

CEFR by unit C1

Unit 1

| Skills Area | Goal | Lesson |
|------------------|---|----------------------------|
| Listening | Can understand enough to follow extended speech on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar. | A, D |
| | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. | C |
| | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | A, B, C, D |
| | Can take detailed notes during a lecture on topics in their field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people. | D |
| Reading | Can understand any correspondence given the occasional use of a dictionary. | D |
| | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. | A |
| | Can summarise long, demanding texts. | Orally: B |
| Speaking | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | C |
| | Can easily follow and contribute to complex interactions between third parties in informal group discussion even on abstract, complex unfamiliar topics. | GS (Getting Started), A, B |
| | Can give clear, detailed, elaborate descriptions and narratives of complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. | C |
| | Has a good command of a broad lexical repertoire including idiomatic expressions and colloquialisms. | A, B, C, WP (Wordpower) |
| | Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. | B |
| Writing | Can write clear, well-structured texts on complex subjects, underlining the salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and examples, and rounding off with an appropriate conclusion. | D |
| | Can relate correspondence to the addressee with clarity and precision, using language flexibly and effectively, including emotional, allusive and joking usage. | D |
| | Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. | D |

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Unit 2

| Skills Area | Goal | Lesson |
|-------------|---|--------------------------------|
| Listening | Can understand enough to follow extended speech on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar. | A |
| | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. | A, C |
| | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | A, B, C, D |
| | Can take detailed notes during a lecture on topics in their field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people. | Note-taking is practised in: D |
| Reading | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | A, B |
| | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. | A, B |
| | Can summarise long, demanding texts. | Orally: A, B |
| Speaking | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | C |
| | Can easily follow and contribute to complex interactions between third parties in informal group discussion even on abstract, complex unfamiliar topics. | GS, A, B, D |
| | Can give clear, detailed, elaborate descriptions and narratives of complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. | GS, A, B |
| | Has a good command of a broad lexical repertoire including idiomatic expressions and colloquialisms. | A, B, C, WP |
| | Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. | B, C |
| Writing | Can write clear, well-structured texts on complex subjects, underlining the salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and examples, and rounding off with an appropriate conclusion. | D |
| | Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. | B |
| | Can write clear, well-structured reports and essays about complex subjects, underlining the relevant salient issues. | D |
| | Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. | D |

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| | Can produce clear, smoothly flowing, well-structured discourse, showing controlled use of organisational patterns, connectors and cohesive devices. | B, D |
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Unit 3

| Skills Area | Goal | Lesson |
|-------------|---|--|
| Listening | Can understand enough to follow extended speech on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar. | A |
| | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. | B, C |
| | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | A, B, C, D |
| | Can take detailed notes during a lecture on topics in their field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people. | Note-taking is practised in: D Lectures in: A |
| Reading | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | B |
| | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. | A, B |
| | Can summarise long, demanding texts. | In writing: A |
| Speaking | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | A, C |
| | Can easily follow and contribute to complex interactions between third parties in informal group discussion even on abstract, complex unfamiliar topics. | GS, A |
| | Can backtrack when they encounter a difficulty and reformulate what they want to say without fully interrupting the flow of speech. | C |
| | Can give clear, detailed, elaborate descriptions and narratives of complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. | GS, A, B, D |
| | Has a good command of a broad lexical repertoire including idiomatic expressions and colloquialisms. | A, B, C, WP |
| | Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. | A |
| Writing | Can write clear, well-structured texts on complex subjects, underlining the salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and examples, and rounding off with an appropriate conclusion. | B, D |
| | Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. | A, B, D |

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Unit 4

| Skills Area | Goal | Lesson |
|-------------|---|-------------|
| Listening | Can understand enough to follow extended speech on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar. | A |
| | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. | A, C |
| | Can easily follow complex interactions between third parties in group discussion and debate. | C |
| | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | A, B, C, D |
| | Can take detailed notes during a lecture on topics in their field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people. | B |
| Reading | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | A, B |
| | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. | A, B |
| | Can summarise long, demanding texts. | Orally: B |
| Speaking | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | B, C |
| | Can easily follow and contribute to complex interactions between third parties in informal group discussion even on abstract, complex unfamiliar topics. | GS, A, B, C |
| | Can select a suitable phrase from a readily available range of discourse functions to preface remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking. | C |
| | Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well. | D |
| | Can give clear, detailed, elaborate descriptions and narratives of complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. | B |
| | Has a good command of a broad lexical repertoire including idiomatic expressions and colloquialisms. | A, B, C, WP |
| | Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. | B |
| Writing | Can write clear, well-structured texts on complex subjects, underlining the salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and examples, and rounding off with an appropriate conclusion. | D |

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| | Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. | D |
| | Can produce clear, smoothly flowing, well-structured discourse, showing controlled use of organisational patterns, connectors and cohesive devices. | D |

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Unit 5

| Skills Area | Goal | Lesson |
|-------------|---|--------------------------------|
| Listening | Can understand enough to follow extended speech on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar. | D |
| | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. | A, C |
| | Can easily follow complex interactions between third parties in group discussion and debate. | C |
| | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | A, B, C, D |
| | Can take detailed notes during a lecture on topics in their field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people. | Note-taking is practised in: D |
| Reading | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | A, B |
| | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. | B |
| | Can summarise long, demanding texts. | Orally: B |
| Speaking | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | A, B, C |
| | Can easily follow and contribute to complex interactions between third parties in informal group discussion even on abstract, complex unfamiliar topics. | GS, A, B, D |
| | Can select a suitable phrase from a readily available range of discourse functions to preface remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking. | C |
| | Has a good command of a broad lexical repertoire including idiomatic expressions and colloquialisms. | A, B, C, WP |
| | Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. | C |
| Writing | Can write clear, well-structured texts on complex subjects, underlining the salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and examples, and rounding off with an appropriate conclusion. | D |
| | Can write clear, well-structured reports and essays about complex subjects, underlining the relevant salient issues. | D |
| | Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. | D |
| | Can produce clear, smoothly flowing, well-structured discourse, showing controlled use of organisational patterns, connectors and cohesive devices. | D |

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Unit 6

| Skills Area | Goal | Lesson |
|-------------|---|-------------|
| Listening | Can understand enough to follow extended speech on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar. | A |
| | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. | B, C, D |
| | Can easily follow complex interactions between third parties in group discussion and debate. | D |
| | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | A, B, C, D |
| Reading | Can understand any correspondence given the occasional use of a dictionary. | D |
| | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | A, B |
| | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. | B |
| Speaking | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | B |
| | Can easily follow and contribute to complex interactions between third parties in informal group discussion even on abstract, complex unfamiliar topics. | GS, A |
| | Can give clear, detailed, elaborate descriptions and narratives of complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. | A, B |
| | Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. | C |
| | Can handle interjections well, responding spontaneously and almost effortlessly | C |
| | Has a good command of a broad lexical repertoire including idiomatic expressions and colloquialisms. | A, B, C, WP |
| | Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. | A, B, C |
| Writing | Can write clear, well-structured texts on complex subjects, underlining the salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and examples, and rounding off with an appropriate conclusion. | D |
| | Can relate correspondence to the addressee with clarity and precision, using language flexibly and effectively, including emotional, allusive and joking usage. | D |

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| | Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. | B |
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Unit 7

| Skills Area | Goal | Lesson |
|-------------|---|--|
| Listening | Can understand enough to follow extended speech on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar. | A, B |
| | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. | C, D |
| | Can easily follow complex interactions between third parties in group discussion and debate. | B, C |
| | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | A, B, C, D |
| | Can take detailed notes during a lecture on topics in their field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people. | Note-taking in: B, D Lectures in: A |
| Reading | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | A, B |
| | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. | A, B |
| Speaking | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | B, C |
| | Can easily follow and contribute to complex interactions between third parties in informal group discussion even on abstract, complex unfamiliar topics. | GS, B, D |
| | Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. | A |
| | Has a good command of a broad lexical repertoire including idiomatic expressions and colloquialisms. | A, B, C, D, WP |
| | Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. | A, B |
| Writing | Can write clear, well-structured texts on complex subjects, underlining the salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and examples, and rounding off with an appropriate conclusion. | D |
| | Can write clear, well-structured reports and essays about complex subjects, underlining the relevant salient issues. | D |
| | Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. | D |
| | Can produce clear, smoothly flowing, well-structured discourse, showing controlled use of organisational patterns, connectors and cohesive devices. | D |

Unit 8

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| Skills Area | Goal | Lesson |
|-------------|---|--------------------------------|
| Listening | Can understand enough to follow extended speech on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar. | D |
| | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. | A, C |
| | Can easily follow complex interactions between third parties in group discussion and debate. | A, B, C, D |
| | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | A, B, C, D |
| | Can take detailed notes during a lecture on topics in their field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people. | Note-taking is practised in: B |
| Reading | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | A, B |
| | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. | A |
| | Can summarise long, demanding texts. | In writing: B |
| Speaking | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | GS |
| | Can easily follow and contribute to complex interactions between third parties in informal group discussion even on abstract, complex unfamiliar topics. | GS, A, B, D |
| | Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately. | C |
| | Can relate own contribution skilfully to those of other speakers. | C |
| | Has a good command of a broad lexical repertoire including idiomatic expressions and colloquialisms. | A, B, C, WP |
| | Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. | A, B, C |
| Writing | Can write clear, well-structured texts on complex subjects, underlining the salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and examples, and rounding off with an appropriate conclusion. | D |
| | Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. | D |

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Unit 9

| Skills Area | Goal | Lesson |
|-------------|---|-------------|
| Listening | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. | A, C |
| | Can easily follow complex interactions between third parties in group discussion and debate. | C, D |
| | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | A, B, C, D |
| Reading | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | A, B |
| | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. | A, B |
| Speaking | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | C |
| | Can easily follow and contribute to complex interactions between third parties in informal group discussion even on abstract, complex unfamiliar topics. | GS, A, B, D |
| | Can relate own contribution skilfully to those of other speakers. | C |
| | Can give clear, detailed, elaborate descriptions and narratives of complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. | A |
| | Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. | A, B |
| | Has a good command of a broad lexical repertoire including idiomatic expressions and colloquialisms. | A, B, C, WP |
| | | |
| Writing | Can write clear, well-structured texts on complex subjects, underlining the salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and examples, and rounding off with an appropriate conclusion. | D |
| | Can write clear, well-structured reports and essays about complex subjects, underlining the relevant salient issues. | D |
| | Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. | D |
| | Can produce clear, smoothly flowing, well-structured discourse, showing controlled use of organisational patterns, connectors and cohesive devices. | D |

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Unit 10

| Skills Area | Goal | Lesson |
|-------------|---|--------------------------------|
| Listening | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. | A, C |
| | Can easily follow complex interactions between third parties in group discussion and debate. | B |
| | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | A, B, C, D |
| | Can take detailed notes during a lecture on topics in their field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people. | Note-taking is practised in: D |
| Reading | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | A, D |
| | Can summarise long, demanding texts. | In writing: A |
| Speaking | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | A, B, C |
| | Can easily follow and contribute to complex interactions between third parties in informal group discussion even on abstract, complex unfamiliar topics. | GS, A, B, D |
| | Can select a suitable phrase from a readily available range of discourse functions to preface remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking. | C |
| | Can relate own contribution skilfully to those of other speakers. | C |
| | Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well. | C |
| | Can give clear, detailed, elaborate descriptions and narratives of complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. | B |
| | Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. | A |
| | Has a good command of a broad lexical repertoire including idiomatic expressions and colloquialisms. | A, B, C, WP |
| | Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. | A, C |
| Writing | Can write clear, well-structured texts on complex subjects, underlining the salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and examples, and rounding off with an appropriate conclusion. | D |

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| | Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. | D |
| | Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. | D |
| | Can produce clear, smoothly flowing, well-structured discourse, showing controlled use of organisational patterns, connectors and cohesive devices. | D |