

## Elevator International Level 3 (Intermediate) Student's Book Mapping to CEF and ALTE Can Do Statements

### CEFR level descriptors: Global Scale

<b>Proficient User</b>	<b>C2</b>	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express himself/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	<b>C1</b>	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express himself/herself fluently and spontaneously without much obvious searching for expression. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
<b>Independent User</b>	<b>B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	<b>B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
<b>Basic User</b>	<b>A2</b>	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	<b>A1</b>	Can understand and use familiar everyday expressions and vary basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce himself/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

<b>Unit 01: My life</b>		
<b>B1</b>		
<b>Speaking</b>	Can enter unprepared into conversations on familiar topics. (B1)	pp.6 & 7
	Can engage and participate in conversation on most general topics, even in a noisy environment. (B1)	p.7
	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. (B1)	pp.9 & 11
<b>Listening</b>	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (B1)	pp.8 & 10
<b>Reading</b>	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, of from different texts in order to fulfil a specific task. (B1)	pp.6 & 10
<b>Writing</b>	Can write accounts of experiences, describing feelings and reactions in simple connected text. (B1)	p.11

<b>Unit 02: American dreams</b>		
<b>B1</b>		
<b>Speaking</b>	Can enter unprepared into conversations on familiar topics. (B1)	p.12
	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. (B1)	pp.14 & 15
<b>Listening</b>	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. (B1)	p.14
<b>Reading</b>	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, of from different texts in order to fulfil a specific task. (B1)	p.12
	Can read correspondence relating to his/her field of interest and grasp the essential meaning. (B1)	p.16
<b>Writing</b>	Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music and film. (B1)	p.17

<b>Unit 03: Eyewitness</b>		
<b>B1</b>		
<b>Speaking</b>	Can express his/her thoughts about abstract or cultural topics such as music and film. Can explain why something is a problem. (B1)	p.20
	Can give brief comments on the views of others. (B1)	p.21
	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. (B1)	pp.23 & 25
<b>Listening</b>	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. (B1)	pp.22 & 24
<b>Reading</b>	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. (B1)	p.20
<b>Writing</b>	Can synthesise information and arguments from a number of sources. (B1)	p.25

<b>Unit 04: Time out</b>		
<b>B1</b>		
<b>Speaking</b>	Can engage and participate in conversation on most general topics, even in a noisy environment. (B1)	p.27
	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. (B1)	p.29
<b>Listening</b>	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. (B1)	pp.28 & 30
<b>Reading</b>	Can scan quickly through texts, locating relevant details. (B1)	p.26
<b>Writing</b>	Can write accounts of experiences, describing feelings and reactions in simple connected text. (B1)	p.31

<b>Unit 05: Working hard</b> <b>B1/B2</b>		
<b>Speaking</b>	Can participate actively in routine and non-routine formal discussion. (B2)	pp.34 & 36
	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. (B1)	p.39
<b>Listening</b>	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (B1)	pp.36 & 38
<b>Reading</b>	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (B1)	pp.34 & 38
<b>Writing</b>	Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence. (B1)	p.35

<b>Unit 06: Food heaven?</b> <b>B1/B2</b>		
<b>Speaking</b>	Can participate actively in routine and non-routine formal discussion. (B2)	p.42
	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. (B1)	p.45
<b>Listening</b>	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (B1)	p.42
<b>Reading</b>	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)	p.40
<b>Writing</b>	Can write accounts of experiences, describing feelings and reactions in simple connected text. (B1)	p.43
	Can synthesise information and arguments from a number of sources. (B1)	p.45

<b>Unit 07: Climate chaos</b> <b>B1/B2</b>		
<b>Speaking</b>	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 hypothesis. (B2)	pp.48, 49 & 50
	Can construct a chain of reasoned argument: can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. (B2)	p.53
<b>Listening</b>	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (B1)	p.50
<b>Reading</b>	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)	pp.48 & 52
<b>Writing</b>	Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. (B1)	p.51

<b>Unit 08: City Creatures</b> <b>B1/B2</b>		
<b>Speaking</b>	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 hypothesis. (B2)	pp.56 & 57
	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. (B2)	p.59
<b>Listening</b>	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is signposted by explicit markers. (B2)	p.56
<b>Reading</b>	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, of from different texts in order to fulfil a specific task. (B1)	pp.54 & 58
<b>Writing</b>	Can write clear texts on a variety of subjects related to his/her field of interest, synthesising information and arguments from a number of sources. (B1)	p.59

<b>Unit 09: Fashion victims</b> <b>B1/B2</b>		
<b>Speaking</b>	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. (B1)	pp.62 & 63
	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 hypothesis. (B2)	pp.65 & 67
<b>Listening</b>	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (B1)	pp.64 & 66
<b>Reading</b>	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B1)	p.62

<b>Unit 10: Modern love</b> <b>B1/B2</b>		
<b>Speaking</b>	Can convey degrees of emotion and highlight the personal significance of events and experiences, (B2)	p.71
	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. (B1)	p.72
	Can take an active part in informal discussion in familiar contexts, commenting, putting forward his/her point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (B2)	p.73
<b>Listening</b>	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. (B2)	p.70
<b>Reading</b>	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)	pp.68 & 72
<b>Writing</b>	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. (B2) Can express news and views effectively in writing and relate to those of others. (B2)	p.69
	Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. (B1)	p.73

<b>Unit 11: Buy it!</b> <b>B1/B2</b>		
<b>Speaking</b>	Can give clear, detailed description of how to carry out a procedure. (B2)	p.81
	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 hypothesis. (B2)	pp.77 & 81
<b>Listening</b>	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. (B2)	p.78
	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is signposted by explicit markers. (B2)	p.80
<b>Reading</b>	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, of from different texts in order to fulfil a specific task. (B1)	p.76
<b>Writing</b>	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. (B2)	p.77

<b>Unit 12: Fantastic!</b> <b>B1/B2</b>		
<b>Speaking</b>	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. (B2)	pp.83 & 84
	Can give clear, detailed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting details. (B2)	p.87
<b>Listening</b>	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. (B2)	p.84
<b>Reading</b>	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, of from different texts in order to fulfil a specific task. (B1)	p.82
	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)	p.86
<b>Writing</b>	Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources. (B2)	p.85

<b>Unit 13: Read on!</b>		
<b>B2</b>		
<b>Speaking</b>	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. (B2)	p.91
	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 hypothesis. (B2)	pp.93 & 94
	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest. (B2)	p.95
<b>Listening</b>	Can keep up with an animated conversation between native speakers. (B2) Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. (B2)	p.92
	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. (B2)	p.94
<b>Reading</b>	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2) Can scan quickly through long and complex texts, locating relevant details. (B2)	p.90
<b>Writing</b>	Can write a review of a film, book or play. (B2)	p.95

<b>Unit 14: The box</b>		
<b>B2</b>		
<b>Speaking</b>	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly. (B2)	pp.96 & 100
	Can take an active part in informal discussion in familiar contexts, commenting, putting forward his/her point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (B2)	pp.98 & 101
	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer. (B2)	p.99
<b>Listening</b>	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. (B2)	p.98
<b>Reading</b>	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)	pp.96 & 100

<b>Writing</b>	Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. (B2)	p.101
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<b>Unit 15: A place to live</b> <b>B2</b>		
<b>Speaking</b>	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. (B2)	p.105
	Can take an active part in informal discussion in familiar contexts, commenting, putting forward his/her point of view clearly, evaluating alternative proposals and making and responding to hypothesis. (B2)	pp.106, 108 & 109
	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer. (B2)	p.109
<b>Listening</b>	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. (B2)	pp.106 & 108
<b>Reading</b>	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, of from different texts in order to fulfil a specific task. (B1)	p.104
<b>Writing</b>	Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources. (B2)	p.105

<b>Unit 16: Holiday time!</b> <b>B2</b>		
<b>Speaking</b>	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 hypothesis. (B2)	pp.113 & 114
	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly. (B2)	pp.111 & 115
<b>Listening</b>	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. (B2)	p.112
<b>Reading</b>	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, of from different texts in order to fulfil a specific task. (B1)	p.110
<b>Writing</b>	Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources. (B2)	p.117