | <i>Straight forward</i> | <i>English Unlimited</i> |
| <p>Overall Spoken Interaction</p> <p>(1) A2 user can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.</p> | <p>Speaking U7 (p. 83) In pairs. Change some information from exercise 2. Then read them together.</p> | not fulfilled in this activity | not fulfilled in this activity | not fulfilled in this activity | <p><i>Speaking U12 (p.99)</i> In pairs. A: the pharmacist. B: you feel ill. Change roles.</p> |
| | subscale designed for assessment | | | | |
| <p>(2) A2 user can manage simple, routine exchanges without undue effort. REPEATED in <i>Understanding NS A2 + Information Exchange A1]</i></p> | subscale designed for assessment | | | | |
| <p>(3) A2 user can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</p> | <p>Speaking U7 (p. 83) In pairs. Change some information from exercise 2. Then read them together.</p> | not fulfilled in this activity | not fulfilled in this activity | not fulfilled in this activity | <p><i>Speaking U12 (p.99)</i> In pairs. A: the pharmacist. B: you feel ill. Change roles.</p> |
| <p>(4) A2 user can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.</p> | <p>Speaking U7 (p. 83) In pairs. Change some information from exercise 2. Then read them together.</p> | not fulfilled in this activity | not fulfilled in this activity | not fulfilled in this activity | <p><i>Speaking U12 (p.99)</i> In pairs. A: the pharmacist. B: you feel ill. Change roles.</p> |
| <p>(5) A2 user can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own</p> | subscale designed for assessment | | | | |

| | |
|---|---|
| accord. [REPEATED in Conversation A2] | |
| <p>Understanding a Native Speaker Interlocutor</p> <p>(1) A2 User can understand enough to manage simple, routine exchanges without undue effort. [REPEATED in Overall Spoken Interaction A2 + Information Exchange A2]</p> | subscale designed for assessment |
| <p>(2) A2 User can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.</p> | subscale designed for assessment |
| <p>(3) A2 User can understand what is said clearly, slowly and directly to him/her in simple everyday conversation.</p> | subscale designed for assessment |
| <p>(4) A2 User can be made to understand, if the speaker can take the trouble.</p> | subscale designed for assessment |
| <p>Conversation</p> <p>(1) A2 user can establish social contact: greetings and farewells; introductions, giving thanks.</p> | subscale designed for assessment |
| <p>(2) A2 user can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.</p> | subscale designed for assessment |

| | | | | | |
|---|--|--------------------------------|--------------------------------|--------------------------------|---|
| <p>(3) A2 user can participate in short conversations in routine contexts on topics of interest.</p> | <p>Speaking U7 (p. 83) In pairs. Change some information from exercise 2. Then read them together.</p> | not fulfilled in this activity | not fulfilled in this activity | not fulfilled in this activity | <p><i>Speaking U12 (p.99)</i> In pairs. A: the pharmacist. B: you feel ill. Change roles.</p> |
| | not fulfilled in any of the five sample activities | | | | |
| <p>(4) A2 user can express how he/she feels in simple terms, and express thanks.</p> | not fulfilled in any of the five sample activities | | | | |
| <p>(5) A2 user can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. REPEATED in Overall Spoken Interaction A2</p> | subscale designed for assessment | | | | |
| <p>(6) A2 user can use simple everyday polite forms of greeting and address.</p> | not fulfilled in any of the five sample activities | | | | |
| <p>(7) A2 user can make and respond to invitations, invitations and apologies.</p> | not fulfilled in any of the five sample activities | | | | |
| <p>(8) A2 user can say what he/she likes and dislikes</p> | not fulfilled in any of the five sample activities | | | | |
| <p>Informal discussion (with friends) (1) A2 user can generally identify the topic of discussion around her which is</p> | subscale designed for assessment | | | | |

| | |
|--|--|
| conducted slowly and clearly. | |
| (2) A2 user can discuss what to do in the evening, at the weekend. | not fulfilled in any of the five sample activities |
| (3) A2 user can make and respond to suggestions. | not fulfilled in any of the five sample activities |
| (4) A2 user can agree and disagree with others. | not fulfilled in any of the five sample activities |
| (5) A2 user can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. | subscale designed for assessment |
| (6) A2 user can discuss what to do, where to go and make arrangements to meet. | not fulfilled in any of the five sample activities |
| Formal discussion and meetings (1) A2 can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly. | subscale designed for assessment |
| (2) A2 can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary. | subscale designed for assessment |
| (3) A2 can say what he/she thinks about when addressed directly in a formal meeting, provided | subscale designed for assessment |

| | |
|--|---|
| <p>he/she can ask for repetition of key points if necessary.</p> | |
| <p>Goal-Oriented Co-operation</p> <p>(1) A2 user can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.</p> <p>(2) A2 user can discuss what to do next, making and responding to suggestions, asking for and giving directions.</p> | <p style="text-align: center;">subscale designed for assessment</p> <p style="text-align: center;">not fulfilled in any of the five sample activities</p> |
| <p>(3) A2 user can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble.</p> <p>(4) A2 user can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.</p> | <p style="text-align: center;">subscale designed for assessment</p> <p style="text-align: center;">not fulfilled in any of the five sample activities</p> |
| <p>Transactions to Obtain Goods & Services</p> <p>(1) A2 user can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.</p> <p>(2) A2 user can get all the information needed from a tourist office, as</p> | <p style="text-align: center;">not fulfilled in any of the five sample activities</p> <p style="text-align: center;">not fulfilled in any of the five sample activities</p> |

| | | | | | |
|--|--|---|---|--|--|
| long as it is of a straightforward, non-specialised nature. | | | | | |
| (3) A2 user can ask for and provide everyday goods and services. | not fulfilled in any of the five sample activities | | | | |
| (4) A2 user can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. | not fulfilled in any of the five sample activities | | | | |
| (5) A2 user can ask about things and make simple transactions in shops, post offices or banks. | not fulfilled in any of the five sample activities | | | | |
| (6) A2 user can give and receive information about quantities, numbers, prices etc. | not fulfilled in any of the five sample activities | | | | |
| (7) A2 user can make simple purchases by stating what is wanted and asking the price. | not fulfilled in any of the five sample activities | | | | |
| (8) A2 user can order a meal. | not fulfilled in any of the five sample activities | | | | |
| Information exchange (1) A2 user can understand enough to manage simple, routine exchanges without undue effort. REPEATED in <i>Overall Spoken Interaction A2 + Understanding N.S. A2</i>] | subscale designed for assessment | | | | |
| (2) A2 user can deal with practical everyday demands: finding out and passing on straightforward factual information. | Speaking U7 (p. 83) In pairs. Change some information from exercise 2. | <i>Practice</i> Comparing cities U9 (p. 71) Complete the conversations using the | <i>Speaking</i> U5 (p.53) In groups of 3. Which you think are the top | <i>Speaking</i> U3 (p.35) Draw a map of your house. Make a short presentation. | <i>Speaking</i> U12 (p.99) In pairs. A: the pharmacist. B: you feel ill. Change roles. |

| | | | | | |
|---|--|--------------------------------|--|--------------------------------|---|
| | Then read them together. | comparative form | three people from your country. Tell the class about them. | | |
| (3) A2 user can ask and answer questions about habits and routines. | not fulfilled in any of the five sample activities | | | | |
| (4) A2 user can ask and answer questions about pastimes and past activities. | not fulfilled in any of the five sample activities | | | | |
| (5) A2 user can give and follow simple directions and instructions e.g. explain how to get somewhere. | not fulfilled in any of the five sample activities | | | | |
| (6) A2 user can communicate in simple and routine tasks requiring a simple and direct exchange of information. | Speaking U7 (p. 83) In pairs. Change some information from exercise 2. Then read them together. | not fulfilled in this activity | not fulfilled in this activity | not fulfilled in this activity | <i>Speaking</i> U12 (p.99) In pairs. A: the pharmacist. B: you feel ill. Change roles. |
| (7) A2 user can exchange limited information on familiar and routine operational matters | Speaking U7 (p. 83) In pairs. Change some information from exercise 2. Then read them together. | not fulfilled in this activity | not fulfilled in this activity | not fulfilled in this activity | <i>Speaking</i> U12 (p.99) In pairs. A: the pharmacist. B: you feel ill. Change roles. |
| (8) A2 user can ask and answer questions about what they do at work and in free time | not fulfilled in any of the five sample activities | | | | |
| (9) A2 user can ask for and give directions referring to a map or plan. | not fulfilled in any of the five sample activities | | | | |

| | |
|---|---|
| <p>(10) A2 user can ask for and provide personal information.</p> | <p>not fulfilled in any of the five sample activities</p> |
| <p><i>Interviewing and being interviewed</i> (1) A2 User can make him/herself understood in an interview and communicating ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.</p> | <p>subscale designed for assessment</p> |
| <p>(2) A2 User can answer simple questions and respond to simple statements in an interview.</p> | <p>not fulfilled in any of the five sample activities</p> |

D.3 Correlation between the Spoken Interaction descriptors and the speaking activities at Pre-Intermediate level (A2+/B1-)

| INTERACTION SPOKEN | | | | | |
|---|---|--------------------------------|--------------------------------|--------------------------------|--|
| A2+ / B1- CEFR DESCRIPTORS | sample activities in EFL textbooks | | | | |
| | <i>Global</i> | <i>New Headway</i> | <i>New English File</i> | <i>Straight forward</i> | <i>English Unlimited</i> |
| <p>Overall spoken interaction</p> <p>(1) A2+ user can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.</p> | <p><i>Speaking U4 (p. 43)</i> In pairs. A tell B about your ideas B ask for more information. (from a list)</p> | not fulfilled in this activity | not fulfilled in this activity | not fulfilled in this activity | <p><i>Speaking U8 (p.67)</i> In pairs. Change roles.</p> |
| | subscale designed for assessment | | | | |
| <p>(2) A2+ user can manage simple, routine exchanges without undue effort. REPEATED in <i>Understanding a Native Speaker</i>, p.2 + <i>Information Exchange.</i>, p. 7</p> | subscale designed for assessment | | | | |
| <p>(3) A2+ user can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</p> | <p><i>Speaking U4 (p. 43)</i> In pairs. A tell B about your ideas B ask for more information. (from a list)</p> | not fulfilled in this activity | not fulfilled in this activity | not fulfilled in this activity | <p><i>Speaking U8 (p.67)</i> In pairs. Change roles.</p> |
| <p>(1) B1- user can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling.</p> | not fulfilled in any of the five sample activities | | | | |
| | subscale designed for assessment | | | | |
| <p>(2) B1- user can enter unprepared into conversation of 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,</p> | subscale designed for assessment | | | | |

| | | | | | |
|---|---|--|---|-------------------------|--|
| travel and current events). | | | | | |
| <p>Understanding a Native Speaker Interlocutor</p> <p>(1) A2+ user can understand enough to manage simple, routine exchanges without undue effort. [REPEATED in Overall Spoken Interaction + Information Exchange – A2]</p> | subscale designed for assessment | | | | |
| <p>(2) A2+ user can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.</p> | subscale designed for assessment | | | | |
| <p>(3) B1 user can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</p> | subscale designed for assessment | | | | |
| <p>Conversation</p> <p>(1) A2+ user can establish social contact: greetings and farewells; introductions, giving thanks.</p> <p>(2) A2+ user can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.</p> | subscale designed for assessment | | | | |
| <p>(3) A2+ user can participate in short conversations in</p> | <p><i>Speaking</i> U4 (p. 43) In pairs. A tell B about your ideas</p> | <p><i>Everyday English Making conversation</i> U2 (p.21)</p> | <p><i>Speaking</i> U7 (p.77) Ask & answer in pairs.</p> | <p>not fulfilled in</p> | <p><i>Speaking</i> U8 (p.67) In pairs. Change roles.</p> |

| | | | | | |
|--|---|--|--------------------|----------------------|--|
| <p>routine contexts on topics of interest.</p> | <p>B ask for more information. (from a list)</p> | <p>Think questions to ask s.o. about these subjects.</p> | <p>Swap roles.</p> | <p>this activity</p> | |
| <p>(4) A2+ user can express how he/she feels in simple terms, and express thanks.</p> | <p>not fulfilled in any of the five sample activities</p> | | | | |
| <p>(1) B1- user can enter unprepared into conversations on familiar topics.</p> | <p>subscale designed for assessment</p> | | | | |
| <p>(2) B1- user can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</p> | <p>subscale designed for assessment</p> | | | | |
| <p>(3) B1- user can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</p> | <p>subscale designed for assessment</p> | | | | |
| <p>(4) B1- user can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</p> | <p>subscale designed for assessment</p> | | | | |
| <p>Informal Discussion (with friends): (1) A2+ user can generally identify the topic of discussion around her which is conducted slowly and clearly.</p> | <p>subscale designed for assessment</p> | | | | |
| <p>(2) A2+ user can discuss what to do in the evening, at the weekend.</p> | <p>not fulfilled in any of the five sample activities</p> | | | | |

| | |
|---|---|
| <p>(3) A2+ user can make and respond to suggestions.</p> | <p>not fulfilled in any of the five sample activities</p> |
| <p>(4) A2+ user can agree and disagree with others.</p> | <p>not fulfilled in any of the five sample activities</p> |
| <p>(1) B1- user can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> | <p>subscale designed for assessment</p> |
| <p>(2) B1- user can give or seek personal views and opinions in discussing topics of interest.</p> | <p>not fulfilled in any of the five sample activities</p> |
| <p>(3) B1- user can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).</p> | <p>subscale designed for assessment</p> |
| <p>(4) B1- user can express belief, opinion, agreement and disagreement politely.</p> | <p>not fulfilled in any of the five sample activities</p> |
| <p>Formal discussion (meetings) (1) A2+ user can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly.</p> | <p>subscale designed for assessment</p> |
| <p>(2) A2+ user can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition</p> | <p>subscale designed for assessment</p> |

| | |
|--|--|
| of key points if necessary. | |
| (1) B1 user can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly. | subscale designed for assessment |
| (2) B1 user can put over a point of view clearly, but has difficulty engaging in debate. | subscale designed for assessment |
| (3) B1 user can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems. | subscale designed for assessment |
| Goal-oriented Co-operation | |
| (1) A2+ user can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. [repeated when she does not understand [OSI + UNSI] | subscale designed for assessment |
| (2) A2+ user can discuss what to do next, making and responding to suggestions, asking for and giving directions. | not fulfilled in any of the five sample activities |
| (1) B1 user can follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding | subscale designed for assessment |

| | | | | | |
|---|--|--------------------------------|--------------------------------|--------------------------------|--|
| <p>(2) B1- user can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p> | subscale designed for assessment | | | | |
| <p>B1- user can invite others to give their views on how to proceed.</p> | subscale designed for assessment | | | | |
| <p>Transactions to obtain goods & services</p> <p>(1) A2+ user can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.</p> <p>(2) A2+ user can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.</p> | not fulfilled in any of the five sample activities | | | | |
| | not fulfilled in any of the five sample activities | | | | |
| <p>(1) B1- user can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.</p> | subscale designed for assessment | | | | |
| <p>(2) B1- user can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase.</p> | not fulfilled in this activity | not fulfilled in this activity | not fulfilled in this activity | not fulfilled in this activity | <p><i>Speaking U8 (p.67)</i> In pairs. Change roles.</p> |
| <p>(3) B1- user can make a complaint.</p> | not fulfilled in any of the five sample activities | | | | |
| <p>(4) B1 user can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g.,</p> | not fulfilled in any of the five sample activities | | | | |

| | | | | | |
|--|--|---|--|--|---|
| asking passenger where to get off for unfamiliar destination. | | | | | |
| <p>Information exchange</p> <p>(1) A2+ user can understand enough to manage simple, routine exchanges without undue effort. REPEATED in <i>Overall Spoken Interaction</i>, p.1 + <i>Understanding Native Speaker</i>, p.2</p> | subscale designed for assessment | | | | |
| (2) A2+ user can deal with practical everyday demands: finding out and passing on straightforward factual information. | <i>Speaking</i> U4 (p. 43) In pairs. A tell B about your ideas B ask for more information. (from a list) | <i>Everyday English Making conversation</i> U2 (p.21) Think questions to ask s.o. about these subjects. | <i>Speaking</i> U7 (p.77) Ask & answer in pairs. Swap roles. | <i>Speaking</i> U7 (p.69) In pairs. Discuss the questions above. | <i>Speaking</i> U8 (p.67) In pairs. Change roles. |
| (3) A2+ user can ask and answer questions about habits and routines. | not fulfilled in any of the five sample activities | | | | |
| (4) A2+ user can ask and answer questions about pastimes and past activities. | not fulfilled in any of the five sample activities | | | | |
| (5) A2+ user can give and follow simple directions and instructions e.g. explain how to get somewhere. | not fulfilled in any of the five sample activities | | | | |
| (1) B1- user can find out and pass on straightforward factual information. | <i>Speaking</i> U4 (p. 43) In pairs. A tell B about your ideas B ask for more information. (from a list) | <i>Everyday English Making conversation</i> U2 (p.21) Think questions to ask s.o. about these subjects. | <i>Speaking</i> U7 (p.77) Ask & answer in pairs. Swap roles. | <i>Speaking</i> U7 (p.69) In pairs. Discuss the questions above. | <i>Speaking</i> U8 (p.67) In pairs. Change roles. |
| (2) B1- user can ask for and follow detailed directions. | not fulfilled in any of the five sample activities | | | | |
| (3) B1- user can obtain more detailed information. | subscale designed for assessment | | | | |

| | |
|---|---|
| <p><i>Interviewing and being interviewed</i></p> <p>(1) A2+ user can make him/herself understood in an interview and communicating ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.</p> <p>(2) A2+ user can answer simple questions and respond to simple statements in an interview.</p> | <p>subscale designed for assessment</p> |
| <p>(1) B1- user can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction.</p> | <p>not fulfilled in any of the five sample activities</p> |
| <p>(2) B1- user can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.</p> | <p>subscale designed for assessment</p> |

D.4 Correlation between the Spoken Interaction descriptors and the speaking activities at Intermediate level (B1)

| INTERACTION SPOKEN | | | | | |
|--|---|---|--|---|---|
| B1 CEFR DESCRIPTORS | sample activities in EFL textbooks | | | | |
| | <i>Global</i> | <i>New Headway</i> | <i>New English File</i> | <i>Straight forward</i> | <i>English Unlimited</i> |
| <p>Overall spoken interaction</p> <p>(1) B1 user can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.</p> <p>(2) B1 user can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.</p> <p>(3) B1 user can express thoughts on more abstract, cultural topics such as films, books, music etc. [REPEATED in <i>Informal discussion B1</i>]</p> <p>(4) B1 user can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling.</p> <p>(5) B1 user can enter unprepared into conversation of 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,</p> | <p><i>Speaking U4 (p. 43)</i></p> <p>In pairs. Use new expressions learnt. Make 3 general statements.</p> | <p><i>Everyday English</i></p> <p>Giving opinions U3 (p. 29) In pairs. Ask for and give opinions.</p> | <p><i>Speaking U4 (p. 55)</i></p> <p>Agreement or disagreement with a topic. Give reasons. Say what you think about a topic.</p> | <p><i>Speaking U7 (p. 69)</i></p> <p>Work in pairs. Look at the list of the life-changing events below and discuss these questions.</p> | <p><i>Speaking U6 (p.49)</i></p> <p>Talk together about your problems. Make suggestions and give each other advice.</p> |
| | <p>not fulfilled in this activity</p> | <p>not fulfilled in this activity</p> | <p><i>Speaking U4 (p. 55)</i></p> <p>Agreement or disagreement with a topic. Give reasons. Say what you think about a topic.</p> | <p><i>Speaking U7 (p. 69)</i></p> <p>Work in pairs. Look at the list of the life-changing events below and discuss these questions.</p> | <p><i>Speaking U6 (p.49)</i></p> <p>Talk together about your problems. Make suggestions and give each other advice.</p> |
| | <p>not fulfilled in any of the five sample activities</p> | | | | |
| | <p>not fulfilled in any of the five sample activities</p> | | | | |
| | <p>subscale designed for assessment</p> | | | | |

| | |
|--|---|
| work, travel and current events). | |
| <p>Understanding a native speaker interlocutor</p> <p>(1) B1 user can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. [REPEATED in <i>Conversation B1</i>]</p> | subscale designed for assessment |
| <p>Conversation</p> <p>(1) B1 user can enter unprepared into conversations on familiar topics.</p> | subscale designed for assessment |
| <p>(2) B1 user can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. [REPEATED in <i>Understanding a Native Speaker</i>]</p> | subscale designed for assessment |
| <p>(3) B1 user can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</p> | subscale designed for assessment |
| <p>(4) B1 user can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</p> | subscale designed for assessment |
| <p>Informal discussion (with friends)</p> <p>(1) B1 user can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.</p> | subscale designed for assessment |

| | | | | | |
|---|---|---|---|--|--|
| <p>(2) B1 user can express his/her thoughts about abstract or cultural topics such as music, films. [REPEATED in Overall Spoken Interaction B1]</p> | not fulfilled in any of the five sample activities | | | | |
| <p>(3) B1 user can explain why something is a problem.</p> | not fulfilled in any of the five sample activities | | | | |
| <p>(4) B1 user can give brief comments on the views of others.</p> | subscale designed for assessment | | | | |
| <p>(5) B1 user can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.</p> | not fulfilled in any of the five sample activities | | | | |
| <p>(6) B1 user can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> | subscale designed for assessment | | | | |
| <p>(7) B1 user can give or seek personal views and opinions in discussing topics of interest.</p> | <p><i>Speaking</i> U4 (p. 43)</p> <p>In pairs. Use new expressions learnt. Make 3 general statements.</p> | <p><i>Everyday English</i></p> <p>Giving opinions U3 (p. 29) In pairs. Ask for and give opinions.</p> | <p><i>Speaking</i> U4 (p. 55) Agreement or disagreement with a topic. Give reasons. Say what you think about a topic.</p> | <p><i>Speaking</i> U7 (p. 69) Work in pairs. Look at the list of the life-changing events below and discuss these questions.</p> | <p><i>Speaking</i> U6 (p.49) Talk together about your problems. Make suggestions and give each other advice.</p> |
| <p>(8) B1 user can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).</p> | subscale designed for assessment | | | | |

| | | | | | |
|---|---|---|--|---|---|
| <p>(9) B1 user can express belief, opinion, agreement and disagreement politely.</p> | <p><i>Speaking U4 (p. 43)</i></p> <p>In pairs. Use new expressions learnt. Make 3 general statements.</p> | <p><i>Everyday English</i></p> <p>Giving opinions U3 (p. 29) In pairs. Ask for and give opinions.</p> | <p><i>Speaking U4 (p. 55)</i></p> <p>Agreement or disagreement with a topic. Give reasons. Say what you think about a topic.</p> | <p><i>Speaking U7 (p. 69)</i></p> <p>Work in pairs. Look at the list of the life-changing events below and discuss these questions.</p> | <p><i>Speaking U6 (p.49)</i></p> <p>Talk together about your problems. Make suggestions and give each other advice.</p> |
| <p>Formal discussion and meetings</p> <p>(1) B1 user can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly.</p> | <p>subscale designed for assessment</p> | | | | |
| <p>(2) B1 user can put over a point of view clearly, but has difficulty engaging in debate.</p> | <p>subscale designed for assessment</p> | | | | |
| <p>(3) B1 user can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.</p> | <p>subscale designed for assessment</p> | | | | |
| <p>Goal-oriented Cooperation</p> <p>(1) B1 user can follow what is said, though he/she may occasionally has to ask for repetition or clarification if the other people's talk is rapid or extended.</p> | <p>subscale designed for assessment</p> | | | | |
| <p>(2) B1 user can explain why something is a problem, discuss what to do next, compare and contrast alternatives.</p> | <p>subscale designed for assessment</p> | | | | |

| | |
|---|---|
| <p>(3) B1 user can give brief comments on the views of others.</p> | <p>subscale designed for assessment</p> |
| <p>(4) B1 user can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.</p> | <p>subscale designed for assessment</p> |
| <p>(5) B1 user can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p> | <p>subscale designed for assessment</p> |
| <p>(6) B1 user can invite others to give their views on how to proceed.</p> | <p>subscale designed for assessment</p> |
| <p>Transactions to obtain goods & services</p> | <p>subscale designed for assessment</p> |
| <p>(1) B1 user can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.</p> | <p>not fulfilled in any of the five sample activities</p> |
| <p>(2) B1 user can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase.</p> | <p>not fulfilled in any of the five sample activities</p> |
| <p>(3) B1 user can make a complaint.</p> | <p>subscale designed for assessment</p> |
| <p>(4) B1 user can deal with most situations likely to arise when making travel arrangements through</p> | <p>subscale designed for assessment</p> |

| | | | | | |
|--|---|---|---|--|--|
| <p>an agent or when actually travelling, e.g., asking passenger where to get off for unfamiliar destination.</p> | | | | | |
| <p>Information exchange (1) B1 user can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his field with some confidence.</p> | <p><i>Speaking U4</i> (p. 43) In pairs. Use new expressions learnt. Make 3 general statements.</p> | <p><i>Everyday English U3</i> (p. 29) Giving opinions In pairs. Ask for and give opinions.</p> | <p><i>Speaking U4</i> (p. 55) Agreement or disagreement with a topic. Give reasons. Say what you think about a topic.</p> | <p><i>Speaking U7</i> (p. 69) Work in pairs. Look at the list of the life-changing events below and discuss these questions.</p> | <p><i>Speaking U6</i> (p.49) Talk together about your problems. Make suggestions and give each other advice.</p> |
| <p>(2) B1 user can describe how to do something, giving detailed instructions.</p> | not fulfilled in any of the five sample activities | | | | |
| <p>(3) B1 user can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail.</p> | <p><i>Speaking U4</i> (p. 43) In pairs. Use new expressions learnt. Make 3 general statements.</p> | <p><i>Everyday English U3</i> (p. 29) Giving opinions In pairs. Ask for and give opinions.</p> | <p><i>Speaking U4</i> (p. 55) Agreement or disagreement with a topic. Give reasons. Say what you think about a topic.</p> | <p><i>Speaking U7</i> (p. 69) Work in pairs. Look at the list of the life-changing events below and discuss these questions.</p> | <p><i>Speaking U6</i> (p.49) Talk together about your problems. Make suggestions and give each other advice.</p> |
| <p>(4) B1 user can find out and pass on straightforward factual information.</p> | subscale designed for assessment | | | | |
| <p>(5) B1 user can ask for and follow detailed directions</p> | not fulfilled in any of the five sample activities | | | | |
| <p>(6) B1 user can obtain more detailed information.</p> | subscale designed for assessment | | | | |
| <p>Interviewing and being interviewed (1) B1 user can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision.</p> | not fulfilled in any of the five sample activities | | | | |

| | |
|---|--|
| <p>(2) B1 user can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.</p> | <p>subscale designed for assessment</p> |
| <p>(3) B1 user can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction.</p> | <p>subscale designed for assessment</p> |
| <p>(4) B1 user can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.</p> | <p>subscale designed for assessment</p> |

D.5 Correlation between the Spoken Interaction descriptors and the speaking activities at Upper-Intermediate level (B2)

| INTERACTION SPOKEN | | | | | |
|---|---|------------------------|-----------------------------|-----------------------------|------------------------------|
| B2 CEFR DESCRIPTORS | sample activities in EFL textbooks | | | | |
| | <i>Global</i> | <i>New Headway</i> | <i>New English File</i> | <i>Straight forward</i> | <i>English Unlimited</i> |
| <p>Overall spoken interaction</p> <p>(1) B2 user can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.</p> <p>(2) B2 user can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.</p> <p>(3) B2 user can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party.</p> <p>(4) B2 user can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.</p> | subscale designed for assessment | | | | |
| | subscale designed for assessment | | | | |
| | subscale designed for assessment | | | | |
| | subscale designed for assessment | | | | |
| <p>Understanding a native speaker interlocutor</p> <p>(1) B2 user can understand in detail what is said to him/her in the standard spoken</p> | subscale designed for assessment | | | | |

| | |
|---|--|
| language even in a noisy environment. | |
| <p>Conversation</p> <p>(1) B2 user can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.</p> <p>(2) B2 user can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.</p> <p>(3) B2 user can convey degrees of emotion and highlight the personal significance of events and experiences.</p> | <p>subscale designed for assessment</p> <p>subscale designed for assessment</p> <p>subscale designed for assessment</p> |
| <p>Informal discussion (with friends)</p> <p>(1) B2 user can keep up with an animated discussion between native speakers.</p> <p>(2) B2 user can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. [REPETAED in <i>Formal Discussion B2</i>]</p> <p>(3) B2 user 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> | <p>subscale designed for assessment</p> <p>subscale designed for assessment</p> <p>subscale designed for assessment</p> |

| | |
|--|--|
| <p>(4) B2 user can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</p> | <p>subscale designed for assessment</p> |
| <p>(5) B2 user can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.</p> | <p>subscale designed for assessment</p> |
| <p>Formal discussion and meetings</p> <p>(1) B2 user can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view.</p> <p>(2) B2 user can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. [REPEATED in <i>Informal Discussion B2</i>]</p> <p>(3) B2 user can participate actively in routine and non-routine formal discussion</p> <p>(4) B2 user can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker.</p> <p>(5) B2 user can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.</p> | <p>subscale designed for assessment</p> |
| | <p>subscale designed for assessment</p> |
| | <p>subscale designed for assessment</p> |
| | <p>subscale designed for assessment</p> |
| | <p>subscale designed for assessment</p> |
| <p>Goal-oriented Co-operation</p> | |

| | |
|---|---|
| <p>(1) B2 user can understand detailed instructions reliably.</p> | <p>subscale designed for assessment</p> |
| <p>(2) B2 user can help along the progress of the work by inviting others to join in, say what they think etc.</p> | <p>subscale designed for assessment</p> |
| <p>(3) B2 user can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.</p> | <p>subscale designed for assessment</p> |
| <p>Transactions to Obtain Goods and Services (1) B2 user can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident.</p> | <p>not fulfilled in any of the five sample activities</p> |
| <p>(2) B2 user 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.</p> | <p>subscale designed for assessment</p> |
| <p>(3) B2 user can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.</p> | <p>not fulfilled in any of the five sample activities</p> |
| <p>Information exchange (1) B2 user can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.</p> | <p>subscale designed for assessment</p> |

| | | | | | |
|---|---|---|---|--|---|
| <p>(2) B2 user can pass on detailed information reliably.</p> <p>(3) B2 user can give a clear, detailed description of how to carry out a procedure.</p> <p>(4) B2 user can synthesise and report information and arguments from a number of sources.</p> | subscale designed for assessment | | | | |
| | subscale designed for assessment | | | | |
| | <p><i>Speaking</i> U3 (p.36) Work in pairs. Choose three of the questions below and ask and answer.</p> | <p><i>Everyday English</i> Making your position U9 (p.85) A class debate. Prepare the debate in groups. Then, conduct the debate.</p> | <p><i>Speaking</i> U5 (p. 79) Debate about these topics. In 2 groups. Hold the debate, 2 of their points. Bs take notes; As speak, and ⇔.</p> | <p><i>Speaking</i> U10 (p. 102) In pairs, discuss the situation. What advice would you give him/her?</p> | <p><i>Speaking</i> U10 (p.102) Work in pairs. Discuss this situation. Read the advice below and answer these questions.</p> |
| <p><i>Interviewing and being interviewed</i></p> <p>(1) B2 user can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.</p> <p>(2) B2 user can take initiatives in an interview, expand and develop ideas with little help or prodding from an interview.</p> | | | | | |
| subscale designed for assessment | | | | | |
| subscale designed for assessment | | | | | |

D.6 Correlation between the Spoken Interaction descriptors and the speaking activities at Advanced level (C1)

| INTERACTION SPOKEN | | | | | |
|---|---|------------------------|-----------------------------|-----------------------------|------------------------------|
| C1 CEFR DESCRIPTORS | sample activities in EFL textbooks | | | | |
| | <i>Global</i> | <i>New Headway</i> | <i>New English File</i> | <i>Straight forward</i> | <i>English Unlimited</i> |
| <p>Overall spoken interaction (1) C1 user can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.</p> | subscale designed for assessment | | | | |
| <p>Understanding a Native Speaker Interlocutor (1) C1 user can understand in detail speech on abstract and complex topics of a specialist nature beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</p> | subscale designed for assessment | | | | |
| <p>Conversation (1) C1 user can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</p> | subscale designed for assessment | | | | |
| <p>Informal discussion (with friends) (1) C1 user can easily follow and contribute to complex</p> | subscale designed for assessment | | | | |

| | |
|--|--|
| interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | |
| <p>Formal discussion (meetings)</p> <p>(1) C1 user can easily keep up with the debate, even on abstract, complex unfamiliar topics.</p> | subscale designed for assessment |
| <p>(2) C1 user can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.</p> | subscale designed for assessment |
| <p>Goal-oriented co-operation As B2</p> <p>(1) C1 user can pass on detailed instructions reliably,</p> | subscale designed for assessment |
| <p>(2) C1 user can help along the progress of the work by inviting others to join in, say what they think ...</p> | subscale designed for assessment |
| <p>(3) C1 user can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.</p> | subscale designed for assessment |
| <p>Transaction to Obtain Goods & Services As B2</p> <p>(1) C1 user can cope linguistically to negotiate a solution to a dispute like an undeserved traffic</p> | not fulfilled in any of the five sample activities |

| | | | | | |
|--|--|---|---|---|---|
| <p>ticket, financial responsibility for damage in a flat, for blame regarding an accident.</p> | | | | | |
| <p>(2) C1 user 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.</p> | <p>subscale designed for assessment</p> | | | | |
| <p>(3) C1 user can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.</p> | <p>not fulfilled in any of the five sample activities</p> | | | | |
| <p>Information exchange As B2</p> <p>(1) C1 user can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.</p> | <p>subscale designed for assessment</p> | | | | |
| <p>(2) C1 user can pass on detailed information reliably.</p> | <p>subscale designed for assessment</p> | | | | |
| <p>(3) C1 user can give a clear, detailed description of how to carry out a procedure.</p> <p>(4) C1 user can synthesise and report information and arguments from a number of sources.</p> | <p><i>Speaking</i> U6 (p. 68) Which quotation do you like best, and why? Choose two or three of the quotations</p> | <p><i>The Last Word</i> Softening the message U8 (p.80) Write some conversations for these situations (...)</p> | <p><i>Speaking</i> U1 (p. 7) Think about a job you could talk about. Use these questions to help you.</p> | <p><i>Speaking</i> U9 (p. 90) Spend a full day on Tobago. Explain the activities you plan to do and</p> | <p><i>Speaking</i> U3 (p. 27) Think of a book or an author you loved when you were younger. Is it true that 'the books (...) are going to be a disappointment</p> |

| | | | | | |
|---|---|--|--|-----------------------|------------------------|
| | to discuss with a partner. | | | justify your choices. | when you are an adult? |
| <i>Interviewing and being interviewed</i> | subscale designed for assessment | | | | |
| (1) C1 user can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well. | | | | | |

Appendix E. “Can Do” descriptors for Spoken Production in the CEFR

Table E.1 The Illustrative scales for *Overall Spoken Production* (Council of Europe 2001, 58)

| OVERALL ORAL PRODUCTION | |
|-------------------------|--|
| C2 | Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points. |
| C1 | Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. |
| B2 | Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. |
| | Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples. |
| B1 | Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points. |
| A2 | Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list. |
| A1 | Can produce simple mainly isolated phrases about people and places. |

Table E.2 The Illustrative scales for *Sustained Monologue: Describing experience* (Council of Europe 2001, 59)

| SUSTAINED MONOLOGUE: Describing experience | |
|--|---|
| C2 | Can give clear, smoothly flowing, elaborate and often memorable descriptions. |
| C1 | Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. |
| B2 | Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest. |
| B1 | Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. |
| | Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. |
| | Can give detailed accounts of experiences, describing feelings and reactions. |
| | Can relate details of unpredictable occurrences, e.g. an accident. |
| | Can relate the plot of a book or film and describe his/her reactions. |
| A2 | Can describe dreams, hopes and ambitions. |
| | Can describe events, real or imagined. |
| | Can narrate a story. |
| | Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. |
| | Can give short, basic descriptions of events and activities. |
| A1 | Can describe plans and arrangements, habits and routines, past activities and personal experiences. |
| | Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes or dislikes about something. |
| A1 | Can describe his/her family, living conditions, educational background, present or most recent job. |
| | Can describe people, places and possessions in simple terms. |
| A1 | Can describe him/herself, what he/she does and where he/she lives. |

Table E.3 The Illustrative scales for *Sustained Monologue: Putting a case (e.g. in a debate)* (Council of Europe 2001, 59)

| SUSTAINED MONOLOGUE: Putting a case (e.g. in a debate) | |
|--|---|
| C2 | No descriptor available |
| C1 | No descriptor available |
| B2 | Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. |
| | Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument: Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| | |
| B1 | Can develop an argument well enough to be followed without difficulty most of the time. |
| | Can briefly give reasons and explanations for opinions, plans and actions. |
| A2 | No descriptor available |
| A1 | No descriptor available |

Table E.4 The Illustrative scales for *Public Announcements* (Council of Europe 2001, 60)

| PUBLIC ANNOUNCEMENTS | |
|----------------------|---|
| C2 | No descriptor available |
| C1 | Can deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely. |
| B2 | Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener. |
| B1 | Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible. |
| A2 | Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate. |
| A1 | No descriptor available |

Table E.5 The Illustrative scales for *Addressing Audiences* (Council of Europe 2001, 60)

| | ADDRESSING AUDIENCES |
|----|--|
| C2 | <i>Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs. Can handle difficult and even hostile questioning.</i> |
| C1 | <i>Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly.</i> |
| B2 | <i>Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.</i> |
| | <i>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. Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.</i> |
| B1 | <i>Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. Can take follow up questions, but may have to ask for repetition if the speech was rapid.</i> |
| A2 | <i>Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. Can cope with a limited number of straightforward follow up questions.</i> |
| | <i>Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.</i> |
| A1 | <i>Can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast.</i> |

Appendix F. “Can Do” descriptors for Spoken Interaction in the CEFR

Table F.1 The Illustrative scales for *Overall Spoken Interaction* (Council of Europe 2001, 74)

| | OVERALL SPOKEN INTERACTION |
|----|---|
| C2 | <i>Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.</i> |
| C1 | <i>Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.</i> |
| B2 | <i>Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.</i> |
| | <i>Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.</i> |
| B1 | <i>Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.</i> |
| | <i>Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. 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).</i> |
| A2 | <i>Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</i> |
| | <i>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.</i> |
| A1 | <i>Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</i> |

Table F.2 The Illustrative scales for *Understanding a native speaker interlocutor* (Council of Europe 2001, 75)

| UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR | |
|---|--|
| C2 | <i>Can understand any native speaker interlocutor, even on abstract and complex topics of a specialist nature beyond his/her own field, given an opportunity to adjust to a non-standard accent or dialect.</i> |
| C1 | <i>Can understand in detail speech on abstract and complex topics of a specialist nature beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</i> |
| B2 | <i>Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.</i> |
| B1 | <i>Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</i> |
| A2 | <i>Can understand enough to manage simple, routine exchanges without undue effort. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.</i> |
| | <i>Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.</i> |
| A1 | <i>Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</i> |

Table F.3 The Illustrative scales for *Conversation* (Council of Europe 2001, 76)

| | CONVERSATION |
|----|--|
| C2 | <i>Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.</i> |
| C1 | <i>Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</i> |
| B2 | <i>Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. Can convey degrees of emotion and highlight the personal significance of events and experiences.</i> |
| B1 | <i>Can enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</i> |
| A2 | <i>Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.</i> |
| | <i>Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. Can use simple everyday polite forms of greeting and address. Can make and respond to invitations, suggestions and apologies. Can say what he/she likes and dislikes.</i> |
| A1 | <i>Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.</i> |

Table F.4 The Illustrative scales for *Informal Discussion (with friends)* (Council of Europe 2001, 77)

| INFORMAL DISCUSSION (WITH FRIENDS) | |
|------------------------------------|---|
| C2 | As C1 |
| C1 | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. |
| B2 | Can keep up with an animated discussion between native speakers. Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly. |
| | 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. Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. |
| B1 | Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Can give brief comments on the views of others. Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. |
| | Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). Can express belief, opinion, agreement and disagreement politely. |
| A2 | Can generally identify the topic of discussion around him/her when it is conducted slowly and clearly. Can discuss what to do in the evening, at the weekend. Can make and respond to suggestions. Can agree and disagree with others. |
| | Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can discuss what to do, where to go and make arrangements to meet. |
| A1 | No descriptors available |

Table F.5 The Illustrative scales for *Formal Discussion and meetings* (Council of Europe 2001, 78)

| FORMAL DISCUSSION AND MEETINGS | |
|--------------------------------|---|
| C2 | <i>Can hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument, at no disadvantage to native speakers.</i> |
| C1 | <i>Can easily keep up with the debate, even on abstract, complex unfamiliar topics. Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.</i> |
| B2 | <i>Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.</i> |
| | <i>Can participate actively in routine and non-routine formal discussion. Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker. Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.</i> |
| B1 | <i>Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly. Can put over a point of view clearly, but has difficulty engaging in debate. Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.</i> |
| A2 | <i>Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly. Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.</i> |
| | <i>Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.</i> |
| A1 | No descriptor available |

Table F.6 The Illustrative scales for *Goal-oriented co-operation* (Council of Europe 2001, 79)

| | |
|-----------|---|
| | GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event) |
| C2 | As B2 |
| C1 | As B2 |
| B2 | <p>Can understand detailed instructions reliably.</p> <p>Can help along the progress of the work by inviting others to join in, say what they think, etc.</p> <p>Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.</p> |
| B1 | <p>Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended.</p> <p>Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.</p> <p>Can give brief comments on the views of others.</p> <p>Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.</p> <p>Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p> <p>Can invite others to give their views on how to proceed.</p> |
| A2 | <p>Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.</p> <p>Can discuss what to do next, making and responding to suggestions, asking for and giving directions.</p> <p>Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble.</p> <p>Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.</p> |
| A1 | <p>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p>Can ask people for things, and give people things.</p> |

Table F.7 The Illustrative scales for *Transactions to obtain goods and services* (Council of Europe 2001, 80)

| | TRANSACTIONS TO OBTAIN GOODS AND SERVICES |
|----|---|
| C2 | As B2 |
| C1 | As B2 |
| B2 | Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident. 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. |
| | Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession. |
| B1 | Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit. Can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase. Can make a complaint. Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g. asking passenger where to get off for an unfamiliar destination. |
| A2 | Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature. |
| | Can ask for and provide everyday goods and services. Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. Can ask about things and make simple transactions in shops, post offices or banks. Can give and receive information about quantities, numbers, prices, etc. Can make simple purchases by stating what is wanted and asking the price. Can order a meal. |
| A1 | Can ask people for things and give people things. Can handle numbers, quantities, cost and time. |

Table F.8 The Illustrative scales for *Information Exchange* (Council of Europe 2001, 81)

| | INFORMATION EXCHANGE |
|----|---|
| C2 | As B2 |
| C1 | As B2 |
| B2 | Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role. |
| | Can pass on detailed information reliably. Can give a clear, detailed description of how to carry out a procedure. Can synthesise and report information and arguments from a number of sources. |
| B1 | Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. Can describe how to do something, giving detailed instructions. Can summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail. |
| | Can find out and pass on straightforward factual information. Can ask for and follow detailed directions. Can obtain more detailed information. |
| A2 | Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can ask and answer questions about habits and routines. Can ask and answer questions about pastimes and past activities. Can give and follow simple directions and instructions, e.g. explain how to get somewhere. |
| | Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters. Can ask and answer questions about what they do at work and in free time. Can ask for and give directions referring to a map or plan. Can ask for and provide personal information. |
| A1 | Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock. |

Table F.9 The Illustrative scales for *Interviewing and being interviewed* (Council of Europe 2001, 82)

| INTERVIEWING AND BEING INTERVIEWED | |
|------------------------------------|--|
| C2 | Can keep up his/her side of the dialogue extremely well, structuring the talk and interacting authoritatively with complete fluency as interviewer or interviewee, at no disadvantage to a native speaker. |
| C1 | Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well. |
| B2 | Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. |
| | Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer. |
| B1 | Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision. Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended. |
| | Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction. |
| | Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. |
| A2 | Can make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to. |
| | Can answer simple questions and respond to simple statements in an interview. |
| A1 | Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details. |

Appendix. G The five series of EFL course books: authors, year of publication, publishers, distribution of units and sections, and units selected

G.1 The *Global* series

Table G.1 The *Global* series

| Description | | | |
|---|---|-------------------------------|---|
| <p><i>Global</i> is a six-level general English course, taking adult learners from Beginner to Advanced level. It is information-rich, sophisticated in both presentation and approach, with international appeal, combining challenging content, intelligent topics and cross-cultural awareness, and features none of the celebrity-driven lifestyle content often found in typical general English courses for adults.</p> | | | |
| | Authors, publisher and year of publication | Nº of units / sections | Units selected |
| Beginner | Clandfield, L., McAvoy, J. & Pickering, K. McMillan Education (2010) | 15 units | Unit 1 <i>Name & Address</i> Writing & Speaking (p. 9) |
| Elementary | Clandfield, L. & Pickering, K. McMillan Education (2010) | 10 units | Unit 7 <i>News & Weather</i> Speaking (p. 83) |
| Pre-Interm. | Clandfield, L. McMillan Education (2010) | 10 units | Unit 4 <i>Hopes & Fears</i> Speaking (p. 43) |
| Intermediate | Clandfield, L. & Benne, R. McMillan Education (2011) | 10 units | Unit 2 <i>Lives & Legends</i> Speaking (p. 26) |
| Upper-Inter. | Clandfield, L. & Benne, R. McMillan Education (2011) | 10 units | Unit 3 <i>Land & Sea</i> Speaking (p. 36) |
| Advanced | Clandfield, L. & Jeffries, A. McMillan Education (2012) | 10 units | Unit 6 <i>Trade & Commerce</i> Speaking (p. 68) |
| <p>Source: http://ecatalog.macmillan.mx/level-index/youngadults/global/ (Accessed April 2016)</p> | | | |

G.2 The New Headway series

Table G.2 The New Headway series

| Description | | | |
|---|---|-------------------------------|---|
| <p>The world's best-selling English course - a perfectly-balanced syllabus with a strong grammar focus, and full support at all six levels.</p> <p>With its proven methodology, Headway is the course you can always trust.</p> <p>The strong grammar focus, clear vocabulary syllabus and integrated skills work give you lessons that really work in class.</p> | | | |
| | Authors, publisher and year of publication | Nº of units / sections | Units selected |
| Beginner | Soars, J. & Soars, L. O.U.P. (2013) (4 th ed.) | 14 units | Unit 6 <i>Every day</i> Practice Talking about you (p. 45) |
| Elementary | Soars, J. & Soars, L. O.U.P. (2013) (4 th ed.) | 12 units | Unit 9 <i>City living</i> Practice Comparing cities (p. 71) |
| Pre-Interm. | Soars, J. & Soars, L. O.U.P. (2013) (4 th ed.) | 12 units | Unit 2 <i>The way we live</i> Everyday English Making conversation (p. 21) |
| Intermediate | Soars, J. & Soars, L. O.U.P. (2013) (4 th ed.) | 12 units | Unit 3 <i>Good times, bad times</i> Everyday English Giving opinions (p. 29) |
| Upper-Inter. | Soars, J. & Soars, L. O.U.P. (2012) (3 rd ed.) | 12 units | Unit 9 <i>Forever friends</i> Everyday English Making your point of view (p. 85) |
| Advanced | Soars, J. & Soars, L. O.U.P. (2012) (3 rd ed.) | 12 units | Unit 7 <i>Words of wisdom</i> Speaking Dilemma! (p. 80) |
| <p>Source: https://elt.oup.com/catalogue/items/global/adult_courses/new_headway/?cc=global&sellLanguage=en </p> | | | |

G.3. The *New English File* seriesTable G.3 The *New English File* series

| Description | | | |
|---|---|---------------------------------------|---|
| <p><i>New English file</i>. Six-level general English course for adults. Four-skills English course with fun lessons, digital resources and strong online support – loved by students and teachers at every level. With texts and topics that make learners want to speak, <i>New English File</i> is the course that gets students talking. It gives you full skills coverage with a clear focus on pronunciation, plus wide-ranging support and resources too.</p> | | | |
| | Authors, publisher and year of publication | Nº of units / sections | Units selected |
| Beginner | Oxenden, C. & Latham- O.U.P. Koenig, C. (2009) | 7 units 3 sections [A, B, C] | Unit 2 A <i>What's in your bag?</i> Speaking & Writing (p. 19) |
| Elementary | Oxenden, C. & Latham- O.U.P. Koenig, C. (2009) | 9 units 4 sections [A, B, C, D] | Unit 5 A <i>Who were they?</i> Speaking (p. 53) |
| Pre-Interm. | Oxenden, C. & Latham- O.U.P. Koenig, C. (2009) | 9 units 4 sections [A,B,C,D] | Unit 7 A <i>Famous fears and phobias</i> Speaking (p. 77) |
| Intermediate | Oxenden, C. & Latham- O.U.P. Koenig, C. (2009) | 7 units 3 sections [A, B, C] | Unit 4 A <i>Back to school, aged 35</i> Speaking (p.55) |
| Upper-Inter. | Oxenden, C. & Latham- O.U.P. Koenig, C. (2009) | 7 units 3 sections [A, B,C] | Unit 5 A <i>The psychology of music</i> Speaking (p. 79) |
| Advanced | Oxenden, C. & Latham- O.U.P. Koenig, C. (2009) | 7 units 3 sections [A, B, C] | Unit 1 A <i>What motivates you?</i> Speaking (p. 7) |
| Source: https://elt.oup.com/catalogue/items/global/adult_courses/new_english_file/?cc=global&se Language=en | | | |

G.4 The *Straightforward* series

| Description | | | |
|--|---|-------------------------------------|---|
| <p><i>Straightforward</i> is a complete 6 level general English course. Ideal for teachers looking for an easy-to-use, flexible adult general English course it takes the most suitable methodological approach to what is being taught, resulting in the perfect balance of skills and language work. The course is based around 12 topics per level, with extra sections including functional language, writing skills, grammar notes and wordlists that round off the Student's Book.</p> | | | |
| | Authors, publisher and year of publication | Nº of units / sections | Units selected |
| Beginner | Clandfield, L. (2013) (2nd E) McMillan Education | 12 units 4 sections [A,B,C,D] | Unit 11 A Special people Speaking (p. 99) |
| Elementary | Clandfield, L. (2013) (2nd E) McMillan Education | 12 units 4 sections [A,B,C,D] | Unit 3 B 1600 Pennsylvania Avenue Speaking (p. 35) |
| Pre-Interm. | Clandfield, L. (2013) (2nd E) McMillan Education | 12 units 4 sections [A,B,C,D] | Unit 8 A The futurological conference Speaking (p. 77) |
| Intermediate | Clandfield, L. (2013) (2nd E) McMillan Education | 12 units 4 sections [A,B,C,D] | Unit 7 B Life changes Speaking (p. 69) |
| Upper-Inter. | Clandfield, L. (2013) (2nd E) McMillan Education | 12 units 4 sections [A,B,C,D] | Unit 10 Good deeds Speaking (p.102) |
| Advanced | Clandfield, L. (2013) (2nd E) McMillan Education | 12 units 4 sections [A,B,C,D] | Unit 9 C A place in the sun Speaking (p. 90) |
| Source: http://www.macmillanenglish.com/courses/straightforward/ | | | |

G.5 The *English Unlimited* series

| Description | | | |
|--|---|-------------------------------|--|
| <p><i>English Unlimited</i> is a six-level (A1 to C1) goals-based course for adults. Centred on purposeful, real-life objectives, it prepares learners to use English independently for global communication. Through universal topics and activities, and a focus on intercultural competence as a 'fifth skill', this international coursebook helps learners become more sensitive, more effective communicators. Teaching natural, dependable language, and with CEF goals at its core, it brings real life into the classroom and gives learners the skills and strategies to communicate confidently outside it. Explore sections provide the extra ingredients for enhancing communicative ability, from further development of speaking skills to independent learning strategies.</p> | | | |
| | Authors, publisher and year of publication | Nº of units / sections | Units selected |
| Beginner | Doff, A. (2010) C.U.P. | 10 units | Unit 4 About you Speaking (p. 34) |
| Elementary | Tilbury, A. et al. (2010) C.U.P. | 14 units | Unit 12 Are you OK? Speaking (p. 99) |
| Pre-Interm. | Hendra, L. et al. (2010) C.U.P. | 14 units | Unit 8 Things Speaking (p. 67) |
| Intermediate | Rea, D. & Clementson, T. (2010) C.U.P. | 14 units | Unit 6 Let me explain Speaking (p. 49) |
| Upper-Inter. | Tilbury, A. & Hendra, L. (2010) C.U.P. | 14 units | Unit 5 Images Speaking (p. 39) |
| Advanced | Doff, A. & Goldstein, B. (2010) C.U.P. | 12 units | Unit 3 Language and Literature Speaking (p. 27) |
| Source: http://www.cambridge.org/gb/cambridgeenglish/catalog/adult-courses/english-unlimited/english-unlimited-elementary-coursebook-e-portfolio | | | |

Appendix. H Confidence Intervals for the Spoken Production and Interaction descriptors in the CEFR and the speaking activities sample in EFL textbooks

Table H.1 Confidence Intervals for the Spoken Production descriptors and the speaking activities sample in EFL textbooks

| A1 | A2 | A2+/B1- | B1 | B2 | C1 | TOTAL NUMBER | |
|-----------|-----------|----------------|-----------|-----------|-----------|---------------------|--|
| 15 | 70 | 115 | 70 | 60 | 30 | 360 | The Spoken Production descriptors in the CEFR |
| 7 | 9 | 20 | 11 | 24 | 16 | 87 | Fulfilment of the Spoken Production descriptors in the speaking activities sample in EFL textbooks |

Confidence interval (19.83%, 28.93)

Table H.2 Confidence Intervals for the Spoken Interaction descriptors and the speaking activities sample in EFL textbooks

| A1 | A2 | A2+/B1- | B1 | B2 | C1 | TOTAL NUMBER | |
|-----------|-----------|----------------|-----------|-----------|-----------|---------------------|--|
| 80 | 250 | 245 | 210 | 150 | 85 | 1020 | The Spoken Production descriptors in the CEFR |
| 19 | 17 | 18 | 28 | 5 | 5 | 92 | Fulfilment of the Spoken Production descriptors in the speaking activities sample in EFL textbooks |

Confidence interval (7.33%, 10.95%)

