

CEFR by unit B1+

Unit 1

Skills Area	Goal	Lesson
Listening	Can identify both general messages and specific details.	A, B, C
	Can follow extended speech, short narratives and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	A, C, D
	Can generally follow the main points of extended discussion and animated conversation around them.	A, B, C, D
	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	A, D
	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	A, D
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	C
Reading	Can identify the main conclusions in clearly signalled argumentative texts.	B, D
	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	B, D
	Can recognise significant points and obtain information, ideas and opinions from straightforward articles on familiar subjects.	A, B, D
	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	A, B, D
	Can scan longer texts to find specific or relevant information in everyday material, such as letters, brochures and short official documents.	A, B, D
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	A, B, D
	Can recognise significant points in straightforward newspaper articles on familiar subjects.	A, B, D
Speaking	Can enter unprepared into conversations on familiar topics.	GS (Getting started), A, B, C, D
	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	GS, C
	Can give or seek personal opinions and give brief comments on the views of others.	GS, A, B, C
	Can express belief, opinion, agreement and disagreement politely.	GS, A, B, C
	Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organise an event (e.g. an outing) etc.	C

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	Can explain why something is a problem, discuss what to do next and compare and contrast alternatives, giving brief reasons and explanations.	B
	Can exchange, check and confirm information	GS, A, B, C, D
	Can describe how to do something, giving detailed instructions.	B
	Can ask for and follow detailed directions.	D
	Can give detailed accounts/descriptions of experiences, describing feelings and reactions.	GS, A, B, D
	Can give detailed accounts/descriptions of events (real or imagined), dreams, hopes and ambitions.	A, B
	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.	GS, A, B, C, D
	Can narrate a story.	A
	Can relate details of unpredictable occurrences, e.g. an accident.	A
	Can develop an argument well enough to be followed without difficulty most of the time	A, B, C, D
	Can briefly give reasons and explanations for opinions, plans and actions.	A, 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.	C
	Can take follow up questions, but may have to ask for repetition if the speech was rapid.	A, B, C, D
Writing	Can use a variety of linking words and cohesive devices efficiently.	D
	Can summarise, report and give their opinion about accumulated factual information.	D
	Can write straightforward connected texts on a range of familiar subjects within his field of interest.	D
	Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.	D

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Unit 2

Skills Area	Goal	Lesson
Listening	Can identify both general messages and specific details.	GS, A, B, C, D
	Can follow extended speech, short narratives and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	A, C, D
	Can generally follow the main points of extended discussion and animated conversation around them.	A, C, D
	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	A, D
	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	A, D
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	C
Reading	Can identify the main conclusions in clearly signalled argumentative texts.	A, C
	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.	D
	Can scan longer texts to find specific or relevant information in everyday material, such as letters, brochures and short official documents.	A, B, D
	Can recognise significant points and obtain information, ideas and opinions from straightforward articles on familiar subjects.	A, B
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	A, B, D
Speaking	Can enter unprepared into conversations on familiar topics.	GS, A, B, C, D
	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	GS, B, C
	Can give or seek personal opinions and give brief comments on the views of others.	GS, A, B, C, D
	Can express belief, opinion, agreement and disagreement politely.	GS, A, C
	Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organise an event (e.g. an outing) etc.	C
	Can explain why something is a problem, discuss what to do next and compare and contrast alternatives, giving brief reasons and explanations.	C
	Can exchange, check and confirm information	GS, A, B, C, D
	Can describe how to do something, giving detailed instructions.	C,
	Can summarise a short story, article, talk, discussion interview, or documentary and answer further questions of detail.	A

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	Can give detailed accounts/descriptions of experiences, describing feelings and reactions.	A, B, C, D
	Can give detailed accounts/descriptions of events (real or imagined), dreams, hopes and ambitions.	GS, A, D
	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.	B, D,
	Can develop an argument well enough to be followed without difficulty most of the time	B, C, D
	Can briefly give reasons and explanations for opinions, plans and actions.	A, B, C, D
	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.	A, D
	Can take follow up questions, but may have to ask for repetition if the speech was rapid.	A, B, C, D
Writing	Can write letters or emails asking for or giving simple information, giving news, expressing thoughts or conveying degrees of emotion, and highlighting the personal significance of events and experiences.	D
	Can use a variety of linking words and cohesive devices efficiently.	D
	Can write straightforward connected texts on a range of familiar subjects within his field of interest.	D
	Can write accounts of experiences, describing feelings and reactions in simple connected text.	D

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Unit 3

Skills Area	Goal	Lesson
Listening	Can identify both general messages and specific details.	A, B, C, D
	Can follow extended speech, short narratives and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	A, B, C, D
	Can generally follow the main points of extended discussion and animated conversation around them.	C, D
	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	A, D
	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	A, D
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	C
Reading	Can identify the main conclusions in clearly signalled argumentative texts.	A, D
	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.	D
	Can scan longer texts to find specific or relevant information in everyday material, such as letters, brochures and short official documents.	D
	Can recognise significant points and obtain information, ideas and opinions from straightforward articles on familiar subjects.	A, D
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	D
Speaking	Can enter unprepared into conversations on familiar topics.	GS, A, B, C, D
	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	GS, C, D
	Can express thoughts on more abstract, cultural topics such as films, books, music etc.	A
	Can give or seek personal opinions and give brief comments on the views of others.	GS, A, C
	Can express belief, opinion, agreement and disagreement politely.	GS, A, B
	Can exchange, check and confirm information	GS, A, B, C, D
	Can give detailed accounts/descriptions of experiences, describing feelings and reactions.	A, B, C, D
	Can give detailed accounts/descriptions of events (real or imagined), dreams, hopes and ambitions.	A, B, C, D
	Can relate the plot of a book or film and describe their reactions.	A
	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.	GS, A, B, C, D
	Can narrate a story.	A, D

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	Can relate details of unpredictable occurrences, e.g. an accident.	C, D
	Can relate the plot of a book or film and describe his/her reactions.	
	Can develop an argument well enough to be followed without difficulty most of the time	B, C, D
	Can briefly give reasons and explanations for opinions, plans and actions.	A, 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.	A, C, D
	Can take follow up questions, but may have to ask for repetition if the speech was rapid.	A, B, C, D
Writing	Can write accounts of experiences, describing feelings and reactions in some detail.	D
	Can narrate a story.	D
	Can use a variety of linking words and cohesive devices efficiently.	D
	Can write straightforward connected texts on a range of familiar subjects within his field of interest.	D
	Can write a description of an event, a recent trip – real or imagined.	D

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Unit 4

Skills Area	Goal	Lesson
Listening	Can identify both general messages and specific details.	A, B, C, D
	Can follow extended speech, short narratives and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	A, C, D
	Can generally follow the main points of extended discussion and animated conversation around them.	C
	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	A, D
	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	A, D
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	C
	Can scan longer texts to find specific or relevant information in everyday material, such as letters, brochures and short official documents.	A, B, D
	Can identify the main conclusions in clearly signalled argumentative texts.	A, B, D
	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	A, B, D
	Can recognise significant points and obtain information, ideas and opinions from straightforward articles on familiar subjects.	A, B, D
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	A, B, D
Speaking	Can enter unprepared into conversations on familiar topics.	GS, A, B, C, D
	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	GS, A, B
	Can express thoughts on more abstract, cultural topics such as films, books, music etc.	A, D
	Can give or seek personal opinions and give brief comments on the views of others.	GS, A, B, C, D
	Can express belief, opinion, agreement and disagreement politely.	GS, A, B, C, D
	Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organise an event (e.g. an outing) etc.	C
	Can explain why something is a problem, discuss what to do next and compare and contrast alternatives, giving brief reasons and explanations.	C
	Can exchange, check and confirm information	GS, A, B, C, D
	Can summarise a short story, article, talk, discussion interview, or documentary and answer further questions of detail.	C

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	Can give detailed accounts/descriptions of experiences, describing feelings and reactions.	B, D
	Can give detailed accounts/descriptions of events (real or imagined), dreams, hopes and ambitions.	A
	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.	A, B, D
	Can relate details of unpredictable occurrences, e.g. an accident.	B
	Can relate the plot of a book or film and describe his/her reactions.	
	Can develop an argument well enough to be followed without difficulty most of the time	A, B, D
	Can briefly give reasons and explanations for opinions, plans and actions.	A, B, D
	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.	B
	Can take follow up questions, but may have to ask for repetition if the speech was rapid.	A, B, C, D
Writing	Can use a variety of linking words and cohesive devices efficiently.	D
	Can write a description of an event, a recent trip (real or imagined).	B, D
	Can write accounts of experiences, describing feelings and reactions in some detail.	B

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Unit 5

Skills Area	Goal	Lesson
Listening	Can identify both general messages and specific details.	A, B, C, D
	Can follow extended speech, short narratives and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	A, B, C, D
	Can generally follow the main points of extended discussion and animated conversation around them.	C
	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	A, B, D
	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	A, B, D
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	C
Reading	Can scan longer texts to find specific or relevant information in everyday material, such as letters, brochures and short official documents.	A, B, D
	Can identify the main conclusions in clearly signalled argumentative texts.	A, B, D
	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	A, B, D
	Can recognise significant points and obtain information, ideas and opinions from straightforward articles on familiar subjects.	A, B, D
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	A, B, D
Speaking	Can enter unprepared into conversations on familiar topics.	GS, A, B, C, D
	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	GS, A, C
	Can express thoughts on more abstract, cultural topics such as films, books, music etc.	GS, A, B, D
	Can give or seek personal opinions and give brief comments on the views of others.	GS, A, B, D
	Can express belief, opinion, agreement and disagreement politely.	GS, A, B
	Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organise an event (e.g. an outing) etc.	A, B, D
	Can explain why something is a problem, discuss what to do next and compare and contrast alternatives, giving brief reasons and explanations.	A, C, D
	Can exchange, check and confirm information	GS, A, B, C, D
	Can summarise a short story, article, talk, discussion interview, or documentary and answer further questions of detail.	B

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	Can give detailed accounts/descriptions of experiences, describing feelings and reactions.	GS, A, B, D
	Can give detailed accounts/descriptions of events (real or imagined), dreams, hopes and ambitions.	B, C
	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.	B, C, D
	Can develop an argument well enough to be followed without difficulty most of the time	A, B, C, D
	Can briefly give reasons and explanations for opinions, plans and actions.	A, B, C, D
	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.	A, B
	Can take follow up questions, but may have to ask for repetition if the speech was rapid.	A, B, C, D
Writing	Can use a variety of linking words and cohesive devices efficiently.	D
	Can write a description of an event, a recent trip (real or imagined).	D
	Can write accounts of experiences, describing feelings and reactions in some detail.	D
	Can write straightforward connected texts on a range of familiar subjects within his field of interest.	D
	Can write accounts of experiences, describing feelings and reactions in simple connected text.	D

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Unit 6

Skills Area	Goal	Lesson
Listening	Can identify both general messages and specific details.	A, B, C, D
	Can follow extended speech, short narratives and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	A, B, C, D
	Can generally follow the main points of extended discussion and animated conversation around them.	A, C
	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	A, B, D
	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	A, B, D
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	C
Reading	Can identify the main conclusions in clearly signalled argumentative texts.	B, D
	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	B, D
	Can recognise significant points and obtain information, ideas and opinions from straightforward articles on familiar subjects.	A, B, D
	Can scan longer texts to find specific or relevant information in everyday material, such as letters, brochures and short official documents.	A, B
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	A, B
Speaking	Can enter unprepared into conversations on familiar topics.	GS, A, B, C, D
	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	GS, A, B, C
	Can express thoughts on more abstract, cultural topics such as films, books, music etc.	A, B
	Can give or seek personal opinions and give brief comments on the views of others.	GS, A, B, D
	Can express belief, opinion, agreement and disagreement politely.	GS, A, B, D
	Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organise an event (e.g. an outing) etc.	D
	Can explain why something is a problem, discuss what to do next and compare and contrast alternatives, giving brief reasons and explanations.	A, B, C
	Can exchange, check and confirm information	GS, A, B, C, D

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	Can give detailed accounts/descriptions of experiences, describing feelings and reactions.	GS, B, C, D
	Can give detailed accounts/descriptions of events (real or imagined), dreams, hopes and ambitions.	GS, B, C
	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.	B, C, D
	Can relate details of unpredictable occurrences, e.g. an accident.	C
	Can develop an argument well enough to be followed without difficulty most of the time	B, C, D
	Can briefly give reasons and explanations for opinions, plans and actions.	B, C, D
	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.	D
	Can take follow up questions, but may have to ask for repetition if the speech was rapid.	B, C, D
Writing	Can write a description of an event, a recent trip (real or imagined).	D
	Can write accounts of experiences, describing feelings and reactions in some detail.	D
	Can use a variety of linking words and cohesive devices efficiently.	D
	Can summarise, report and give their opinion about accumulated factual information.	D
	Can write accounts of experiences, describing feelings and reactions in simple connected text.	D
	Can write a description of an event, a recent trip – real or imagined.	D

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Unit 7

Skills Area	Goal	Lesson
Listening	Can identify both general messages and specific details.	A, B, C, D
	Can follow extended speech, short narratives and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	A, B, C, D
	Can generally follow the main points of extended discussion and animated conversation around them.	B, C, D
	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	A, B, D
	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	A, B, D
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	C
Reading	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.	A
	Can identify the main conclusions in clearly signalled argumentative texts.	A, B, D
	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	A, B, D
	Can recognise significant points and obtain information, ideas and opinions from straightforward articles on familiar subjects.	A, B, D
	Can scan longer texts to find specific or relevant information in everyday material, such as letters, brochures and short official documents.	A, B, D
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	A, B, D
Speaking	Can enter unprepared into conversations on familiar topics.	GS, A, B, C, D
	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	GS, C, D
	Can give or seek personal opinions and give brief comments on the views of others.	GS, A, B, D
	Can express belief, opinion, agreement and disagreement politely.	GS, A, B, C, D
	Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organise an event (e.g. an outing) etc.	GS, A, B, C, D
	Can explain why something is a problem, discuss what to do next and compare and contrast alternatives, giving brief reasons and explanations.	A, C
	Can exchange, check and confirm information	GS, A, B, C, D

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	Can summarise a short story, article, talk, discussion, interview, or documentary and answer further questions of detail.	A, D
	Can ask for and follow detailed directions.	D
	Can give detailed accounts/descriptions of experiences, describing feelings and reactions.	B, D
	Can give detailed accounts/descriptions of events (real or imagined), dreams, hopes and ambitions.	D
	Can develop an argument well enough to be followed without difficulty most of the time	A, B, C
	Can briefly give reasons and explanations for opinions, plans and actions.	A, B, C
	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.	B
	Can take follow up questions, but may have to ask for repetition if the speech was rapid.	A, B, C, D
Writing	Can write letters or emails asking for or giving simple information, giving news, expressing thoughts or conveying degrees of emotion, and highlighting the personal significance of events and experiences.	D
	Can write straightforward connected texts on a range of familiar subjects within his field of interest.	D
	Can write accounts of experiences, describing feelings and reactions in simple connected text.	D

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Unit 8

Skills Area	Goal	Lesson
Listening	Can identify both general messages and specific details.	A, B, C, D
	Can follow extended speech, short narratives and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	B, C, D
	Can generally follow the main points of extended discussion and animated conversation around them.	B, C
	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	B, D
	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	B, D
	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	C
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	C
Reading	Can identify the main conclusions in clearly signalled argumentative texts.	A, B
	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	A, B
	Can recognise significant points and obtain information, ideas and opinions from straightforward articles on familiar subjects.	A, B, D
	Can scan longer texts to find specific or relevant information in everyday material, such as letters, brochures and short official documents.	A, D
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	A, B, D
Speaking	Can enter unprepared into conversations on familiar topics.	GS, A, B, C, D
	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	GS, A, C
	Can give or seek personal opinions and give brief comments on the views of others.	GS, A, C, D
	Can express belief, opinion, agreement and disagreement politely.	GS, A, B, C, D
	Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organise an event (e.g. an outing) etc.	A, C, D
	Can explain why something is a problem, discuss what to do next and compare and contrast alternatives, giving brief reasons and explanations.	A, C
	Can exchange, check and confirm information	GS, A, B, C, D

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	Can give detailed accounts/descriptions of events (real or imagined), dreams, hopes and ambitions.	B, C
	Can narrate a story.	GS, A, B
	Can relate the plot of a book or film and describe his/her reactions.	A
	Can develop an argument well enough to be followed without difficulty most of the time	A, B, C
	Can briefly give reasons and explanations for opinions, plans and actions.	A, B, C
	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.	B
	Can take follow up questions, but may have to ask for repetition if the speech was rapid.	A, B, C
	Can take follow up questions, but may have to ask for repetition if the speech was rapid.	A, B, C
Writing	Can write letters or emails asking for or giving simple information, giving news, expressing thoughts or conveying degrees of emotion, and highlighting the personal significance of events and experiences.	D
	Can use a variety of linking words and cohesive devices efficiently.	D
	Can write a description of an event, a recent trip (real or imagined).	D
	Can write accounts of experiences, describing feelings and reactions in some detail.	D
	Can narrate a story.	D
	Can summarise, report and give their opinion about accumulated factual information.	D
	Can write straightforward connected texts on a range of familiar subjects within his field of interest.	D
	Can write accounts of experiences, describing feelings and reactions in simple connected text.	D
	Can write a description of an event, a recent trip – real or imagined.	D

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Unit 9

Skills Area	Goal	Lesson
Listening	Can identify both general messages and specific details.	GS, A, B, C, D
	Can follow extended speech, short narratives and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	A, B, C, D
	Can generally follow the main points of extended discussion and animated conversation around them.	A, B, C, D
	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	A, B, D
	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	A, B
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	C
Reading	Can identify the main conclusions in clearly signalled argumentative texts.	A, B, D
	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	A, B, D
	Can recognise significant points and obtain information, ideas and opinions from straightforward articles on familiar subjects.	A, B, D
	Can scan longer texts to find specific or relevant information in everyday material, such as letters, brochures and short official documents.	A, B, D
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	A, B, D
Speaking	Can enter unprepared into conversations on familiar topics.	GS, A, B, C, D
	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	GS, A, B, C, D
	Can express thoughts on more abstract, cultural topics such as films, books, music etc.	A, B, C, D
	Can give or seek personal opinions and give brief comments on the views of others.	GS, A, B, C, D
	Can express belief, opinion, agreement and disagreement politely.	GS, A, B, C, D
	Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organise an event (e.g. an outing) etc.	A, B, C, D
	Can explain why something is a problem, discuss what to do next and compare and contrast alternatives, giving brief reasons and explanations.	C
	Can exchange, check and confirm information	GS, A, B, C, D

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	Can give detailed accounts/descriptions of experiences, describing feelings and reactions.	GS, A,
	Can give detailed accounts/descriptions of events (real or imagined), dreams, hopes and ambitions.	A, B
	Can relate the plot of a book or film and describe his/her reactions.	A
	Can develop an argument well enough to be followed without difficulty most of the time	A, B, C, D
	Can briefly give reasons and explanations for opinions, plans and actions.	A, B, C, D
	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.	A, B
	Can take follow up questions, but may have to ask for repetition if the speech was rapid.	A, B, C, D
Writing	Can write a description of an event, a recent trip (real or imagined).	D
	Can write accounts of experiences, describing feelings and reactions in some detail.	D
	Can use a variety of linking words and cohesive devices efficiently.	D
	Can write short, simple essays on topics of interest.	D
	Can summarise, report and give their opinion about accumulated factual information.	D
	Can write straightforward connected texts on a range of familiar subjects within his field of interest.	D
	Can write accounts of experiences, describing feelings and reactions in simple connected text.	D
	Can write a description of an event, a recent trip – real or imagined.	D

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Unit 10

Skills Area	Goal	Lesson
Listening	Can identify both general messages and specific details.	A, B, C, D
	Can follow extended speech, short narratives and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	A, D
	Can generally follow the main points of extended discussion and animated conversation around them.	A
	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	A, D
	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	A, D
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	C
Reading	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.	D
	Can scan longer texts to find specific or relevant information in everyday material, such as letters, brochures and short official documents.	A, B, D
	Can identify the main conclusions in clearly signalled argumentative texts.	A, B, D
	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	A, B, D
	Can recognise significant points and obtain information, ideas and opinions from straightforward articles on familiar subjects.	A, B, D
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	A, B, D
Speaking	Can enter unprepared into conversations on familiar topics.	GS, A, B, C, D
	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	GS, A, B, C
	Can give or seek personal opinions and give brief comments on the views of others.	GS, A, B, C, D
	Can express belief, opinion, agreement and disagreement politely.	GS, A, B
	Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organise an event (e.g. an outing) etc.	A, C
	Can explain why something is a problem, discuss what to do next and compare and contrast alternatives, giving brief reasons and explanations.	C
	Can exchange, check and confirm information	GS, A, B, C, D
	Can give detailed accounts/descriptions of experiences, describing feelings and reactions.	GS, A, B, C, D

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	Can give detailed accounts/descriptions of events (real or imagined), dreams, hopes and ambitions.	GS, A, B, C
	Can narrate a story.	B, D
	Can develop an argument well enough to be followed without difficulty most of the time	A, B, D
	Can briefly give reasons and explanations for opinions, plans and actions.	A, B, C
	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.	B
	Can take follow up questions, but may have to ask for repetition if the speech was rapid.	A, B, C, D
Writing	Can write letters or emails asking for or giving simple information, giving news, expressing thoughts or conveying degrees of emotion, and highlighting the personal significance of events and experiences.	D
	Can write a description of an event, a recent trip (real or imagined).	D
	Can use a variety of linking words and cohesive devices efficiently.	D
	Can write straightforward connected texts on a range of familiar subjects within his field of interest.	D
	Can write accounts of experiences, describing feelings and reactions in simple connected text.	D