

CEFR by unit B1

Unit 1

Skills Area	Goal	Lesson
Listening	Can identify both general messages and specific details.	A, B, C, D
	Can follow short narratives.	B
	Can generally follow the main points of an extended discussion around them.	A, C, D
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	C
	Can understand the information of recorded or broadcast audio material on topics of personal interest.	A, B, C, D
	Can understand the main points of radio news and simpler recorded material about familiar subjects.	A, B, C, D
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 in order to locate information from different parts of a text, or from different texts in order to fulfil a specific task.	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 the line of argument in the treatment of the issue presented, though not necessarily in detail.	A
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.	C
	Can give or seek personal opinions and give brief comments on the views of others.	A, B, C, D
	Can express belief, opinion, agreement and disagreement politely.	A, B
	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	A, B, C, D
	Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.	GS, A, B, C, D
	Can take part in routine formal discussion of familiar subjects which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.	A
	Can describe how to do something, giving detailed instructions.	A
	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.	A

CEFR by unit B1

	Can give detailed accounts/descriptions of: <ul style="list-style-type: none"> • experiences, describing feelings and reactions; • unpredictable occurrences, e.g., an accident; • events (real or imagined), dreams, hopes and ambitions. 	A, B
Writing	Can write personal letters and emails asking for or giving simple information, giving news or expressing thoughts.	D
	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	D

CEFR by unit B1

Unit 2

Skills Area	Goal	Lesson
Listening	Can identify both general messages and specific details.	A, B, C, D
	Can follow short narratives.	A, B, C
	Can generally follow the main points of an extended discussion around them.	B
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	C
	Can understand the information content of recorded or broadcast audio material on topics of personal interest.	A, B, C, D
	Can understand the main points of radio news and simpler recorded material about familiar subjects.	A, B, C, D
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 in order to locate information from different parts of a text, or from different texts in order to fulfil a specific task.	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.	B
Speaking	Can enter unprepared into conversations on familiar topics.	GS, A, B, C, D
	Can give or seek personal opinions and give brief comments on the views of others.	A
	Can express belief, opinion, agreement and disagreement politely.	GS, A, B, C, D
	Can deal with most transactions likely to arise whilst travelling (e.g. a passenger asking where to get off for an unfamiliar destination), making travel arrangements or dealing with authorities.	C
	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	A, B, C, D
	Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.	A, B, C
	Can describe how to do something, giving detailed instructions.	C
	Can ask for and follow detailed directions.	C
	Can give detailed accounts/descriptions of: <ul style="list-style-type: none"> • experiences, describing feelings and reactions; • unpredictable occurrences, e.g., an accident; • events (real or imagined), dreams, hopes and ambitions. 	GS, A, B, C, D
Writing	Can write a description of an event or a recent trip (real or imagined).	D

CEFR by unit B1

	Can write accounts of experiences, describing feelings and reactions in some detail.	D
	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	D

CEFR by unit B1

Unit 3

Skills Area	Goal	Lesson
Listening	Can identify both general messages and specific details.	A, B, C, D
	Can follow short narratives.	A, B
	Can generally follow the main points of an extended discussion around them.	A, B, C, D
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	C
	Can understand the information of recorded or broadcast audio material on topics of personal interest.	A, B, C, D
	Can understand the main points of radio news and simpler recorded material about familiar subjects.	A, B, C, D
Reading	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.	A, D
	Can scan longer texts in order to locate information from different parts of a text, or from different texts in order to fulfil a specific task.	A, 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
Speaking	Can enter unprepared into conversations on familiar topics.	GS, 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.	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 communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	A, B, C, D
	Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.	GS, A, B, C, D
	Can take part in routine formal discussion of familiar subjects which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.	C
	Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	GS, A, B, C, D

CEFR by unit B1

	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.	A, B
	Can give detailed accounts/descriptions of: <ul style="list-style-type: none"> • experiences, describing feelings and reactions; • unpredictable occurrences, e.g., an accident; • events (real or imagined), dreams, hopes and ambitions. 	A, B, C, D
Writing	Can write personal letters and emails asking for or giving simple information, giving news or expressing thoughts.	D
	Can write a description of an event or a recent trip (real or imagined).	D
	Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.	D
	Can write personal letters describing experiences, feelings and events in some detail.	D
	Can write accounts of experiences, describing feelings and reactions in some detail.	D
	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	D

CEFR by unit B1

Unit 4

Skills Area	Goal	Lesson
Listening	Can identify both general messages and specific details.	A, B, C, D
	Can follow short narratives.	A, C
	Can generally follow the main points of an extended discussion around them.	A, B, C, D
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	C
	Can understand the information of recorded or broadcast audio material on topics of personal interest.	A, B, C, D
	Can understand the main points of radio news and simpler recorded material about familiar subjects.	A, B, C, D
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 in order to locate information from different parts of a text, or from different texts in order to fulfil a specific task.	A
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	D
	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	A
	Can recognise significant points in straightforward newspaper articles on familiar subjects.	A
Speaking	Can enter unprepared into conversations on familiar topics.	GS, A, B, C, D
	Can express thoughts on more abstract, cultural topics such as films, books, music, etc.	B
	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.	B, C
	Can explain why something is a problem, discuss what to do next and compare and contrast alternatives, giving brief reasons and explanations.	B, C
	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	B, C
	Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.	B, C

CEFR by unit B1

	Can give detailed accounts/descriptions of: <ul style="list-style-type: none"> • experiences, describing feelings and reactions; • unpredictable occurrences, e.g., an accident; • events (real or imagined), dreams, hopes and ambitions. 	GS, A, B, C, D
Writing	Can write personal letters and emails asking for or giving simple information, giving news or expressing thoughts.	D
	Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.	D
	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	D

CEFR by unit B1

Unit 5

Skills Area	Goal	Lesson
Listening	Can identify both general messages and specific details.	GS, A, B, C, D
	Can follow short narratives.	A, B, C
	Can generally follow the main points of an extended discussion around them.	A, B, C, D
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	C
	Can understand the information of recorded or broadcast audio material on topics of personal interest.	GS, A, B, C, D
	Can understand the main points of radio news and simpler recorded material about familiar subjects.	GS, A, B, C, D
	Can identify the main conclusions in clearly signalled argumentative texts.	A, B, D
	Can scan longer texts in order to locate information from different parts of a text, or from different texts in order to fulfil a specific task.	A, B
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	A, D
	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	A, B
	Can recognise significant points in straightforward newspaper articles on familiar subjects.	A, B
	Speaking	Can enter unprepared into conversations on familiar topics.
Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.		A
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, 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 communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.		A, B, C, D
Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.		GS, A, B, C, D

CEFR by unit B1

	Can give detailed accounts/descriptions of: <ul style="list-style-type: none"> • experiences, describing feelings and reactions; • unpredictable occurrences, e.g., an accident; • events (real or imagined), dreams, hopes and ambitions. 	GS, A, B, C, D
Writing	Can write personal letters and emails asking for or giving simple information, giving news or expressing thoughts.	D
	Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.	D
	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	D

CEFR by unit B1

Unit 6

Skills Area	Goal	Lesson
Listening	Can identify both general messages and specific details.	A, B, C, D
	Can follow short narratives.	B, D
	Can generally follow the main points of an extended discussion around them.	C, D
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	C
	Can understand the information of recorded or broadcast audio material on topics of personal interest.	A, B, C, D
	Can understand the main points of radio news and simpler recorded material about familiar subjects.	A, B, C, D
Reading	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.	D
	Can identify the main conclusions in clearly signalled argumentative texts.	A
	Can scan longer texts in order to locate information from different parts of a text, or from different texts in order to fulfil a specific task.	A, B, D
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	B, D
	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	A
	Can recognise significant points in straightforward newspaper articles on familiar subjects.	A, B
	Can enter unprepared into conversations on familiar topics.	GS, A, B, C, D
Speaking	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	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, 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, D
	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	A, B, C, D
	Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.	GS, A, B, C, D
	Can describe how to do something, giving detailed instructions.	A

CEFR by unit B1

	Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	A, B, C, D
	Can give detailed accounts/descriptions of: <ul style="list-style-type: none"> • experiences, describing feelings and reactions; • unpredictable occurrences, e.g., an accident; • events (real or imagined), dreams, hopes and ambitions. 	GS, A, B, C, D
	Can narrate a story.	B
Writing	Can write personal letters and emails asking for or giving simple information, giving news or expressing thoughts.	D
	Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.	D
	Can convey information and ideas on abstract as well as concrete topics; check information and ask about or explain problems with reasonable precision.	D
	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	D

CEFR by unit B1

Unit 7

Skills Area	Goal	Lesson
Listening	Can identify both general messages and specific details.	A, C, D
	Can follow short narratives.	A, D
	Can generally follow the main points of an extended discussion around them.	A, B, C, D
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	C
	Can understand the information of recorded or broadcast audio material on topics of personal interest.	A, B, C, D
	Can understand the main points of radio news and simpler recorded material about familiar subjects.	A, B, C, D
	Can scan longer texts in order to locate information from different parts of a text, or from different texts in order to fulfil a specific task.	A, B, D
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	A, D
	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	D
	Can recognise significant points in straightforward newspaper articles on familiar subjects.	B, D
Speaking	Can enter unprepared into conversations on familiar topics.	GS, A, B, C, D
	Can express thoughts on more abstract, cultural topics such as films, books, music, etc.	B
	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.	D
	Can explain why something is a problem, discuss what to do next and compare and contrast alternatives, giving brief reasons and explanations.	B, D
	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	A, B, D
	Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.	GS, A, B, C, D
	Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	GS, A, B, C, D
	Can summarise a short story, article, talk, discussion, interview or documentary and answer further questions of detail.	A

CEFR by unit B1

	Can give detailed accounts/descriptions of: <ul style="list-style-type: none"> • experiences, describing feelings and reactions; • unpredictable occurrences, e.g., an accident; • events (real or imagined), dreams, hopes and ambitions. 	GS, A, B, C, D
	Can narrate a story.	GS, A, D
Writing	Can write accounts of experiences, describing feelings and reactions in some detail.	D
	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	D

CEFR by unit B1

Unit 8

Skills Area	Goal	Lesson
Listening	Can identify both general messages and specific details.	GS, A, B, C, D
	Can follow short narratives.	B, D
	Can generally follow the main points of an extended discussion around them.	A, B, C, D
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	C
	Can understand the information of recorded or broadcast audio material on topics of personal interest.	GS, A, B, C, D
	Can understand the main points of radio news and simpler recorded material about familiar subjects.	GS, A, B, C, D
Reading	Can identify the main conclusions in clearly signalled argumentative texts.	D
	Can scan longer texts in order to locate information from different parts of a text, or from different texts in order to fulfil a specific task.	A, D
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	A, D
	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	D
	Can recognise significant points in straightforward newspaper articles on familiar subjects.	A, 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.	C
	Can express thoughts on more abstract, cultural topics such as films, books, music, etc.	GS, 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 explain why something is a problem, discuss what to do next and compare and contrast alternatives, giving brief reasons and explanations.	C
	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	A, B, C, D
	Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.	GS, A, B, C, D
	Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	GS, A, B, C, D

CEFR by unit B1

	Can summarise a short story, article, talk, discussion interview, or documentary and answer further questions of detail.	D
	Can give detailed accounts/descriptions of: <ul style="list-style-type: none"> • experiences, describing feelings and reactions; • unpredictable occurrences, e.g., an accident; • 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, D
Writing	Can convey information and ideas on abstract as well as concrete topics; check information and ask about or explain problems with reasonable precision.	D
	Can write accounts of experiences, describing feelings and reactions in some detail.	D
	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	D

CEFR by unit B1

Unit 9

Skills Area	Goal	Lesson
Listening	Can identify both general messages and specific details.	GS, A, B, C, D
	Can follow short narratives.	GS, A, B, D
	Can generally follow the main points of an extended discussion around them.	A, C, D
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	C
	Can understand the information of recorded or broadcast audio material on topics of personal interest.	GS, A, B, C, D
	Can understand the main points of radio news and simpler recorded material about familiar subjects.	GS, A, B, C, D
Reading	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.	D
	Can identify the main conclusions in clearly signalled argumentative texts.	B
	Can scan longer texts in order to locate information from different parts of a text, or from different texts in order to fulfil a specific task.	A, B, D
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	A
	Can recognise significant points in straightforward newspaper articles on familiar subjects.	A, B, D
Speaking	Can enter unprepared into conversations on familiar topics.	GS, A, B, C, D
	Can express thoughts on more abstract, cultural topics such as films, books, music, etc.	GS, A
	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 explain why something is a problem, discuss what to do next and compare and contrast alternatives, giving brief reasons and explanations.	C
	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	A, B, C, D
	Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.	GS, A, B, C, D
	Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	A, B, C, D

CEFR by unit B1

	Can take part in routine formal discussion of familiar subjects which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.	C
Writing	Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.	D
	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	D

CEFR by unit B1

Unit 10

Skills Area	Goal	Lesson
Listening	Can identify both general messages and specific details.	A, B, C, D
	Can follow short narratives.	D
	Can generally follow the main points of an extended discussion around them.	B, C, D
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	C
	Can understand the information of recorded or broadcast audio material on topics of personal interest.	A, B, C, D
	Can understand the main points of radio news and simpler recorded material about familiar subjects.	A, B, C, D
Reading	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.	D
	Can identify the main conclusions in clearly signalled argumentative texts.	A, B
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	A, D
	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	A, B
	Can recognise significant points in straightforward newspaper articles on familiar subjects.	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.	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, C, D
	Can deal with most transactions likely to arise whilst travelling (e.g. a passenger asking where to get off for an unfamiliar destination), making travel arrangements or dealing with authorities.	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 communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	A, B
	Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.	A, B, C, D

CEFR by unit B1

	Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	GS, A, B, C, D
	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.	A
	Can cope with less routine situations in shops, a post office, a bank, etc. (e.g. returning an unsatisfactory purchase).	C
	Can make a complaint.	B, C
	Can give detailed accounts/descriptions of: <ul style="list-style-type: none"> • experiences, describing feelings and reactions; • unpredictable occurrences, e.g., an accident; • events (real or imagined), dreams, hopes and ambitions. 	GS, D
	Can narrate a story.	GS
Writing	Can write personal letters and emails asking for or giving simple information, giving news or expressing thoughts.	D
	Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.	D
	Can write personal letters describing experiences, feelings and events in some detail.	D
	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	D

CEFR by unit B1

Unit 11

Skills Area	Goal	Lesson
Listening	Can identify both general messages and specific details.	A, B, C, D
	Can follow short narratives.	B, D
	Can generally follow the main points of an extended discussion around them.	A, C, D
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	C
	Can understand the information of recorded or broadcast audio material on topics of personal interest.	A, B, C, D
	Can understand the main points of radio news and simpler recorded material about familiar subjects.	A, B, C, D
Reading	Can identify the main conclusions in clearly signalled argumentative texts.	D
	Can scan longer texts in order to locate information from different parts of a text, or from different texts in order to fulfil a specific task.	A, B
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	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 in straightforward newspaper articles on familiar subjects.	A, B, D
Speaking	Can enter unprepared into conversations on familiar topics.	GS, A, B, 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, B, C, D
	Can express belief, opinion, agreement and disagreement politely.	GS, A, B, C, D
	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	A, B
	Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.	GS, A, B, C, D
	Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	A, B, D
	Can summarise a short story, article, talk, discussion interview, or documentary and answer further questions of detail.	B
	Can ask for and follow detailed directions.	C
	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.	

CEFR by unit B1

	Can give detailed accounts/descriptions of: <ul style="list-style-type: none"> • experiences, describing feelings and reactions; • unpredictable occurrences, e.g., an accident; • events (real or imagined), dreams, hopes and ambitions. 	B
	Can narrate a story.	B
Writing	Can convey information and ideas on abstract as well as concrete topics; check information and ask about or explain problems with reasonable precision.	D
	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	D
	Can summarise, report and give their opinion about accumulated factual information.	D

CEFR by unit B1

Unit 12

Skills Area	Goal	Lesson
Listening	Can identify both general messages and specific details.	A, B, C, D
	Can follow short narratives.	A, B, D
	Can generally follow the main points of an extended discussion around them.	A, C, D
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	C
	Can understand the information of recorded or broadcast audio material on topics of personal interest.	A, B, C, D
	Can understand the main points of radio news and simpler recorded material about familiar subjects.	A, B, C, D
	Can identify the main conclusions in clearly signalled argumentative texts.	B
	Can scan longer texts in order to locate information from different parts of a text, or from different texts in order to fulfil a specific task.	A, B
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	B, D
	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	A
	Can recognise significant points in straightforward newspaper articles on familiar subjects.	A
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.	A
	Can express thoughts on more abstract, cultural topics such as films, books, music, etc.	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 communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	A, B, C
	Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.	GS, A, B, C, D
	Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	GS, A, B, C
	Can summarise a short story, article, talk, discussion interview, or documentary and answer further questions of detail.	A, D
	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.	B

CEFR by unit B1

	Can give detailed accounts/descriptions of: <ul style="list-style-type: none"> • experiences, describing feelings and reactions; • unpredictable occurrences, e.g., an accident; • events (real or imagined), dreams, hopes and ambitions. 	A
	Can relate the plot of a book or film and describe their reactions.	D
	Can narrate a story.	A, D
Writing	Can write a description of an event or 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 link a series of shorter, discrete simple elements into a connected, linear sequence of points.	D