

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

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# Part 1

## The level of *English Unlimited Intermediate*

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

*English Unlimited Intermediate* completes B1 and B1+.

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

# Part 2

## Selection of scales from the CEF

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

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

# Part 3

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

### Key

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

### SPEAKING

CEF goals	<i>English Unlimited Intermediate</i> goals
<b>Describing experience</b>	
can give straightforward descriptions on a variety of familiar subjects within his/her field of interest (B1)	1.1 talk about habits 3.2 talk about abilities 3.2 talk about achievements 5.1 discuss plans and arrangements 7.1 describe qualities you need for different activities 7.2, 7.T describe personality 7.2 make comparisons 8.1, 8.T describe objects 8.S use vague language to describe things 9.1, 9.T describe problems in the home
can reasonably fluently relate a straightforward narrative or description as a linear sequence of points (B1)	4.1 talk about accidents and injuries 4.1, 4.T explain how something happened 4.2, 4.T describe a dramatic experience 5.2 talk about something that went wrong 5.2, 5.T talk about changes of plan 7.T say how a person has influenced you 8.2 talk about unexpected travel situations 10.1 talk about what you remember 11.1, 11.T relate a conversation 11.2, 11.T summarise what people say 14.2, 14.T tell someone about a news story
can give detailed accounts of experiences, describing feelings and reactions (B1)	4.2, 4.T say how you feel about an experience 10.S add comments to say how you feel 13.1 talk about mistakes 13.1 criticise past actions 13.1 suggest alternatives 13.2 talk about acts of kindness and bravery 13.2 speculate about the past
can relate details of unpredictable occurrences, e.g. an accident (B1)	4.1 talk about accidents and injuries 4.1, 4.T explain how something happened 4.2, 4.T describe a dramatic experience 5.2 talk about something that went wrong 5.2, 5.T talk about changes of plan

can relate the plot of a book or film and describe his/her reactions (B1)	1.T describe a book or TV show
can describe dreams, hopes and ambitions (B1)	3.1, 3.T talk about hopes, dreams and ambitions
<b>Addressing audiences</b>	
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 (B1)	12.1, 12.T give a talk about an interest or activity
can take follow-up questions, but may have to ask for repetition if the speech was rapid (B1)	12.T take questions in a talk 12.S give yourself time to think
<b>Conversation</b>	
can enter unprepared into conversations on familiar topics (B1)	1.1 talk about entertainment media 1.2 talk about information media 2.1, 2.T talk about methods of communication 2.2 talk about using the Internet 3.1 talk about a business idea 4.2 talk about natural events 5.T catch up with old friends' news 6.1, 6.T talk about how you manage money 7.1 describe qualities you need for different activities 7.2, 7.T describe personality 7.2 make comparisons 8.1 talk about attitudes to possessions 9.2 talk about decision-making 10.1 talk about memory 10.2 talk about complaining 11.2 talk about truth and lies 11.T find out news about people you know 12.2 make polite requests
can express and respond to feelings such as surprise, happiness, sadness, interest and indifference (B1)	4.2, 4.T say how you feel about an experience 10.S add comments to say how you feel 14.1, 14.T react to the news
<b>Informal discussion</b>	
can explain why something is a problem (B1+)	2.T speculate about consequences 9.2, 9.T discuss the consequences of decisions 9.T negotiate 10.T make a complaint politely
can give brief comments on the views of others (B1+)	2.T speculate about consequences 9.2, 9.T discuss the consequences of decisions 9.T negotiate
can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. (B1+)	5.1 discuss plans and arrangements 5.1 make offers and promises 6.1, 6.2, 6.T give advice 6.T give reasons for advice 8.2 discuss options and decide what to do 8.2, 8.T make deductions 9.1, 9.2, 9.T discuss solutions 9.T negotiate 10.T make a complaint politely 13.T criticise past actions 14.T evaluate options and choose one

can give or seek personal views and opinions in discussing topics of interest (B1)	1.1, 1.T express preferences 1.2, 1.T evaluate ideas 1.2 make recommendations 2.1, 2.T express opinions 2.2 speculate about the present and future 2.T speculate about consequences
<b>Goal-oriented cooperation</b>	
can explain why something is a problem, discuss what to do next, compare and contrast alternatives (B1+)	5.1 discuss plans and arrangements 5.1 make offers and promises 8.2 discuss options and decide what to do 8.2, 8.T make deductions 9.1, 9.2, 9.T discuss solutions 9.2, 9.T discuss the consequences of decisions 9.T negotiate 10.T make a complaint politely 14.T evaluate options and choose one
can give brief comments on the views of others (B1+)	9.2, 9.T discuss the consequences of decisions 9.T negotiate
can invite others to give their views on how to proceed (B1)	9.1 discuss solutions
<b>Transactions to obtain goods and services</b>	
can deal with less routine situations in shops, banks, e.g. returning an unsatisfactory purchase (B1)	10.2 ask for a refund or replacement and explain why
can make a complaint (B1)	10.2 complain about goods and services
<b>Information exchange</b>	
can describe how to do something, giving detailed instructions (B1+)	6.2 give detailed instructions 6.W explain something
can summarise and give his or her opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail (B1+)	1.T describe a book or TV show
can find out and pass on straightforward factual information (B1)	3.T talk about a business idea 12.2, 12.T ask polite questions
can obtain more detailed information (B1)	12.2, 12.T ask polite questions
<b>Interviewing and being interviewed</b>	
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+)	3.T take part in an interview 12.2 ask polite questions
<b>Compensating</b>	
can define the features of something concrete for which he/she can't remember the word (B1+)	8.S describe objects you don't know the name of
can convey meaning by qualifying a word meaning something similar (B1+)	8.S describe objects you don't know the name of
<b>Monitoring and repair</b>	
can start again using a different tactic when communication breaks down (B1)	2.S clarify what you're saying 6.S explain something
<b>Turntaking</b>	
can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor (B1+)	14.S interrupt politely

<b>Cooperating</b>	
can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going (B1+)	4.S refer to an earlier topic or conversation 12.S give yourself time to think 14.S participate in a discussion
<b>Asking for clarification</b>	
can ask someone to clarify or elaborate what they have just said (B1)	2.S ask for clarification 6.S say you don't understand 6.S ask for help

## WRITING

CEF goals	English Unlimited Intermediate goals
<b>Creative writing</b>	
can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest (B1)	1.W write a book review for a website
can write accounts of experiences, describing feelings and reactions in simple connected text (B1)	4.W (Workbook) write a web posting about an experience
<b>Reports and essays</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+)	13.W write a summary of information from different sources 13.W write an email giving information
can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions (B1)	7.W compare and contrast two alternatives 7.W organise ideas 1 11.W write a factual report
<b>Correspondence</b>	
can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films (B1+)	9.W write a web posting explaining an argument 9.W organise ideas 2
<b>Notes, messages and forms</b>	
can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important (B1)	5.W make offers and promises in emails or letters 5.W refer back in emails or letters
<b>Note-taking</b>	
can take notes as a list of key points during a straightforward lecture (B1)	3.W take notes
<b>Processing text</b>	
can collate short pieces of information from several sources and summarise them for somebody else (B1)	13.W write a summary of information from different sources 13.W write an email giving information



## LISTENING

CEF goals	<i>English Unlimited Intermediate</i> listening materials
<b>Overall listening comprehension</b>	
can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details (B1+)	4.2 Stories: tsunami; eclipse 4.T Megan's accident 5.1 Locked out 6.2 Vishal phones a computer helpline 6.T Managing money 7.1 Interview with a dancer 7.2 Five different pets 7.T Tara talks about her role models 8.2 Alice and Javier's nightmare journey 9.1 What shall we do? 9.2 A new business 9.T Flatmates 10.1 Hiromi witnesses a crime 10.2 Complaining in different countries 10.2 Mariah makes a complaint 11.1 Suresh's secret 12.1 The Stunt Training Centre 12.2 Talking to strangers 12.T The treasure hunter 14.1 Local news (goal: understand news stories) 14.1 What's interesting is ... 14.T Selecting a news story
can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives (B1)	1.1 TV and radio habits 1.1 What's on TV? 1.T Four people describe books and TV shows 2.1 Keeping in touch 2.T Eric and Graham discuss a management decision 3.1 I've always wanted to ... 3.2 I'm most proud of ... 3.T Olga's 'easybag' 4.1 Ouch! Five accidents 5.2 Pierre and Munizha talk about fate 5.T Carolina and Iqbal catch up 8.T Lost property 10.T Good neighbours? 11.2 Two lies 11.T Did you hear about ... ? 13.1 He shouldn't have ... 13.T Lost in Athens 14.2 Melek and Tom discuss a news story

<b>Understanding conversation</b>	
can generally follow the main points of extended discussion around him/her (B1)	1.1 What's on TV? 2.1 Keeping in touch 3.T Olga's 'easybag' 4.1 Ouch! Five accidents 5.1 Locked out 5.2 Pierre and Munizha talk about fate 5.T Carolina and Iqbal catch up 8.2 Alice and Javier's nightmare journey 8.T Lost property 9.1 What shall we do? 9.2 A new business 9.T Flatmates 10.2 Mariah makes a complaint 10.T Good neighbours? 11.1 Suresh's secret 11.2 Two lies 11.T Did you hear about ... ? 13.1 He shouldn't have ... 13.T Lost in Athens 14.1 What's interesting is ... 14.2 Melek and Tom discuss a news story 14.T Selecting a news story
<b>Listening to announcements and instructions</b>	
can understand simple technical information, such as operating instructions for everyday equipment (B1)	6.2 Vishal phones a computer helpline
<b>Listening to audio media and recordings</b>	
can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech (B1+)	4.2 Stories: tsunami; eclipse 4.T Megan's accident 6.T Managing money 7.1 Interview with a dancer 7.2 Five different pets 7.T Tara talks about her role models 10.1 Hiromi witnesses a crime 10.2 Complaining in different countries 12.1 The Stunt Training Centre 12.2 Talking to strangers 12.T The treasure hunter 14.1 Local news (goal: understand news stories)
can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly (B1)	1.1 TV and radio habits 1.T Four people describe books and TV shows 2.T Eric and Graham discuss a management decision 3.1 I've always wanted to ... 3.2 I'm most proud of ...

## READING

CEF goals	<i>English Unlimited Intermediate</i> reading materials
<b>Overall reading comprehension</b>	
can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (B1)	1.2 Can you believe what you read? 2.2 Online friendships 2.T Email survival guide 3.1 Inventors: karaoke; the iPod 3.2 What is intelligence? 4.1 Why so clumsy? 6.1 How I lived on £1 a day 6.2 Misunderstandings 7.1 Interview: Carlos Acosta 7.2 Pets and their owners 8.1 Declutter your life 9.1 Blogs: domestic disasters 9.2 Six Thinking Hats 10.1 The problem with witnesses 11.1 The truth about gossip 11.2 The email lie detector 12.1 How to set yourself on fire 13.1 Doing a Ratner 13.2 Three good deeds 14.2 Genetic engineering for athletes 14.T Selecting a news story
<b>Reading correspondence</b>	
can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen-friend (B1)	9.1 Blogs: domestic disasters  Texts on Explore writing pages: 1.W online book reviews 5.W three friends' emails 7.W Mauro's email to a colleague 9.W web postings
<b>Reading for orientation</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+)	3.1 Inventors: karaoke; the iPod 3.2 What is intelligence? 4.1 Why so clumsy? 5.2 True Story competition 6.1 How I lived on £1 a day 8.1 Declutter your life 11.2 The email lie detector 12.1 How to set yourself on fire 13.1 Doing a Ratner 13.2 Three good deeds  Texts on Explore writing pages: 11.W report on how people spend time 13.W Zoë's trip to Kraków

Reading for information and argument	
can identify the main conclusions in clearly signalled argumentative texts (B1+)	1.2 Can you believe what you read? 2.2 Online friendships 10.1 The problem with witnesses 14.2 Genetic engineering for athletes
can recognise significant points in straightforward newspaper articles on familiar subjects (B1)	2.T Email survival guide 11.1 The truth about gossip

# Part 4

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

### Key

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

### UNIT 1

<i>English Unlimited Intermediate</i> goals and materials	CEF goals
1.1 <ul style="list-style-type: none"> <li>• talk about entertainment media</li> <li>• talk about habits</li> <li>• express preferences</li> </ul> <ul style="list-style-type: none"> <li>• Listening: TV and radio habits</li> <li>• Listening: What's on TV?</li> </ul>	<ul style="list-style-type: none"> <li>• can enter unprepared into conversations on familiar topics (Conversation, B1)</li> <li>• can give straightforward descriptions on a variety of familiar subjects within his/her field of interest (Describing experience, B1)</li> <li>• can give or seek personal views and opinions in discussing topics of interest (Informal discussion, B1)</li> <li>• can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives (Overall listening comprehension, B1)</li> <li>• can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly (Listening to audio media and recordings, B1)</li> <li>• can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> </ul>
1.2 <ul style="list-style-type: none"> <li>• talk about information media</li> <li>• evaluate ideas</li> <li>• make recommendations</li> </ul> <ul style="list-style-type: none"> <li>• Reading: Can you believe what you read?</li> </ul>	<ul style="list-style-type: none"> <li>• can enter unprepared into conversations on familiar topics (Conversation, B1)</li> <li>• can give or seek personal views and opinions in discussing topics of interest (Informal discussion, B1)</li> <li>• can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (Overall reading comprehension, B1)</li> <li>• can identify the main conclusions in clearly signalled argumentative texts (Reading for information and argument, B1+)</li> </ul>

1.T	<ul style="list-style-type: none"> <li>• express preferences</li> <li>• evaluate ideas</li> <li>• describe a book or TV show</li> </ul> <ul style="list-style-type: none"> <li>• Listening: Four people describe books and TV shows</li> </ul>	<ul style="list-style-type: none"> <li>• can relate the plot of a book or film and describe his/her reactions (Describing experience, B1)</li> <li>• can summarise and give his/her opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail (Information exchange, B1+)</li> <li>• can give or seek personal views and opinions in discussing topics of interest (Informal discussion, B1)</li> <li>• can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives (Overall listening comprehension, B1)</li> <li>• can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly (Listening to audio media and recordings, B1)</li> </ul>
1.W	<ul style="list-style-type: none"> <li>• write a book review for a website</li> </ul>	<ul style="list-style-type: none"> <li>• can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest (Creative writing, B1)</li> <li>• can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen-friend (Reading correspondence, B1)</li> </ul>

## UNIT 2

<b>English Unlimited Intermediate goals and materials</b>	<b>CEF goals</b>
2.1 <ul style="list-style-type: none"> <li>• talk about methods of communication</li> <li>• express opinions</li> <li>• Listening: Keeping in touch</li> </ul>	<ul style="list-style-type: none"> <li>• can enter unprepared into conversations on familiar topics (Conversation, B1)</li> <li>• can give or seek personal views and opinions in discussing topics of interest (Informal discussion, B1)</li> <li>• can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives (Overall listening comprehension, B1)</li> <li>• can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> </ul>
2.2 <ul style="list-style-type: none"> <li>• talk about using the Internet</li> <li>• speculate about the present and future</li> <li>• Reading: Online friendships</li> </ul>	<ul style="list-style-type: none"> <li>• can enter unprepared into conversations on familiar topics (Conversation, B1)</li> <li>• can give or seek personal views and opinions in discussing topics of interest (Informal discussion, B1)</li> <li>• can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (Overall reading comprehension, B1)</li> <li>• can identify the main conclusions in clearly signalled argumentative texts (Reading for information and argument, B1+)</li> </ul>
2.T <ul style="list-style-type: none"> <li>• talk about methods of communication</li> <li>• express opinions</li> <li>• speculate about the present and future</li> <li>• speculate about consequences</li> <li>• Reading: Email survival guide</li> <li>• Listening: Eric and Graham discuss a management decision</li> </ul>	<ul style="list-style-type: none"> <li>• can give or seek personal views and opinions in discussing topics of interest (Informal discussion, B1)</li> <li>• can enter unprepared into conversations on familiar topics (Conversation, B1)</li> <li>• can explain why something is a problem (Informal discussion, B1+)</li> <li>• can give brief comments on the views of others (Informal discussion, B1+)</li> <li>• can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (Overall reading comprehension, B1)</li> <li>• can recognise significant points in straightforward newspaper articles on familiar subjects (Reading for information and argument, B1)</li> <li>• can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives (Overall listening comprehension, B1)</li> <li>• can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> </ul>
2.S <ul style="list-style-type: none"> <li>• ask for clarification</li> <li>• clarify what you're saying</li> </ul>	<ul style="list-style-type: none"> <li>• can ask someone to clarify or elaborate what he/she has just said (Asking for clarification, B1)</li> <li>• can start again using a different tactic when communication breaks down (Monitoring and repair, B1)</li> </ul>

## UNIT 3

<b>English Unlimited Intermediate goals and materials</b>	<b>CEF goals</b>
<p>3.1</p> <ul style="list-style-type: none"> <li>• talk about a business idea</li> <li>• talk about hopes, dreams and ambitions</li> <li>• Reading: Inventors: karaoke; the iPod</li> <li>• Listening: I've always wanted to ...</li> </ul>	<ul style="list-style-type: none"> <li>• can enter unprepared into conversations on familiar topics (Conversation, B1)</li> <li>• can describe dreams, hopes and ambitions (Describing experience, B1)</li> <li>• can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (Overall reading comprehension, B1)</li> <li>• 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 (Reading for orientation, B1+)</li> <li>• can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives (Overall listening comprehension, B1)</li> <li>• can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> </ul>
<p>3.2</p> <ul style="list-style-type: none"> <li>• talk about abilities</li> <li>• talk about achievements</li> <li>• Reading: What is intelligence?</li> <li>• Listening: I'm most proud of ...</li> </ul>	<ul style="list-style-type: none"> <li>• can give straightforward descriptions on a variety of familiar subjects within his/her field of interest (Describing experience, B1)</li> <li>• can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (Overall reading comprehension, B1)</li> <li>• 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 (Reading for orientation, B1+)</li> <li>• can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives (Overall listening comprehension, B1)</li> <li>• can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> </ul>
<p>3.T</p> <ul style="list-style-type: none"> <li>• talk about a business idea</li> <li>• talk about hopes, dreams and ambitions</li> <li>• talk about achievements</li> <li>• take part in an interview</li> <li>• Listening: Olga's 'easybag'</li> </ul>	<ul style="list-style-type: none"> <li>• can find out and pass on straightforward factual information (Information exchange, B1)</li> <li>• can describe dreams, hopes and ambitions (Describing experience, B1)</li> <li>• 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 (Interviewing and being interviewed, B1+)</li> <li>• can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives (Overall listening comprehension, B1)</li> <li>• can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> </ul>
<p>3.W</p> <ul style="list-style-type: none"> <li>• take notes</li> </ul>	<ul style="list-style-type: none"> <li>• can take notes as a list of key points during a straightforward lecture (Note-taking, B1)</li> </ul>



## UNIT 4

<b>English Unlimited Intermediate goals and materials</b>	<b>CEF goals</b>
<p>4.1</p> <ul style="list-style-type: none"> <li>• talk about accidents and injuries</li> <li>• explain how something happened</li> </ul> <ul style="list-style-type: none"> <li>• Reading: Why so clumsy?</li> </ul> <ul style="list-style-type: none"> <li>• Listening: Ouch! Five accidents</li> </ul>	<ul style="list-style-type: none"> <li>• can reasonably fluently relate a straightforward narrative or description as a linear sequence of points (Describing experience, B1)</li> <li>• can relate details of unpredictable occurrences, e.g. an accident (Describing experience, B1)</li> <li>• can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (Overall reading comprehension, B1)</li> <li>• 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 (Reading for orientation, B1+)</li> <li>• can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives (Overall listening comprehension, B1)</li> <li>• can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> </ul>
<p>4.2</p> <ul style="list-style-type: none"> <li>• talk about natural events</li> <li>• describe a dramatic experience</li> <li>• say how you feel about an experience</li> </ul> <ul style="list-style-type: none"> <li>• Listening: Stories: tsunami; eclipse</li> </ul>	<ul style="list-style-type: none"> <li>• can enter unprepared into conversations on familiar topics (Conversation, B1)</li> <li>• can express and respond to feelings such as surprise, happiness, sadness, interest and indifference (Conversation, B1)</li> <li>• can reasonably fluently relate a straightforward narrative or description as a linear sequence of points (Describing experience, B1)</li> <li>• can give detailed accounts of experiences, describing feelings and reactions (Describing experience, B1)</li> <li>• can relate details of unpredictable occurrences, e.g. an accident (Describing experience, B1)</li> <li>• can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details (Overall listening comprehension, B1+)</li> <li>• can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech (Listening to audio media and recordings, B1+)</li> </ul>

4.T	<ul style="list-style-type: none"> <li>describe a dramatic experience</li> <li>explain how something happened</li> <li>say how you feel about an experience</li> </ul> <ul style="list-style-type: none"> <li>Listening: Megan's accident</li> </ul>	<ul style="list-style-type: none"> <li>can reasonably fluently relate a straightforward narrative or description as a linear sequence of points (Describing experience, B1)</li> <li>can relate details of unpredictable occurrences, e.g. an accident (Describing experience, B1)</li> <li>can give detailed accounts of experiences, describing feelings and reactions (Describing experience, B1)</li> <li>can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details (Overall listening comprehension, B1+)</li> <li>can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest (Listening to audio media and recordings, B1+)</li> </ul>
4.S	<ul style="list-style-type: none"> <li>refer to an earlier topic or conversation</li> </ul>	<ul style="list-style-type: none"> <li>can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going (Cooperating, B1+)</li> </ul>

## UNIT 5

English Unlimited Intermediate goals and materials	CEF goals
<p>5.1</p> <ul style="list-style-type: none"> <li>• discuss plans and arrangements</li> <li>• make offers and promises</li> </ul> <ul style="list-style-type: none"> <li>• Listening: Locked out</li> </ul>	<ul style="list-style-type: none"> <li>• can give straightforward descriptions on a variety of familiar subjects within his/her field of interest (Describing experience, B1)</li> <li>• can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. (Informal discussion, B1+)</li> <li>• can explain why something is a problem, discuss what to do next, compare and contrast alternatives (Goal-oriented cooperation, B1+)</li> <li>• can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details (Overall listening comprehension, B1+)</li> <li>• can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> </ul>
<p>5.2</p> <ul style="list-style-type: none"> <li>• talk about something that went wrong</li> <li>• talk about changes of plan</li> </ul> <ul style="list-style-type: none"> <li>• Listening: Pierre and Munizha talk about fate</li> </ul> <ul style="list-style-type: none"> <li>• Reading: True Story competition</li> </ul>	<ul style="list-style-type: none"> <li>• can reasonably fluently relate a straightforward narrative or description as a linear sequence of points (Describing experience, B1)</li> <li>• can relate details of unpredictable occurrences, e.g. an accident (Describing experience, B1)</li> <li>• can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives (Overall listening comprehension, B1)</li> <li>• can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> <li>• 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 (Reading for orientation, B1+)</li> </ul>
<p>5.T</p> <ul style="list-style-type: none"> <li>• discuss plans and arrangements</li> <li>• talk about changes of plan</li> <li>• catch up with old friends' news</li> </ul> <ul style="list-style-type: none"> <li>• Listening: Carolina and Iqbal catch up</li> </ul>	<ul style="list-style-type: none"> <li>• can reasonably fluently relate a straightforward narrative or description as a linear sequence of points (Describing experience, B1)</li> <li>• can relate details of unpredictable occurrences, e.g. an accident (Describing experience, B1)</li> <li>• can enter unprepared into conversations on familiar topics (Conversation, B1)</li> <li>• can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives (Overall listening comprehension, B1)</li> <li>• can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> </ul>

<p>5.W</p> <ul style="list-style-type: none"> <li>• make offers and promises in emails or letters</li> <li>• refer back in emails or letters</li> </ul>	<ul style="list-style-type: none"> <li>• can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important (Notes, messages and forms, B1)</li> <li>• can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen-friend (Reading correspondence, B1)</li> </ul>
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## UNIT 6

<b>English Unlimited Intermediate goals and materials</b>	<b>CEF goals</b>
<p>6.1</p> <ul style="list-style-type: none"> <li>• give advice</li> <li>• talk about how you manage money</li> </ul> <p>• Reading: How I lived on £1 a day</p>	<ul style="list-style-type: none"> <li>• can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. (Informal discussion, B1+)</li> <li>• can enter unprepared into conversations on familiar topics (Conversation, B1)</li> <li>• can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (Overall reading comprehension, B1)</li> <li>• 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 (Reading for orientation, B1+)</li> </ul>
<p>6.2</p> <ul style="list-style-type: none"> <li>• give detailed instructions</li> <li>• give advice</li> </ul> <p>• Reading: Misunderstandings</p> <p>• Listening: Vishal phones a computer helpline</p>	<ul style="list-style-type: none"> <li>• can describe how to do something, giving detailed instructions (Information exchange, B1+)</li> <li>• can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. (Informal discussion, B1+)</li> <li>• can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (Overall reading comprehension, B1)</li> <li>• can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives (Overall listening comprehension, B1)</li> <li>• can understand simple technical information, such as operating instructions for everyday equipment (Listening to announcements and instructions, B1)</li> </ul>
<p>6.T</p> <ul style="list-style-type: none"> <li>• give advice</li> <li>• talk about how you manage money</li> <li>• give reasons for advice</li> </ul> <p>• Listening: Managing money</p>	<ul style="list-style-type: none"> <li>• can enter unprepared into conversations on familiar topics (Conversation, B1)</li> <li>• can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. (Informal discussion, B1+)</li> <li>• can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details (Overall listening comprehension, B1+)</li> <li>• can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest (Listening to audio media and recordings, B1+)</li> </ul>
<p>6.S</p> <ul style="list-style-type: none"> <li>• say you don't understand</li> <li>• ask for help</li> <li>• explain something</li> </ul>	<ul style="list-style-type: none"> <li>• can describe how to do something, giving detailed instructions (Information exchange, B1+)</li> <li>• can start again using a different tactic when communication breaks down (Monitoring and repair, B1)</li> <li>• can ask someone to clarify or elaborate what they have just said (Asking for clarification, B1)</li> </ul>

## UNIT 7

<b>English Unlimited Intermediate goals and materials</b>	<b>CEF goals</b>
<p>7.1</p> <ul style="list-style-type: none"> <li>describe qualities you need for different activities</li> <li>Reading: Interview: Carlos Acosta</li> <li>Listening: Interview with a dancer</li> </ul>	<ul style="list-style-type: none"> <li>can give straightforward descriptions on a variety of familiar subjects within his/her field of interest (Describing experience, B1)</li> <li>can enter unprepared into conversations on familiar topics (Conversation, B1)</li> <li>can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (Overall reading comprehension, B1)</li> <li>can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details (Overall listening comprehension, B1+)</li> <li>can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest (Listening to audio media and recordings, B1+)</li> </ul>
<p>7.2</p> <ul style="list-style-type: none"> <li>describe personality</li> <li>make comparisons</li> <li>Reading: Pets and their owners</li> <li>Listening: Five different pets</li> </ul>	<ul style="list-style-type: none"> <li>can give straightforward descriptions on a variety of familiar subjects within his/her field of interest (Describing experience, B1)</li> <li>can enter unprepared into conversations on familiar topics (Conversation, B1)</li> <li>can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (Overall reading comprehension, B1)</li> <li>can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details (Overall listening comprehension, B1+)</li> <li>can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest (Listening to audio media and recordings, B1+)</li> </ul>
<p>7.T</p> <ul style="list-style-type: none"> <li>describe personality</li> <li>say how a person has influenced you</li> <li>Listening: Tara talks about her role models</li> </ul>	<ul style="list-style-type: none"> <li>can give straightforward descriptions on a variety of familiar subjects within his/her field of interest (Describing experience, B1)</li> <li>can enter unprepared into conversations on familiar topics (Conversation, B1)</li> <li>can reasonably fluently relate a straightforward narrative or description as a linear sequence of points (Describing experience, B1)</li> <li>can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details (Overall listening comprehension, B1+)</li> <li>can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest (Listening to audio media and recordings, B1+)</li> </ul>

<p>7.W</p> <ul style="list-style-type: none"> <li>• compare and contrast two alternatives</li> <li>• organise ideas 1</li> </ul>	<ul style="list-style-type: none"> <li>• can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions (Reports and essays, B1)</li> <li>• can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen-friend (Reading correspondence, B1)</li> </ul>
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## UNIT 8

<b>English Unlimited Intermediate goals and materials</b>	<b>CEF goals</b>
<p>8.1</p> <ul style="list-style-type: none"> <li>• talk about attitudes to possessions</li> <li>• describe objects</li> </ul> <p>• Reading: Declutter your life</p>	<ul style="list-style-type: none"> <li>• can enter unprepared into conversations on familiar topics (Conversation, B1)</li> <li>• can give straightforward descriptions on a variety of familiar subjects within his/her field of interest (Describing experience, B1)</li> <li>• can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (Overall reading comprehension, B1)</li> <li>• 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 (Reading for orientation, B1+)</li> </ul>
<p>8.2</p> <ul style="list-style-type: none"> <li>• talk about unexpected travel situations</li> <li>• discuss options and decide what to do</li> <li>• make deductions</li> </ul> <p>• Listening: Alice and Javier's nightmare journey</p>	<ul style="list-style-type: none"> <li>• can reasonably fluently relate a straightforward narrative or description as a linear sequence of points (Describing experience, B1)</li> <li>• can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. (Informal discussion, B1+)</li> <li>• can explain why something is a problem, discuss what to do next, compare and contrast alternatives (Goal-oriented cooperation, B1+)</li> <li>• can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details (Overall listening comprehension, B1+)</li> <li>• can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> </ul>
<p>8.T</p> <ul style="list-style-type: none"> <li>• describe objects</li> <li>• make deductions</li> </ul> <p>• Listening: Lost property</p>	<ul style="list-style-type: none"> <li>• can give straightforward descriptions on a variety of familiar subjects within his/her field of interest (Describing experience, B1)</li> <li>• can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. (Informal discussion, B1+)</li> <li>• can explain why something is a problem, discuss what to do next, compare and contrast alternatives (Goal-oriented cooperation, B1+)</li> <li>• can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives (Overall listening comprehension, B1)</li> <li>• can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> </ul>
<p>8.S</p> <ul style="list-style-type: none"> <li>• describe objects you don't know the name of</li> <li>• use vague language to describe things</li> </ul>	<ul style="list-style-type: none"> <li>• can define the features of something concrete for which he/she can't remember the word (Compensating, B1+)</li> <li>• can convey meaning by qualifying a word meaning something similar (Compensating, B1+)</li> <li>• can give straightforward descriptions on a variety of familiar subjects within his/her field of interest (Describing experience, B1)</li> </ul>



## UNIT 9

<b>English Unlimited Intermediate goals and materials</b>	<b>CEF goals</b>
<p>9.1</p> <ul style="list-style-type: none"> <li>describe problems in the home</li> <li>discuss solutions</li> </ul> <ul style="list-style-type: none"> <li>Reading: Blogs: domestic disasters</li> </ul> <ul style="list-style-type: none"> <li>Listening: What shall we do?</li> </ul>	<ul style="list-style-type: none"> <li>can give straightforward descriptions on a variety of familiar subjects within his/her field of interest (Describing experience, B1)</li> <li>can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. (Informal discussion, B1+)</li> <li>can explain why something is a problem, discuss what to do next, compare and contrast alternatives (Goal-oriented cooperation, B1+)</li> <li>can invite others to give their views on how to proceed (Goal-oriented cooperation, B1)</li> <li>can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (Overall reading comprehension, B1)</li> <li>can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen-friend (Reading correspondence, B1)</li> <li>can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details (Overall listening comprehension, B1+)</li> <li>can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> </ul>
<p>9.2</p> <ul style="list-style-type: none"> <li>talk about decision-making</li> <li>discuss solutions</li> <li>discuss the consequences of decisions</li> </ul> <ul style="list-style-type: none"> <li>Reading: Six Thinking Hats</li> </ul> <ul style="list-style-type: none"> <li>Listening: A new business</li> </ul>	<ul style="list-style-type: none"> <li>can enter unprepared into conversations on familiar topics (Conversation, B1)</li> <li>can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. (Informal discussion, B1+)</li> <li>can explain why something is a problem (Informal discussion, B1+)</li> <li>can give brief comments on the views of others (Informal discussion, B1+)</li> <li>can explain why something is a problem, discuss what to do next, compare and contrast alternatives (Goal-oriented co-operation, B1+)</li> <li>can give brief comments on the views of others (Goal-oriented co-operation, B1+)</li> <li>can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (Overall reading comprehension, B1)</li> <li>can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details (Overall listening comprehension, B1+)</li> <li>can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> </ul>



## UNIT 10

<b>English Unlimited Intermediate goals and materials</b>	<b>CEF goals</b>
<p>10.1</p> <ul style="list-style-type: none"> <li>• talk about memory</li> <li>• talk about what you remember</li> </ul> <ul style="list-style-type: none"> <li>• Listening: Hiromi witnesses a crime</li> </ul> <ul style="list-style-type: none"> <li>• Reading: The problem with witnesses</li> </ul>	<ul style="list-style-type: none"> <li>• can enter unprepared into conversations on familiar topics (Conversation, B1)</li> <li>• can reasonably fluently relate a straightforward narrative or description as a linear sequence of points (Describing experience, B1)</li> <li>• can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details (Overall listening comprehension, B1+)</li> <li>• can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest (Listening to audio media and recordings, B1+)</li> <li>• can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (Overall reading comprehension, B1)</li> <li>• can identify the main conclusions in clearly signalled argumentative texts (Reading for information and argument, B1+)</li> </ul>
<p>10.2</p> <ul style="list-style-type: none"> <li>• talk about complaining</li> <li>• complain about goods and services</li> <li>• ask for a refund or replacement and explain why</li> </ul> <ul style="list-style-type: none"> <li>• Listening: Complaining in different countries</li> <li>• Listening: Mariah makes a complaint</li> </ul>	<ul style="list-style-type: none"> <li>• can enter unprepared into conversations on familiar topics (Conversation, B1)</li> <li>• can make a complaint (Transactions to obtain goods and services, B1)</li> <li>• can deal with less routine situations in shops, banks, e.g. returning an unsatisfactory purchase (Transactions to obtain goods and services, B1)</li> <li>• can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details (Overall listening comprehension, B1+)</li> <li>• can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> <li>• can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest (Listening to audio media and recordings, B1+)</li> </ul>
<p>10.T</p> <ul style="list-style-type: none"> <li>• make a complaint politely</li> </ul> <ul style="list-style-type: none"> <li>• Listening: Good neighbours?</li> </ul>	<ul style="list-style-type: none"> <li>• can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. (Informal discussion, B1+)</li> <li>• can explain why something is a problem (Informal discussion, B1+)</li> <li>• can explain why something is a problem, discuss what to do next, compare and contrast alternatives (Goal-oriented cooperation, B1+)</li> <li>• can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives (Overall listening comprehension, B1)</li> <li>• can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> </ul>

10.S	<ul style="list-style-type: none"> <li>• add comments to say how you feel</li> </ul>	<ul style="list-style-type: none"> <li>• can give detailed accounts of experiences, describing feelings and reactions (Describing experience, B1)</li> <li>• can express and respond to feelings such as surprise, happiness, sadness, interest and indifference (Conversation, B1)</li> </ul>
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## UNIT 11

<b>English Unlimited Intermediate goals and materials</b>	<b>CEF goals</b>
<p>11.1</p> <ul style="list-style-type: none"> <li>• relate a conversation</li> <li>• Reading: The truth about gossip</li> <li>• Listening: Suresh's secret</li> </ul>	<ul style="list-style-type: none"> <li>• can reasonably fluently relate a straightforward narrative or description as a linear sequence of points (Describing experience, B1)</li> <li>• can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (Overall reading comprehension, B1)</li> <li>• can recognise significant points in straightforward newspaper articles on familiar subjects (Reading for information and argument, B1)</li> <li>• can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details (Overall listening comprehension, B1+)</li> <li>• can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> </ul>
<p>11.2</p> <ul style="list-style-type: none"> <li>• talk about truth and lies</li> <li>• summarise what people say</li> <li>• Reading: The email lie detector</li> <li>• Listening: Two lies</li> </ul>	<ul style="list-style-type: none"> <li>• can enter unprepared into conversations on familiar topics (Conversation, B1)</li> <li>• can reasonably fluently relate a straightforward narrative or description as a linear sequence of points (Describing experience, B1)</li> <li>• can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (Overall reading comprehension, B1)</li> <li>• 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 (Reading for orientation, B1+)</li> <li>• can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives (Overall listening comprehension, B1)</li> <li>• can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> </ul>
<p>11.T</p> <ul style="list-style-type: none"> <li>• relate a conversation</li> <li>• summarise what people say</li> <li>• find out news about people you know</li> <li>• Listening: Did you hear about ... ?</li> </ul>	<ul style="list-style-type: none"> <li>• can reasonably fluently relate a straightforward narrative or description as a linear sequence of points (Describing experience, B1)</li> <li>• can enter unprepared into conversations on familiar topics (Conversation, B1)</li> <li>• can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives (Overall listening comprehension, B1)</li> <li>• can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> </ul>

11.W    • write a factual report	<ul style="list-style-type: none"> <li>• can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions (Reports and essays, B1)</li> <li>• 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 (Reading for orientation, B1+)</li> </ul>
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## UNIT 12

<b>English Unlimited Intermediate goals and materials</b>	<b>CEF goals</b>
<p>12.1</p> <ul style="list-style-type: none"> <li>• give a talk about an interest or activity</li> <li>• Reading: How to set yourself on fire</li> <li>• Listening: The Stunt Training Centre</li> </ul>	<ul style="list-style-type: none"> <li>• 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 (Addressing audiences, B1)</li> <li>• can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (Overall reading comprehension, B1)</li> <li>• 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 (Reading for orientation, B1+)</li> <li>• can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details (Overall listening comprehension, B1+)</li> <li>• can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest (Listening to audio media and recordings, B1+)</li> </ul>
<p>12.2</p> <ul style="list-style-type: none"> <li>• make polite requests</li> <li>• ask polite questions</li> <li>• Listening: Talking to strangers</li> </ul>	<ul style="list-style-type: none"> <li>• can enter unprepared into conversations on familiar topics (Conversation, B1)</li> <li>• 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 (Interviewing and being interviewed, B1+)</li> <li>• can find out and pass on straightforward factual information (Information exchange, B1)</li> <li>• can obtain more detailed information (Information exchange, B1)</li> <li>• can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details (Overall listening comprehension, B1+)</li> <li>• can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest (Listening to audio media and recordings, B1+)</li> </ul>

<p>12.T</p> <ul style="list-style-type: none"> <li>• give a talk about an interest or activity</li> <li>• ask polite questions</li> <li>• take questions in a talk</li> </ul>     <ul style="list-style-type: none"> <li>• Listening: The treasure hunter</li> </ul>	<ul style="list-style-type: none"> <li>• 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 (Addressing audiences, B1)</li> <li>• can find out and pass on straightforward factual information (Information exchange, B1)</li> <li>• can obtain more detailed information (Information exchange, B1)</li> <li>• can take follow-up questions, but may have to ask for repetition if the speech was rapid (Addressing audiences, B1)</li> <li>• can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details (Overall listening comprehension, B1+)</li> <li>• can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest (Listening to audio media and recordings, B1+)</li> </ul>
<p>12.S</p> <ul style="list-style-type: none"> <li>• give yourself time to think</li> </ul>	<ul style="list-style-type: none"> <li>• can take follow-up questions, but may have to ask for repetition if the speech was rapid (Addressing audiences, B1)</li> <li>• can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going (Cooperating, B1+)</li> </ul>



## UNIT 13

<b>English Unlimited Intermediate goals and materials</b>	<b>CEF goals</b>
<p>13.1</p> <ul style="list-style-type: none"> <li>• talk about mistakes</li> <li>• criticise past actions</li> <li>• suggest alternatives</li> <li>• Reading: Doing a Ratner</li> </ul> <ul style="list-style-type: none"> <li>• Listening: He shouldn't have ...</li> </ul>	<ul style="list-style-type: none"> <li>• can give detailed accounts of experiences, describing feelings and reactions (Describing experience, B1)</li> <li>• can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (Overall reading comprehension, B1)</li> <li>• 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 (Reading for orientation, B1+)</li> <li>• can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives (Overall listening comprehension, B1)</li> <li>• can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> </ul>
<p>13.2</p> <ul style="list-style-type: none"> <li>• talk about acts of kindness and bravery</li> <li>• speculate about the past</li> <li>• Reading: Three good deeds</li> </ul>	<ul style="list-style-type: none"> <li>• can give detailed accounts of experiences, describing feelings and reactions (Describing experience, B1)</li> <li>• can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (Overall reading comprehension, B1)</li> <li>• 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 (Reading for orientation, B1+)</li> </ul>
<p>13.T</p> <ul style="list-style-type: none"> <li>• criticise past actions</li> </ul> <ul style="list-style-type: none"> <li>• Listening: Lost in Athens</li> </ul>	<ul style="list-style-type: none"> <li>• can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. (Informal discussion, B1+)</li> <li>• can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives (Overall listening comprehension, B1)</li> <li>• can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> </ul>
<p>13.W</p> <ul style="list-style-type: none"> <li>• write a summary of information from different sources</li> <li>• write an email giving information</li> </ul>	<ul style="list-style-type: none"> <li>• 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 (Reports and essays, B1+)</li> <li>• can collate short pieces of information from several sources and summarise them for somebody else (Processing text, B1)</li> <li>• 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 (Reading for orientation, B1+)</li> </ul>

## UNIT 14

<b>English Unlimited Intermediate goals and materials</b>	<b>CEF goals</b>
<p>14.1</p> <ul style="list-style-type: none"> <li>• understand news stories</li> <li>• react to the news</li> <li>• Listening: Local news</li> <li>• Listening: What's interesting is ...</li> </ul>	<ul style="list-style-type: none"> <li>• can express and respond to feelings such as surprise, happiness, sadness, interest and indifference (Conversation, B1)</li> <li>• can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details (Overall listening comprehension, B1+)</li> <li>• can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest (Listening to audio media and recordings, B1+)</li> <li>• can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> </ul>
<p>14.2</p> <ul style="list-style-type: none"> <li>• tell someone about a news story</li> <li>• Reading: Genetic engineering for athletes</li> <li>• Listening: Melek and Tom discuss a news story</li> </ul>	<ul style="list-style-type: none"> <li>• can reasonably fluently relate a straightforward narrative or description as a linear sequence of points (Describing experience, B1)</li> <li>• can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (Overall reading comprehension, B1)</li> <li>• can identify the main conclusions in clearly signalled argumentative texts (Reading for information and argument, B1+)</li> <li>• can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives (Overall listening comprehension, B1)</li> <li>• can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> </ul>
<p>14.T</p> <ul style="list-style-type: none"> <li>• react to the news</li> <li>• tell someone about a news story</li> <li>• evaluate options and choose one</li> <li>• Reading and listening: Selecting a news story</li> </ul>	<ul style="list-style-type: none"> <li>• can reasonably fluently relate a straightforward narrative or description as a linear sequence of points (Describing experience, B1)</li> <li>• can express and respond to feelings such as surprise, happiness, sadness, interest and indifference (Conversation, B1)</li> <li>• can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. (Informal discussion, B1+)</li> <li>• can explain why something is a problem, discuss what to do next, compare and contrast alternatives (Goal-oriented cooperation, B1+)</li> <li>• can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (Overall reading comprehension, B1)</li> <li>• can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details (Overall listening comprehension, B1+)</li> <li>• can generally follow the main points of extended discussion around him/her (Understanding conversation, B1)</li> </ul>

14.S	<ul style="list-style-type: none"> <li>• participate in a discussion</li> <li>• interrupt politely</li> </ul>	<ul style="list-style-type: none"> <li>• can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going (Cooperating, B1+)</li> <li>• can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor (Turn-taking, B1+)</li> </ul>
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