

Student's Book

Language Hub

Language Hub is a six-level General English series spanning the Common European Framework of Reference for Languages (CEFR) from levels A1 to C1. Language Hub offers a skills syllabus and covers listening, speaking, reading and writing, with vocabulary, grammar and pronunciation.

The CEFR

The CEFR is an international standard which aims to provide a transparent, coherent and comprehensive means of describing language ability. It describes what language learners can do in different skills across six broad levels, from A1 to C2, with some of these levels being further broken down into sub-levels (e.g. A2 can be subdivided into A2 and A2+). It consists of a set of scales containing descriptors indicating what a learner can do in that context.

Originally published in 2001, the CEFR was extended in 2017 and now includes an expanded list of descriptors to describe language ability at different levels. The CEFR mapping for Language Hub was carried out using the 2017 extended set of descriptors, a copy of which is freely available on the Council of Europe website: <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

How to use the Language Hub CEFR maps

There are two versions of CEFR maps in this document. Both versions contain the same mapping information in different formats – it is up to you which version you want to use.

Version 1 is organised by the CEFR scales and descriptors, which allows you to browse the mapping document from a CEFR point of view. So, for example, you first identify the relevant scale and descriptor you are interested in and then can see which course learning outcomes map to that descriptor, as well as their location in the book.

Version 2 is organised unit by unit, which allows you to browse the course learning outcomes chronologically. These are mapped to the relevant CEFR descriptor(s), and the CEFR Ref column indicates which of the scales the descriptor is taken from – a table summarising the CEFR scales and their references is provided at the start of Version 2.

For both versions, it is important to note that only relevant CEFR scales and descriptors have been included. On some occasions, no suitable CEFR descriptor was identified for a particular learning outcome. All descriptors included are at or within one band of the target level of the book.

Language Hub Intermediate • CEFR Map: Version 1

VERSION 1: ORGANISED BY CEFR SCALES AND DESCRIPTORS

COMMUNICATIVE LANGUAGE ACTIVITIES: ONLINE INTERACTION			
ONLINE CONVERSATION AND DISCUSSION			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
A2	Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.	I can write a post to update my status on a social media site.	1 (p2)
B1	Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation.	I can contribute to an online forum, responding to another contributor's request for advice.	7 (p162)
COMMUNICATIVE LANGUAGE ACTIVITIES: WRITTEN PRODUCTION			
WRITTEN REPORTS AND ESSAYS			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and nonroutine matters within his/her field with some confidence.	I can write a simple report about trends.	1 (p156)
	Can write short, simple essays on topics of interest.	I can write a short essay giving my views on a topical subject.	4 (p159)
B2	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	I can write a report on an event where something went wrong, explaining what happened and suggesting ways of preventing the same thing happening again.	10 (p165)
CREATIVE WRITING			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.	I can write a short magazine article about a topic that interests me.	6 (p161)
	Can clearly signal chronological sequence in narrative text.	I can write a short biography of a famous or interesting person.	8 (p163)
	Can write a simple review of a film, book or TV programme using a limited range of language.	I can write a straightforward review of a cultural event.	9 (p164)
COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN PRODUCTION			
OVERALL SPOKEN PRODUCTION			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	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.	I can prepare, deliver and record a podcast in which I explain a business idea in some detail.	5 (p57)
		I can give a persuasive presentation to sell a product.	8 (p91)

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SUSTAINED MONOLOGUE: GIVING INFORMATION			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can report straightforward factual information on a familiar topic, for example, to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand.	I can deliver and record a short podcast about an experience.	1 (p5)
	Can explain the main points in an idea or problem with reasonable precision.	I can use rhetorical questions in a presentation to prepare my listeners for what I am going to say.	1 (p9)
	Can describe how to do something, giving detailed instructions.	I can give and follow detailed instructions on how to do something.	8 (p94)
B2	Can give a clear, detailed description of how to carry out a procedure.	I can describe a sport or game.	6 (p63)
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can describe dreams, hopes and ambitions.	I can talk about past experiences and about things that I want to do in the future.	2 (p15)
		I can talk about resolutions, plans and hopes for the future.	4 (p39)
		I can talk about regrets for past actions and hopes for the future.	10 (p115)
	Can relate details of unpredictable occurrences, e.g. an accident.	I can talk about a problem that I faced in the past, how I set about solving it and what I learned from the experience.	2 (p21)
		I can tell a story of a difficult journey or a frustrating travel experience.	3 (p27)
		I can relate the plot of a book or film and describe his/her reactions.	4 (p41)
Can narrate a story.	I can devise and tell an interesting story.	9 (p105)	
B2	Can describe the personal significance of events and experiences in detail.	I can describe an experience that was particularly important in my past life.	2 (p17)
		I can tell a story about a person whom I used to know.	3 (p34)
SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. IN A DEBATE)			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can give simple reasons to justify a viewpoint on a familiar topic.	I can talk about an inspirational person and explain why I admire him or her.	2 (p19)
	Can develop an argument well enough to be followed without difficulty most of the time.	I can give a short persuasive talk on a topical issue.	6 (p65)
ADDRESSING AUDIENCES			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	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.	I can give a presentation in which I outline a business idea and explain what I like about it.	5 (p55)
B1	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.	I can give a well-structured, prepared presentation on a familiar topic.	5 (p58)

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COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN INTERACTION			
CONVERSATION			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	I can respond to someone telling a story in a way that shows interest and gives encouragement.	3 (p34)
INFORMAL DISCUSSION (WITH FRIENDS)			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can explain why something is a problem.	I can take part in an exchange of views about people's behaviour on public transport.	3 (p29)
	Can express belief, opinion, agreement and disagreement politely.	I can engage in argument, expressing my opinion and indicating clearly my agreement or disagreement with other speakers.	6 (p70)
	Can give brief comments on the views of others.	I can engage in argument, expressing my opinion and indicating clearly my agreement or disagreement with other speakers.	6 (p70)
	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.	I can discuss alternative solutions to a practical problem.	7 (p81)
B2	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.	I can take part in a discussion that involves evaluating different suggestions and giving reasons for preferring one over others.	3 (p33)
		I can take part in a discussion that involves speculating about choices.	7 (p77)
		I can take part in a discussion to develop and evaluate creative solutions to a problem.	8 (p89)
		I can take part in a discussion to plan a public event.	9 (p98)
		I can take part in a discussion about shared hopes and objectives.	10 (p117)
FORMAL DISCUSSION (MEETINGS)			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	I can take part in a collaborative discussion to plan a practical project.	7 (p75)
GOAL-ORIENTED CO-OPERATION			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can outline an issue or a problem clearly, speculating about causes or consequences and weighing advantages and disadvantages of different approaches.	I can take part in a discussion that involves weighing the advantages and disadvantages of different possible solutions to a practical problem.	3 (p33)
		I can take part in a discussion among colleagues with a view to making improvements in the workplace.	5 (p53)
		I can take part in a discussion involving the development and evaluation of alternative proposals.	9 (p99)
	Can understand detailed instructions reliably.	I can give and follow detailed instructions on how to do something.	8 (p94)
	Can outline an issue or a problem clearly, speculating about causes or consequences and weighing advantages and disadvantages of different approaches.	I can take part in a discussion about possible future problems and consider the advantages and disadvantages of suggested solutions.	4 (p45)

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INTERVIEWING AND BEING INTERVIEWED			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	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.	I can carry out a prepared interview about someone's past experiences.	1 (p7)
		I can interview someone about their skills and experiences and give them career advice accordingly.	5 (p51)
INFORMATION EXCHANGE			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
A2	Can ask and answer questions about plans and intentions.	I can talk about resolutions, plans and hopes for the future.	4 (p39)
B1	Can offer advice on simple matters within his/her field of experience.	I can interview someone about their skills and experiences and give them career advice accordingly.	5 (p51)
		I can make suggestions to help address practical problems.	7 (p82)
B2	Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.	I can give advice on technical matters concerning common devices and appliances.	8 (p93)
	Can pass on detailed information reliably.	I can report a conversation that I have had in some detail.	9 (p103)
OBTAINING GOODS AND SERVICES			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.	I can make a complaint about faulty goods or services and request an appropriate remedy.	4 (p46)
OVERALL SPOKEN INTERACTION			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	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, travel and current events).	I can engage in conversation about trying new things.	6 (p69)
		I can talk about the books that I read and why I like them.	9 (p103)
	Can express thoughts on more abstract, cultural topics such as films, books, music, etc.	I can exchange impressions and ideas about films and books.	9 (p106)
COMMUNICATIVE LANGUAGE ACTIVITIES: WRITTEN INTERACTION			
CORRESPONDENCE			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can write personal letters describing experiences, feelings and events in some detail.	I can write an informal email to exchange greetings and news with a friend whom I haven't seen for some time.	2 (p157)
	Can write basic formal emails/letters, for example, to make a complaint and request action.	I can write an email to a company to complain about poor service and request compensation.	3 (p158)
	Can write a basic letter of application with limited supporting details.	I can write a covering letter in support of a job application.	5 (p160)

COMMUNICATIVE LANGUAGE STRATEGIES: INTERACTION			
ASKING FOR CLARIFICATION			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can ask someone to clarify or elaborate what he or she has just said.	I can reformulate ideas and request clarification from others in order to make for more effective communication.	4 (p46)
COMMUNICATIVE LANGUAGE COMPETENCIES: LINGUISTIC			
PHONOLOGICAL CONTROL: PROSODIC FEATURES			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can employ prosodic features (e.g. stress, intonation, rhythm) to support the message he/she intends to convey, though with some influence from other languages he/she speaks.	I can devise and tell an interesting story.	9 (p105)
GENERAL LINGUISTIC RANGE			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.	I can talk about past experiences, speculating about how things might have turned out differently.	10 (p111)
COMMUNICATIVE LANGUAGE COMPETENCIES: SOCIOLINGUISTIC			
SOCIOLINGUISTIC APPROPRIATENESS			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	I can ask for, offer and accept help.	1 (p10)
B2	Can adjust his/her expression to make some distinction between formal and informal registers but may not always do so appropriately.	I can ask for permission politely.	2 (p22)
	Can express him-/herself appropriately in situations and avoid crass errors of formulation.	I can apologise for a mistake or an offence with an appropriate degree of contrition and formality.	10 (p118)
COMMUNICATIVE LANGUAGE COMPETENCIES: PRAGMATIC			
FLEXIBILITY			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can reformulate an idea to emphasise or explain a point.	I can reformulate ideas and request clarification from others in order to make for more effective communication.	4 (p46)

THEMATIC DEVELOPMENT			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can clearly signal chronological sequence in narrative text.	I can tell a story of a difficult journey or a frustrating travel experience.	3 (p27)
PROPOSITIONAL PRECISION			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can explain the main points in an idea or problem with reasonable precision.	I can describe my favourite hobby or free time activity in some detail.	6 (p67)
		I can make fine distinctions when making comparisons in conversation.	7 (p79)
		I can formulate precise definitions to make clear to listeners what I am talking about.	8 (p87)

VERSION 2: ORGANISED UNIT BY UNIT

CEFR SCALE		CEFR REF	
COMMUNICATIVE LANGUAGE ACTIVITIES	Spoken Production	Overall spoken production	CLA-SP-OSP
		Sustained monologue: giving information	CLA-SP-SMGI
		Sustained monologue: describing experience	CLA-SP-SMDE
		Sustained monologue: putting a case (e.g. in a debate)	CLA-SP-SMPC
		Addressing audiences	CLA-SP-AA
	Spoken Interaction	Conversation	CLA-SI-C
		Interviewing and being interviewed	CLA-SI-IBI
		Informal discussion (with friends)	CLA-SI-ID
		Formal discussion (meetings)	CLA-SI-FD
		Information exchange	CLA-SI-IE
		Goal-oriented cooperation	CLA-SI-GC
		Obtaining goods and services	CLA-SI-GC
	Written Interaction	Correspondence	CLA-WI-C
	Written Production	Creative writing	CLA-WP-CW
Written reports and essays		CLA-WP-WRE	
COMMUNICATIVE LANGUAGE STRATEGIES	Interaction	Asking for clarification	CLS-I-AC
COMMUNICATIVE LANGUAGE COMPETENCIES	Linguistic	Phonological control: prosodic features	CLC-L-PCPF
		General linguistic range	CLC-L-GLR
	Sociolinguistic	Sociolinguistic appropriateness	CLC-S-SA
	Pragmatic	Flexibility	CLC-P-F
		Propositional precision	CLC-P-PP
		Thematic development	CLC-P-TD

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UNIT 1				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
2	I can write a post to update my status on a social media site.	A2	Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.	CLA-OI-OCD
5	I can deliver and record a short podcast about an experience.	B1	Can report straightforward factual information on a familiar topic, for example, to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand.	CLA-SP-SMGI
7	I can carry out a prepared interview about someone's past experiences.	B1	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.	CLA-SI-IBI
9	I can use rhetorical questions in a presentation to prepare my listeners for what I am going to say.	B1	Can explain the main points in an idea or problem with reasonable precision.	CLC-P-PP
10	I can ask for, offer and accept help.	B1	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	CLC-S-SA
156	I can write a simple report about trends.		Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and nonroutine matters within his/her field with some confidence.	CLA-WP-WRE
UNIT 2				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
15	I can talk about past experiences and about things that I want to do in the future.	B1	Can describe dreams, hopes and ambitions.	CLA-SP-SMDE
17	I can describe an experience that was particularly important in my past life.	B2	Can describe the personal significance of events and experiences in detail.	CLA-SP-SMDE
19	I can talk about an inspirational person and explain why I admire him or her.	B1	Can give simple reasons to justify a viewpoint on a familiar topic.	CLA-SP-SMPC
21	I can talk about a problem that I faced in the past, how I set about solving it and what I learned from the experience.	B1	Can relate details of unpredictable occurrences, e.g. an accident.	CLA-SP-SMDE
22	I can ask for permission politely.	B2	Can adjust his/her expression to make some distinction between formal and informal registers but may not always do so appropriately.	CLC-S-SA
157	I can write an informal email to exchange greetings and news with a friend whom I haven't seen for some time.	B1	Can write personal letters describing experiences, feelings and events in some detail.	CLA-WI-C

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UNIT 3				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
27	I can tell a story of a difficult journey or a frustrating travel experience.	B1	Can relate details of unpredictable occurrences, e.g. an accident. Can clearly signal chronological sequence in narrative text.	CLA-SP-SMDE CLA-WP-CW
29	I can take part in an exchange of views about people's behaviour on public transport.	B1	Can explain why something is a problem.	CLA-SI-ID
31	I can take part in a discussion that involves evaluating different suggestions and giving reasons for preferring one over others.	B2	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.	CLA-SI-ID
33	I can take part in a discussion that involves weighing the advantages and disadvantages of different possible solutions to a practical problem.	B2	Can outline an issue or a problem clearly, speculating about causes or consequences and weighing advantages and disadvantages of different approaches.	CLA-SI-GC
34	I can tell a story about a person whom I used to know.	B2	Can describe the personal significance of events and experiences in detail.	CLA-SP-SMDE
	I can respond to someone telling a story in a way that shows interest and gives encouragement.	B1	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	CLA-SI-C
158	I can write an email to a company to complain about poor service and request compensation.	B1	Can write basic formal emails/letters, for example, to make a complaint and request action.	CLA-WI-C
UNIT 4				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
39	I can talk about resolutions, plans and hopes for the future.	A2	Can ask and answer questions about plans and intentions.	CLA-SI-IE
		B1	Can describe dreams, hopes and ambitions.	CLA-SP-SMDE
41	I can relate the plot of a book or film and say how it affected me.	B1	Can relate the plot of a book or film and describe his/her reactions.	CLA-SP-SMDE
45	I can speculate about possible future developments.	N/A	No relevant CEFR descriptor at this level.	
	I can take part in a discussion about possible future problems and consider the advantages and disadvantages of suggested solutions.	B2	Can outline an issue or a problem clearly, speculating about causes or consequences and weighing advantages and disadvantages of different approaches.	CLA-SI-GC
46	I can make a complaint about faulty goods or services and request an appropriate remedy.	B2	Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.	CLA-SI-OGS
	I can reformulate ideas and request clarification from others in order to make for more effective communication.	B2	Can reformulate an idea to emphasise or explain a point.	CLC-P-F
		B1	Can ask someone to clarify or elaborate what he or she has just said.	CLS-I-AC
159	I can write a short essay giving my views on a topical subject.	B1	Can write short, simple essays on topics of interest.	CLA-WP-WRE

UNIT 5				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
51	I can interview someone about their skills and experiences and give them career advice accordingly.	B1	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 offer advice on simple matters within his/her field of experience.	CLA-SI-IBI
53	I can take part in a discussion among colleagues with a view to making improvements in the workplace.	B2	Can outline an issue or a problem clearly, speculating about causes or consequences and weighing advantages and disadvantages of different approaches.	CLA-SI-GC
57	I can give a presentation in which I outline business idea and explain what I like about it.	B2	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.	CLA-SP-AA
	I can prepare, deliver and record a podcast in which I explain a business idea in some detail.	B2	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.	CLA-SP-OSP
58	I can give a well-structured, prepared presentation on a familiar topic.	B1	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.	CLA-SP-AA
160	I can write a covering letter in support of a job application.	B1	Can write a basic letter of application with limited supporting details.	CLA-WI-C
UNIT 6				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
63	I can describe a sport or game.	B2	Can give a clear, detailed description of how to carry out a procedure.	CLA-SP-SMGI
65	I can give a short persuasive talk on a topical issue.	B1	Can develop an argument well enough to be followed without difficulty most of the time.	CLA-SP-SMPC
67	I can describe my favourite hobby or free time activity in some detail.	B1	Can explain the main points in an idea or problem with reasonable precision.	CLC-P-PP
69	I can engage in conversation about trying new things.	B1	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, travel and current events).	CLA-SP-OSP
70	I can engage in argument, expressing my opinion and indicating clearly my agreement or disagreement with other speakers.	B1	Can express belief, opinion, agreement and disagreement politely.	CLA-SI-ID
	I can engage in argument, expressing my opinion and indicating clearly my agreement or disagreement with other speakers.	B1	Can give brief comments on the views of others.	CLA-SI-ID
161	I can write a short magazine article about a topic that interests me.	B1	Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.	CLA-WP-CW

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UNIT 7				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
75	I can take part in a collaborative discussion to plan a practical project.	B2	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses. Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	CLA-SI-FD CLA-SI-FD
77	I can take part in a discussion that involves speculating about choices.	B2	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.	CLA-SI-ID
79	I can make fine distinctions when making comparisons in conversation.	B1	Can explain the main points in an idea or problem with reasonable precision.	CLC-P-PP
81	I can discuss alternative solutions to a practical problem.	B1	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.	CLA-SI-ID
82	I can make suggestions to help address practical problems.	B1	Can offer advice on simple matters within his/her field of experience.	CLA-SI-IE
162	I can contribute to an online forum, responding to another contributor's request for advice.	B1	Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation.	CLA-OI-OCD
UNIT 8				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
89	I can formulate precise definitions to make clear to listeners what I am talking about.	B1	Can explain the main points in an idea or problem with reasonable precision.	CLC-P-PP
	I can take part in a discussion to develop and evaluate creative solutions to a problem.	B2	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.	CLA-SI-ID
91	I can give a persuasive presentation to sell a product.	B2	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.	CLA-SP-OSP
93	I can give advice on technical matters concerning common devices and appliances.	B2	Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.	CLA-SI-IE
94	I can give and follow detailed instructions on how to do something.	B1	Can describe how to do something, giving detailed instructions.	CLA-SP-SMGI
		B2	Can understand detailed instructions reliably.	CLA-SI-GC
163	I can write a short biography of a famous or interesting person.	B1	Can clearly signal chronological sequence in narrative text.	CLC-P-TD

UNIT 9				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
99	I can take part in a discussion involving the development and evaluation of alternative proposals.	B2	Can outline an issue or a problem clearly, speculating about causes or consequences and weighing advantages and disadvantages of different approaches.	CLA-SI-GC
101	I can take part in a discussion to plan a public event.	B2	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.	CLA-SI-ID
103	I can talk about the books that I read and why I like them.	B1	Can express thoughts on more abstract, cultural topics such as films, books, music, etc.	CLA-SP-OSP
105	I can devise and tell an interesting story.	B1	Can narrate a story.	CLA-SP-SMDE
		B2	Can employ prosodic features (e.g. stress, intonation, rhythm) to support the message he/she intends to convey, though with some influence from other languages he/she speaks.	CLC-L-PF
106	I can exchange impressions and ideas about films and books.	B1	Can express thoughts on more abstract, cultural topics such as films, books, music, etc.	CLA-SP-OSP
164	I can write a straightforward review of a cultural event.	B1	Can write a simple review of a film, book or TV programme using a limited range of language.	CLA-WP-CW
UNIT 10				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
111	I can talk about past experiences, speculating about how things might have turned out differently.	B1	Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.	CLC-L-GLR
115	I can talk about regrets for past actions and hopes for the future.	B1	Can describe dreams, hopes and ambitions.	CLA-SP-SMDE
117	I can take part in a discussion about shared hopes and objectives.	B2	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.	CLA-SI-ID
118	I can apologise for a mistake or an offence with an appropriate degree of contrition and formality.	B2	Can express him/herself appropriately in situations and avoid crass errors of formulation.	CLC-S-SA
	I can accept an apology with good grace.			
165	I can write a report on an event where something went wrong, explaining what happened and suggesting ways of preventing the same thing happening again.	B2	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	CLA-WP-WRE