

EVOLVE

CEFR GUIDE

3

EVOLVE LEVEL 3

Common European Framework of Reference for Languages (CEFR)

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Introduction to the Common European Framework of Reference (CEFR)

The overall aim of the Council of Europe's Common European Framework of Reference (CEFR) is to provide objective criteria for describing and assessing language proficiency in an internationally comparable manner. The Council of Europe's work on the definition of appropriate learning objectives for adult language learners dates back to the 1970s. The influential Threshold series (J. A. van Ek and J. L. M. Trim, Cambridge University Press, 1991) provides a detailed description in functional, notional, grammatical, and sociocultural terms of what a language user needs to be able to do in order to communicate effectively in the sort of situations commonly encountered in everyday life. Three levels of proficiency are identified, called Waystage,

Threshold, and Vantage (roughly corresponding to Beginning, Intermediate, and Upper Intermediate).

The Threshold series was followed in 2001 by the publication of the Common European Framework of Reference, which describes six levels of communicative ability in terms of competences or "can do" statements: A1 (Breakthrough), A2 (Waystage), B1 (Threshold), B2 (Vantage), C1 (Effective Operational Proficiency), and C2 (Mastery). In 2018 the Council of Europe released a CEFR Companion Volume. This document is intended as a complement to the CEFR and includes an update and extension to the CEFR illustrative descriptors.

Evolve and the Common European Framework of Reference

The chart below shows how *Evolve* correlates with the Council of Europe's levels and with some major international examinations.

	CEFR	Council of Europe	Cambridge Assessment English	IELTS	TOEFL iBT	TOEIC
EVOLVE 1	A1	Basic User				120+
EVOLVE 2	A2		A2 Key (Key English Test)			225+
EVOLVE 3	B1	Independent User	B1 Preliminary (Preliminary English Test)	4.0–5.0	57–86	550+
EVOLVE 4	B1+					
EVOLVE 5	B2		B2 First (First Certificate in English)	5.5–6.5	87–109	785+
EVOLVE 6	C1	Proficient User	C1 Advanced (Certificate in Advanced English)	7.0–8.0	110–120	490+ (Listening) 445+ (Reading)

Sources: <https://www.cambridgeenglish.org/exams-and-tests/cefr/>
<https://www.coe.int/en/web/common-european-framework-reference-languages>

CEFR level

Evolve Level 3 covers level B1 of the CEFR. This chart describes the general degree of skill achieved by learners at this level.

Skill	Learners will be able to:
Listening	<ul style="list-style-type: none"> understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. including short narratives.
Reading	<ul style="list-style-type: none"> read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.
Reception Strategies	<ul style="list-style-type: none"> intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. initiate, maintain, and close simple face-to-face conversation on topics that are familiar or of personal interest.
Speaking	<ul style="list-style-type: none"> reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points. communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. exchange, check, and confirm information, deal with less routine situations and explain why something is a problem. express thoughts on more abstract, cultural topics such as movies, books, music, etc. exploit a wide range of simple language to deal with most situations likely to arise whilst traveling. enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest, or pertinent to everyday life (e.g. family, hobbies, work, travel, and current events).
Writing	<ul style="list-style-type: none"> write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence. convey information and ideas on abstract as well as concrete topics, check information, and ask about or explain problems with reasonable precision. write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.
Communicative Language Competence	<ul style="list-style-type: none"> collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating, and responding to suggestions, asking whether people agree, and proposing alternative approaches. convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided that he/she can check the meaning of certain expressions. introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise, experience, and views. convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although his/her lexical limitations cause difficulty with formulation at times.

CEFR goals realized in this level of *Evolve*

LISTENING

At B1, learners are expected to be able to understand

- straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
- the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. including short narratives.

UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS

Can follow much of everyday conversation and discussion, provided it takes place in standard speech, and is clearly articulated in a familiar accent.

Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.2 p.4	2.2 p.14	3.2 p.24	4.1 p.34	5.2 p.46	6.2 p.56	7.1 p.66	8.3 p.80	9.1 p.86	10.2 p.100	11.2 p.110	12.1 p.118
1.3 p.6	2.3 p.16	3.3 p.26	4.3 p.38	5.3 p.48	6.3 p.58	7.3 p.70	8.3 p.81	9.3 p.90	10.3 p.102	11.3 p.112	12.3 p.122
1.3 p.7	2.3 p.17	3.3 p.27	4.3 p.39	5.3 p.49	6.3 p.59	7.3 p.71	8.4 p.82	9.3 p.91	10.3 p.103	11.3 p.113	12.3 p.123
	2.4 p.18		4.4 p.40		6.4 p.60				10.4 p.104		

LISTENING AS A MEMBER OF A LIVE AUDIENCE

Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.

Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech.

Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech.

Can follow a straightforward conference presentation or demonstration with visual support (e.g. slides, handouts) on a topic or product within his/her field, understanding explanations given.

Can understand the main points of what is said in a straightforward monologue like a guided tour, provided the delivery is clear and relatively slow.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.5 p.10	2.5 p.20	3.5 p.30	4.5 p.42	5.5 p.52	6.5 p.62	7.5 p.74	8.5 p.84	9.5 p.94	10.5 p.106	11.5 p.116	12.4 p.124
											12.5 p.126

LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS

Can understand simple technical information, such as operating instructions for everyday equipment.

Can follow detailed directions.

Can understand public announcements at airports, stations, and on planes, buses, and trains, provided these are clearly articulated in standard speech with minimum interference from background noise.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
		3.2 p.24					8.4 p.82				
		3.3 p.26									
		3.3 p.27									

LISTENING TO AUDIO MEDIA & RECORDINGS

Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.

Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.

Can understand the main points and important details in stories and other narratives (e.g. a description of a vacation), provided the speaker speaks slowly and clearly.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.2 p.4	2.4 p.18				6.2 p.56		8.4 p.82		10.4 p.104		12.4 p.124
					6.4 p.60						

READING

At B1, learners are expected to be able to read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.

READING CORRESPONDENCE

Can understand formal correspondence on less familiar subjects well enough to redirect it to someone else.

Can understand the description of events, feelings, and wishes in personal letters well enough to correspond regularly with a pen friend.

Can understand straightforward personal letters, emails, or postings giving a relatively detailed account of events and experiences.

Can understand standard formal correspondence and online postings in his/her area of professional interest

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.4 p.8	2.1 p.12		4.2 p.36		6.1 p.54	7.4 p.73	8.2 p.78	9.2 p.88	10.4 p.105	11.4 p.114	12.2 p.120
1.4 p.9	2.4 p.19		4.4 p.41		6.4 p.61		8.4 p.83	9.4 p.92			12.4 p.125

READING FOR ORIENTATION

Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts, in order to fulfil a specific task.

Can scan through straightforward, factual texts in magazines, brochures, or in the web, identify what they are about and decide whether they contain information that might be of practical use.

Can find and understand relevant information in everyday material, such as letters, brochures, and short official documents.

Can pick out important information about preparation and usage on the labels on foodstuffs and medicine.

Can assess whether an article, report, or review is on the required topic.

Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.2	2.1 p.12	3.1 p.22	4.4 p.41	5.1 p.44	6.1 p.54	7.2 p.68	8.2 p.78	9.4 p.92	10.1 p.98	11.1 p.108	12.2 p.120
1.4 p.8	2.4 p.19	3.4 p.28		5.4 p.50	6.4 p.61	7.4 p.72	8.4 p.83	9.4 p.93		11.4 p.114	12.4 p.125
		3.4 p.29				7.4 p.73					

READING FOR INFORMATION & ARGUMENT

Can understand straightforward, factual texts on subjects relating to his/her interests or studies.

Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor).

Can identify the main conclusions in clearly signalled argumentative texts.

Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.

Can recognize significant points in straightforward newspaper articles on familiar subjects.

Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.

Can understand the main points in descriptive notes, such as those on museum exhibits and explanatory boards in exhibitions.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.2	2.1 p.12	3.4 p.28		5.1 p.44	6.1 p.54	7.2 p.68	8.2 p.78	9.4 p.92		11.1 p.108	12.2 p.120
1.4 p.8	2.4 p.19	3.4 p.29		5.4 p.50	6.4 p.61	7.4 p.72	8.4 p.83			11.4 p.114	12.4 p.125
1.4 p.9						7.4 p.73				11.4 p.115	

READING AS A LEISURE ACTIVITY

Can read newspaper/magazine accounts of movies, books, concerts, etc. written for a wider audience, and understand the main points.

Can understand simple poems and song lyrics written in straightforward language and style.

Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides, and magazine articles that are written in high frequency, everyday language.

Can understand a travel diary mainly describing the events of a journey, and the experiences and discoveries the person made.

Can follow the plot of stories, simple novels, and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.2		3.1 p.22		5.1 p.44	6.1 p.54	7.2 p.69	8.4 p.83	9.2 p.88		11.1 p.108	12.2 p.120
				5.4 p.50		7.4 p.72					12.4 p.125
				5.4 p.51		7.4 p.73					

RECEPTION STRATEGIES

At B1, learners are expected to be able to

- intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.
- initiate, maintain, and close simple face-to-face conversation on topics that are familiar or of personal interest.

IDENTIFYING CUES AND INFERRING

Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organization, in order to better understand the argumentation in a text.

Can extrapolate the meaning of a section of a text by taking into account the text as a whole.

Can identify unfamiliar words from the context on topics related to his/her field and interests.

Can extrapolate the meaning of occasional unknown words from the context, and deduce sentence meaning, provided the topic discussed is familiar.

Can make basic inferences or predictions about text content from headings, titles, or headlines.

Can listen to a short narrative, and predict what will happen next.

Can follow a line of argument or the sequence of events in a story, by focusing on common logical connectors (e.g. *however, because*) and temporal connectors (e.g. *after that, beforehand*).

Can deduce the probable meaning of unknown words in a written text by identifying their constituent part (e.g. identifying word roots, lexical elements, suffixes and prefixes).

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.2 p.4	2.1 p.12	3.2 p.24	4.1 p.34	5.1 p.44	6.1 p.54	7.1 p.66	8.1 p.76	9.1 p.86	10.1 p.98	11.1 p.108	12.1 p.118
	2.2 p.14	3.4 p.28	4.2 p.36	5.2 p.46	6.2 p.56	7.2 p.68	8.2 p.78	9.2 p.88	10.2 p.100	11.2 p.110	12.2 p.120
		3.4 p.29	4.4 p.41				8.4 p.82				12.4 p.124

SPEAKING

OVERALL SPOKEN INTERACTION

At B1, learners are expected to be able to

- exchange, check and confirm information, deal with less routine situations, and explain why something is a problem.
- exploit a wide range of simple language to deal with most situations likely to arise whilst traveling.
- enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest, or pertinent to everyday life (e.g. family, hobbies, work, travel, and current events).

CONVERSATION

Can start up a conversation and help it to keep going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinion on familiar subjects.

Can have relatively long conversations on subjects of common interest, provided that the interlocutor makes an effort to support understanding.

Can enter unprepared into conversations on familiar topics.

Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.

Can maintain a conversation or discussion, but may sometimes be difficult to follow when trying to say exactly what he/she would like to.

Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.3	2.1 p.12	3.1 p.23	4.1 p.34	5.1 p.45	6.1 p.55	7.1 p.67	8.1 p.76	9.1 p.86	10.1 p.98	11.1 p.108	12.1 p.118
1.2 p.5	2.1 p.13	3.2 p.24	4.2 p.37	5.2 p.46	6.2 p.56	7.2 p.68	8.1 p.77	9.1 p.87	10.1 p.99	11.1 p.109	12.1 p.119
1.3 p.7	2.2 p.14	3.2 p.25	4.3 p.39	5.2 p.47	6.2 p.57	7.2 p.69	8.2 p.78	9.2 p.89	10.2 p.100	11.2 p.110	12.2 p.120
1.5 p.10	2.2 p.15	3.3 p.26	4.5 p.42	5.3 p.49	6.3 p.59	7.3 p.71	8.2 p.79	9.3 p.90	10.2 p.101	11.2 p.111	12.3 p.123
	2.3 p.17	3.3 p.27		5.5 p.52	6.5 p.62	7.5 p.74	8.3 p.81	9.3 p.91	10.3 p.103	11.3 p.113	12.4 p.124
	2.5 p.20	3.4 p.28					8.5 p.84	9.5 p.94	10.5 p.106	11.4 p.114	12.4 p.125
		3.5 p.30								11.5 p.116	12.5 p.126

INFORMAL DISCUSSION (WITH FRIENDS)

Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage, and articulate clearly.

Can express his/her thoughts about abstract or cultural topics such as music, movies.

Can explain why something is a problem.

Can give brief comments on the views of others.

Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.

Can generally follow the main points in an informal discussion with friends, provided speech is clearly articulated in standard language.

Can give or seek personal views and opinions in discussing topics of interest.

Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing).

Can express belief, opinion, agreement, and disagreement politely.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.3	2.1 p.12	3.1 p.23	4.1 p.35	5.1 p.45	6.1 p.55	7.1 p.67	8.1 p.76	9.0 p.85	10.1 p.98	11.1 p.108	12.1 p.118
1.2 p.5	2.1 p.13	3.2 p.24	4.2 p.37	5.2 p.46	6.2 p.56	7.2 p.68	8.1 p.77	9.1 p.86	10.1 p.99	11.1 p.109	12.1 p.119
1.3 p.7	2.2 p.14	3.2 p.25	4.3 p.39	5.2 p.47	6.2 p.57	7.2 p.69	8.2 p.78	9.1 p.87	10.2 p.100	11.2 p.110	12.2 p.120
1.5 p.10	2.2 p.15	3.3 p.26	4.5 p.42	5.3 p.49	6.3 p.59	7.3 p.71	8.2 p.79	9.2 p.89	10.2 p.101	11.2 p.111	12.3 p.123
	2.3 p.17	3.3 p.27		5.5 p.52	6.5 p.62	7.5 p.74	8.3 p.81	9.3 p.90	10.3 p.103	11.3 p.113	12.4 p.124
	2.5 p.20	3.4 p.28					8.5 p.84	9.3 p.91	10.5 p.106	11.4 p.114	12.4 p.125
		3.5 p.30						9.5 p.94		11.5 p.116	12.5 p.126

GOAL-ORIENTED COOPERATION (E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANIZING AN EVENT, ETC.)

Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended.

Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.

Can give brief comments on the views of others.

Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.

Can make his/her opinions and reactions understood as regards possible solutions, or the question of what to do next, giving brief reasons and explanations.

Can invite others to give their views on how to proceed.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.2	2.2 p.14	3.2 p.25	4.2 p.37	5.5 p.52	6.2 p.57	7.3 p.71	8.5 p.84	9.2 p.89	10.1 p.99	11.3 p.113	12.2 p.121
1.5 p.10	2.2 p.15	3.5 p.30	4.5 p.42		6.5 p.62	7.4 p.72		9.3 p.91	10.2 p.101	11.5 p.116	12.4 p.124
	2.4 p.18					7.5 p.74		9.5 p.94	10.5 p.106		12.5 p.126
	2.5 p.20										

OBTAINING GOODS & SERVICES

Can deal with most transactions likely to arise whilst traveling, arranging travel or accommodation, or dealing with authorities during a foreign visit.

Can ask in a shop for an explanation of the difference between two or more products serving the same purpose, in order to make a decision, posing follow-up questions as necessary.

Can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase.

Can make a complaint.

Can deal with most situations likely to arise when making travel arrangements through an agent, or when actually traveling, e.g. asking where to get off for an unfamiliar destination.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
		3.2 p.25									
		3.3 p.27									

INFORMATION EXCHANGE

Can exchange, check, and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.

Can summarize and give his or her opinion about a short story, article, talk, discussion, interview, or documentary, and answer further questions of detail.

Can find out and pass on straightforward factual information.

Can ask for and follow detailed directions.

Can obtain more detailed information.

Can offer advice on simple matters within his/her field of experience.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.3	2.2 p.15	3.1 p.23	4.2 p.37	5.1 p.45	6.1 p.55		8.1 p.77		10.1 p.101	11.1 p.109	12.1 p.119
1.2 p.5	2.3 p.17	3.2 p.24	4.3 p.39	5.2 p.47	6.2 p.56		8.3 p.81		10.3 p.103	11.3 p.113	12.2 p.121
1.3 p.7		3.2 p.25		5.3 p.49	6.2 p.57		8.5 p.84				12.5 p.126
1.5 p.10		3.3 p.26									
		3.3 p.27									
		3.4 p.28									

INTERVIEWING AND BEING INTERVIEWED

Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor), but does so with limited precision.

Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.

Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction.

Can describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language.

Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
		3.2 p.25		5.1 p.45	6.2 p.56		8.1 p.76				
		3.3 p.27									

OVERALL SPOKEN PRODUCTION

At B1, learners are expected to be able to

- reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
- communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.
- express thoughts on more abstract, cultural topics such as movies, books, music, etc.

SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE

Can clearly express feelings about something experienced, and give reasons to explain those feelings.

Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.

Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.

Can give detailed accounts of experiences, describing feelings and reactions.

Can relate details of unpredictable occurrences, e.g. an accident.

Can relate the plot of a book or movie, and describe his/her reactions.

Can describe dreams, hopes, and ambitions.

Can describe events, real or imagined.

Can narrate a story.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.0 p.1	2.0 p.11	3.0 p.21	4.0 p.33	5.0 p.43	6.0 p.53	7.0 p.65	8.0 p.75	9.0 p.85	10.0 p.96	11.0 p.107	12.0 p.117
1.1 p.2	2.1 p.12	3.1 p.22	4.1 p.35	5.1 p.44	6.1 p.55	7.1 p.67	8.1 p.76			11.1 p.109	12.1 p.118
1.2 p.4	2.1 p.13	3.2 p.24	4.3 p.39	5.1 p.45	6.3 p.59	7.2 p.68	8.1 p.77			11.2 p.110	12.1 p.119
	2.2 p.15		4.5 p.42	5.2 p.46		7.2 p.69	8.2 p.79			11.2 p.111	12.2 p.120
				5.2 p.47		7.5 p.74	8.5 p.84			11.4 p.114	12.2 p.121
				5.3 p.49							12.3 p.123
				5.5 p.52							12.5 p.126

SUSTAINED MONOLOGUE: GIVING INFORMATION

Can explain the main points in an idea or problem with reasonable precision.

Can describe how to do something, giving detailed instructions.

Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem, or to give detailed directions, provided he/she can prepare beforehand.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	2.2 p.15	3.1 p.22	4.0 p.33	5.1 p.45	6.0 p.53	7.5 p.74	8.1 p.77	9.1 p.87	10.1 p.99	11.5 p.116	12.2 p.120
		3.2 p.24	4.1 p.35		6.1 p.55		8.5 p.84	9.3 p.91	10.2 p.101		12.5 p.126
		3.2 p.25	4.3 p.39		6.2 p.56			9.5 p.94	10.3 p.103		
		3.3 p.26									
		3.3 p.27									
		3.5 p.30									

SUSTAINED MONOLOGUE: PUTTING A CASE

Can develop an argument well enough to be followed without difficulty most of the time.

Can give simple reasons to justify a viewpoint on a familiar topic.

Can express opinions on subjects relating to everyday life, using simple expressions.

Can briefly give reasons and explanations for opinions, plans, and actions.

Can say whether or not he/she approves of what someone has done and give reasons to justify this opinion.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.3	2.1 p.12	3.0 p.21	4.1 p.34	5.0 p.43	6.0 p.53	7.1 p.67	8.0 p.75	9.0 p.85	10.0 p.96	11.0 p.107	12.0 p.117
1.5 p.10	2.2 p.14	3.1 p.22	4.3 p.39	5.2 p.47	6.1 p.55	7.2 p.68	8.1 p.77	9.1 p.86	10.1 p.99	11.1 p.108	12.1 p.119
	2.3 p.17	3.1 p.23	4.5 p.42		6.2 p.57	7.2 p.69	8.2 p.79	9.1 p.87	10.2 p.100	11.2 p.110	12.2 p.121
	2.5 p.20	3.2 p.25			6.5 p.62	7.5 p.74	8.5 p.84	9.2 p.88	10.2 p.101	11.2 p.111	12.3 p.123
		3.5 p.30						9.2 p.89	10.3 p.103	11.3 p.113	12.5 p.126
								9.3 p.91	10.5 p.106	11.4 p.114	
								9.5 p.94		11.5 p.116	

ADDRESSING AUDIENCES

Can give a prepared presentation on a familiar topic within his/her field, outlining similarities and differences (e.g. between products, countries/regions, plans).

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.

Can take follow-up questions, but may have to ask for repetition if the speech was rapid.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.5 p.10	2.5 p.20	3.5 p.30	4.5 p.42	5.5 p.52	6.5 p.62	7.5 p.74	8.5 p.84	9.5 p.94	10.3 p.103	11.5 p.116	12.5 p.126
									10.5 p.106		

WRITING

OVERALL WRITTEN PRODUCTION and INTERACTION

At B1 learners are expected to be able to

- write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.
- convey information and ideas on abstract as well as concrete topics, check information, and ask about or explain problems with reasonable precision.
- write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.

WRITTEN REPORTS AND ESSAYS

Can write short, simple essays on topics of interest.

Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion.

Can summarize, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.

Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions.

Can present a topic in a short report or poster, using photographs and short blocks of text.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.4 p.9	2.4 p.19	3.4 p.29	4.4 p.41		6.4 p.61	7.4 p.73	8.4 p.83	9.4 p.93	10.4 p.105		12.4 p.125

CORRESPONDENCE

Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, movies.

Can write letters expressing different opinions and giving detailed accounts of personal feelings and experiences.

Can reply to an advertisement in writing, and ask for further information on items which interest him/her.

Can write basic formal emails/letters, for example to make a complaint and request action.

Can write personal letters describing experiences, feelings and events in some detail.

Can write basic emails/letters of a factual nature, for example to request information or to ask for and give confirmation.

Can write a basic letter of application with limited supporting details.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.4 p.9		3.4 p.29	4.4 p.41		6.4 p.61		8.4 p.83	9.4 p.93	10.4 p.105		

CREATIVE WRITING

Can clearly signal chronological sequence in narrative text.

Can write a simple review of a movie, book, or TV show using a limited range of language.

Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.

Can write accounts of experiences, describing feelings and reactions in simple connected text.

Can write a description of an event, a recent trip – real or imagined.

Can narrate a story.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.4 p.9	2.4 p.19	3.4 p.29	4.4 p.41	5.4 p.51	6.4 p.61	7.4 p.73	8.4 p.83	9.4 p.93	10.4 p.105	11.4 p.115	12.4 p.125

COMMUNICATIVE LANGUAGE COMPETENCE

At B1 learners are expected to be able to

- collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating, and responding to suggestions, asking whether people agree, and proposing alternative approaches.
- convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided that he/she can check the meaning of certain expressions.
- introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise, experience, and views.
- convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although his/her lexical limitations cause difficulty with formulation at times.

VOCABULARY RANGE

Has a good range of vocabulary related to familiar topics and everyday situations.

Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.2	2.1 p.12	3.1 p.22	4.1 p.34	5.1 p.44	6.1 p.54	7.1 p.66	8.1 p.76	9.1 p.86	10.1 p.98	11.1 p.108	12.1 p.118
1.2 p.4	2.2 p.14	3.2 p.24	4.2 p.36	5.2 p.46	6.2 p.56	7.2 p.68	8.2 p.78	9.2 p.88	10.2 p.100	11.2 p.110	12.2 p.120
1.3 p.6	2.3 p.16	3.3 p.26	4.3 p.38	5.3 p.48	6.3 p.58	7.3 p.70	8.3 p.80	9.3 p.90	10.3 p.102	11.3 p.112	12.3 p.122
			4.3 p.39		6.3 p.59	7.3 p.71	8.3 p.81	9.3 p.91	10.3 p.103	11.3 p.113	12.3 p.123

GRAMMATICAL ACCURACY

Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.

Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.3	2.1 p.13	3.1 p.23	4.1 p.35	5.1 p.45	6.1 p.55	7.1 p.67	8.1 p.77	9.1 p.87	10.1 p.99	11.1 p.109	12.1 p.119
1.2 p.5	2.2 p.15	3.2 p.25	4.2 p.37	5.2 p.47	6.2 p.57	7.2 p.69	8.2 p.79	9.2 p.89	10.2 p.101	11.2 p.111	12.2 p.121

PHONOLOGICAL CONTROL

Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.3 p.7	2.3 p.17	3.3 p.27	4.3 p.39	5.3 p.49	6.3 p.59	7.3 p.71	8.3 p.81	9.3 p.91	10.3 p.103	11.3 p.113	12.3 p.123
	2.4 p.18		4.4 p.40		6.4 p.60		8.4 p.82		10.3 p.104		12.4 p.124

SOCIOLINGUISTIC APPROPRIATENESS

Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.

Is aware of the salient politeness conventions and acts appropriately.

Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values, and beliefs prevalent in the community concerned and those of his or her own community.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.3	2.1 p.13	3.1 p.23	4.1 p.35	5.1 p.45	6.1 p.55	7.1 p.67	8.1 p.77	9.1 p.87	10.1 p.99	11.1 p.108	12.1 p.119
1.2 p.4	2.2 p.14	3.2 p.25	4.2 p.37	5.2 p.46	6.2 p.57	7.2 p.69	8.2 p.79	9.2 p.89	10.2 p.101	11.1 p.109	12.2 p.120
1.2 p.5	2.2 p.15	3.3 p.27	4.3 p.39	5.2 p.47	6.3 p.58	7.3 p.70	8.3 p.81	9.3 p.91	10.3 p.103	11.2 p.111	12.2 p.121
1.3 p.7	2.3 p.17			5.3 p.49	6.3 p.59	7.3 p.71				11.3 p.113	12.3 p.123

How each unit relates to the CEFR

UNIT 1

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	1.2 p.4, 1.3 p.6, 1.3 p.7
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	1.5 p.10
	LISTENING TO AUDIO MEDIA & RECORDINGS	1.2 p.4
Reading	READING CORRESPONDENCE	1.4 p.8, 1.4 p.9
	READING FOR ORIENTATION	1.1 p.2, 1.4 p.8
	READING FOR INFORMATION & ARGUMENT	1.1 p.2, 1.4 p.8, 1.4 p.9
	READING AS A LEISURE ACTIVITY	1.1 p.2
Reception Strategies	IDENTIFYING CUES AND INFERRING	1.2 p.4
Speaking	CONVERSATION	1.1 p.3, 1.2 p.5, 1.3 p.7, 1.5 p.10
	INFORMAL DISCUSSION (WITH FRIENDS)	1.1 p.3, 1.2 p.5, 1.3 p.7, 1.5 p.10
	GOAL-ORIENTED COOPERATION	1.1 p.2, 1.5 p.10
	INFORMATION EXCHANGE	1.1 p.3, 1.2 p.5, 1.3 p.7, 1.5 p.10
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	1.0 p.1, 1.1 p.2, 1.2 p.4
	SUSTAINED MONOLOGUE: PUTTING A CASE	1.1 p.3, 1.5 p.10
	ADDRESSING AUDIENCES	1.5 p.10
Writing	WRITTEN REPORTS AND ESSAYS	1.4 p.9
	CORRESPONDENCE	1.4 p.9
	CREATIVE WRITING	1.4 p.9
Communicative Language Competence	VOCABULARY RANGE	1.1 p.2, 1.2 p.4, 1.3 p.6
	GRAMMATICAL ACCURACY	1.1 p.3, 1.2 p.5
	PHONOLOGICAL CONTROL	1.3 p.7
	SOCIOLINGUISTIC APPROPRIATENESS	1.1 p.3, 1.2 p.4, 1.2 p.5, 1.3 p.7

UNIT 2

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	2.2 p.14, 2.3 p.16, 2.3 p.17, 2.4 p.18
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	2.5 p.20
	LISTENING TO AUDIO MEDIA & RECORDINGS	2.4 p.18
Reading	READING CORRESPONDENCE	2.1 p.12, 2.4 p.19
	READING FOR ORIENTATION	2.1 p.12, 2.4 p.19
	READING FOR INFORMATION & ARGUMENT	2.1 p.12, 2.4 p.19
Reception Strategies	IDENTIFYING CUES AND INFERRING	2.1 p.12, 2.2 p.14
Speaking	CONVERSATION	2.1 p.12, 2.1 p.13, 2.2 p.14, 2.2 p.15, 2.3 p.17 2.5 p.20
	INFORMAL DISCUSSION (WITH FRIENDS)	2.1 p.12, 2.1 p.13, 2.2 p.14, 2.2 p.15, 2.3 p.17 2.5 p.20
	GOAL-ORIENTED COOPERATION	2.2 p.14, 2.2 p.15, 2.4 p.18, 2.5 p.20
	INFORMATION EXCHANGE	2.2 p.15, 2.3 p.17
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	2.0 p.11, 2.1 p.12, 2.1 p.13, 2.2 p.15
	SUSTAINED MONOLOGUE: GIVING INFORMATION	2.2 p.15
	SUSTAINED MONOLOGUE: PUTTING A CASE	2.1 p.12, 2.2 p.14, 2.3 p.17, 2.5 p.20
	ADDRESSING AUDIENCES	2.5 p.20
Writing	WRITTEN REPORTS AND ESSAYS	2.4 p.19
	CREATIVE WRITING	2.4 p.19
Communicative Language Competence	VOCABULARY RANGE	2.1 p.12, 2.2 p.14, 2.3 p.16
	GRAMMATICAL ACCURACY	2.1 p.13, 2.2 p.15
	PHONOLOGICAL CONTROL	2.3 p.17, 2.4 p.18
	SOCIOLINGUISTIC APPROPRIATENESS	2.1 p.13, 2.2 p.14, 2.2 p.15, 2.3 p.17

UNIT 3

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	3.2 p.24, 3.3 p.26, 3.3 p.27
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	3.5 p.30
	LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS	3.2 p.24, 3.3 p.26, 3.3 p.27
Reading	READING FOR ORIENTATION	3.1 p.22, 3.4 p.28, 3.4 p.29
	READING FOR INFORMATION & ARGUMENT	3.4 p.28, 3.4 p.29
	READING AS A LEISURE ACTIVITY	3.1 p.22
Reception Strategies	IDENTIFYING CUES AND INFERRING	3.2 p.24, 3.4 p.28, 3.4 p.29
Speaking	CONVERSATION	3.1 p.23, 3.2 p.24, 3.2 p.25, 3.3 p.26, 3.3 p.27 3.4 p.28 3.5 p.30
	INFORMAL DISCUSSION (WITH FRIENDS)	3.1 p.23, 3.2 p.24, 3.2 p.25, 3.3 p.26, 3.3 p.27 3.4 p.28, 3.5 p.30
	GOAL-ORIENTED COOPERATION	3.2 p.25, 3.5 p.30
	OBTAINING GOODS & SERVICES	3.2 p.25, 3.3 p.27
	INFORMATION EXCHANGE	3.1 p.23, 3.2 p.24, 3.2 p.25, 3.3 p.26, 3.3 p.27 3.4 p.28
	INTERVIEWING AND BEING INTERVIEWED	3.2 p.25, 3.3 p.27
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	3.0 p.21, 3.1 p.22, 3.2 p.24
	SUSTAINED MONOLOGUE: GIVING INFORMATION	3.1 p.22, 3.2 p.24, 3.2 p.25, 3.3 p.26, 3.3 p.27 3.5 p.30
	SUSTAINED MONOLOGUE: PUTTING A CASE	3.0 p.21, 3.1 p.22, 3.1 p.23, 3.2 p.25, 3.5 p.30
	ADDRESSING AUDIENCES	3.5 p.30
Writing	WRITTEN REPORTS AND ESSAYS	3.4 p.29
	CORRESPONDENCE	3.4 p.29
	CREATIVE WRITING	3.4 p.29
Communicative Language Competence	VOCABULARY RANGE	3.1 p.22, 3.2 p.24, 3.3 p.26
	GRAMMATICAL ACCURACY	3.1 p.23, 3.2 p.25
	PHONOLOGICAL CONTROL	3.3 p.27
	SOCIOLINGUISTIC APPROPRIATENESS	3.1 p.23, 3.2 p.25, 3.3 p.27

UNIT 4

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	4.1 p.34, 4.3 p.38, 4.3 p.39, 4.4 p.40
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	4.5 p.42
Reading	READING CORRESPONDENCE	4.2 p.36, 4.4 p.41
	READING FOR ORIENTATION	4.4 p.41
Reception Strategies	IDENTIFYING CUES AND INFERRING	4.1 p.34, 4.2 p.36, 4.4 p.41
Speaking	CONVERSATION	4.1 p.34, 4.2 p.37, 4.3 p.39, 4.5 p.42
	INFORMAL DISCUSSION (WITH FRIENDS)	4.1 p.35, 4.2 p.37, 4.3 p.39, 4.5 p.42
	GOAL-ORIENTED COOPERATION	4.2 p.37, 4.5 p.42
	INFORMATION EXCHANGE	4.2 p.37, 4.3 p.39
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	4.0 p.33, 4.1 p.35, 4.3 p.39, 4.5 p.42
	SUSTAINED MONOLOGUE: GIVING INFORMATION	4.0 p.33, 4.1 p.35, 4.3 p.39
	SUSTAINED MONOLOGUE: PUTTING A CASE	4.1 p.34, 4.3 p.39, 4.5 p.42
	ADDRESSING AUDIENCES	4.5 p.42
Writing	WRITTEN REPORTS AND ESSAYS	4.4 p.41
	CORRESPONDENCE	4.4 p.41
	CREATIVE WRITING	4.4 p.41
Communicative Language Competence	VOCABULARY RANGE	4.1 p.34, 4.2 p.36, 4.3 p.38, 4.3 p.39
	GRAMMATICAL ACCURACY	4.1 p.35, 4.2 p.37
	PHONOLOGICAL CONTROL	4.3 p.39, 4.4 p.40
	SOCIOLINGUISTIC APPROPRIATENESS	4.1 p.35, 4.2 p.37, 4.3 p.39

UNIT 5

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	5.2 p.46, 5.3 p.48, 5.3 p.49
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	5.5 p.52
Reading	READING FOR ORIENTATION	5.1 p.44, 5.4 p.50
	READING FOR INFORMATION & ARGUMENT	5.1 p.44, 5.4 p.50
	READING AS A LEISURE ACTIVITY	5.1 p.44, 5.4 p.50, 5.4 p.51
Reception Strategies	IDENTIFYING CUES AND INFERRING	5.1 p.44, 5.2 p.46
Speaking	CONVERSATION	5.1 p.45, 5.2 p.46, 5.2 p.47, 5.3 p.49, 5.5 p.52
	INFORMAL DISCUSSION (WITH FRIENDS)	5.1 p.45, 5.2 p.46, 5.2 p.47, 5.3 p.49, 5.5 p.52
	GOAL-ORIENTED COOPERATION	5.5 p.52
	INFORMATION EXCHANGE	5.1 p.45, 5.2 p.47, 5.3 p.49
	INTERVIEWING AND BEING INTERVIEWED	5.1 p.45
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	5.0 p.43, 5.1 p.44, 5.1 p.45, 5.2 p.46, 5.2 p.47, 5.3 p.49, 5.5 p.52
	SUSTAINED MONOLOGUE: GIVING INFORMATION	5.1 p.45
	SUSTAINED MONOLOGUE: PUTTING A CASE	5.0 p.43, 5.2 p.47
	ADDRESSING AUDIENCES	5.5 p.52
	CREATIVE WRITING	5.4 p.51
Writing	CREATIVE WRITING	5.4 p.51
	VOCABULARY RANGE	5.1 p.44, 5.2 p.46, 5.3 p.48
	GRAMMATICAL ACCURACY	5.1 p.45, 5.2 p.47
	PHONOLOGICAL CONTROL	5.3 p.49
Communicative Language Competence	SOCIOLINGUISTIC APPROPRIATENESS	5.1 p.45, 5.2 p.46, 5.2 p.47, 5.3 p.49

UNIT 6

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	6.2 p.56, 6.3 p.58, 6.3 p.59, 6.4 p.60
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	6.5 p.62
	LISTENING TO AUDIO MEDIA & RECORDINGS	6.2 p.56, 6.4 p.60
Reading	READING CORRESPONDENCE	6.1 p.54, 6.4 p.61
	READING FOR ORIENTATION	6.1 p.54, 6.4 p.61
	READING FOR INFORMATION & ARGUMENT	6.1 p.54, 6.4 p.61
	READING AS A LEISURE ACTIVITY	6.1 p.54
Reception Strategies	IDENTIFYING CUES AND INFERRING	6.1 p.54, 6.2 p.56
Speaking	CONVERSATION	6.1 p.55, 6.2 p.56, 6.2 p.57, 6.3 p.59, 6.5 p.62
	INFORMAL DISCUSSION (WITH FRIENDS)	6.1 p.55, 6.2 p.56, 6.2 p.57, 6.3 p.59, 6.5 p.62
	GOAL-ORIENTED COOPERATION	6.2 p.57, 6.5 p.62
	INFORMATION EXCHANGE	6.1 p.55, 6.2 p.56, 6.2 p.57
	INTERVIEWING AND BEING INTERVIEWED	6.2 p.56
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	6.0 p.53, 6.1 p.55, 6.3 p.59
	SUSTAINED MONOLOGUE: GIVING INFORMATION	6.0 p.53, 6.1 p.55, 6.2 p.56
	SUSTAINED MONOLOGUE: PUTTING A CASE	6.0 p.53, 6.1 p.55, 6.2 p.57, 6.5 p.62
	ADDRESSING AUDIENCES	6.5 p.62
Writing	WRITTEN REPORTS AND ESSAYS	6.4 p.61
	CORRESPONDENCE	6.4 p.61
	CREATIVE WRITING	6.4 p.61
Communicative Language Competence	VOCABULARY RANGE	6.1 p.54, 6.2 p.56, 6.3 p.58, 6.3 p.59
	GRAMMATICAL ACCURACY	6.1 p.55, 6.2 p.57
	PHONOLOGICAL CONTROL	6.3 p.59, 6.4 p.60
	SOCIOLINGUISTIC APPROPRIATENESS	6.1 p.55, 6.2 p.57, 6.3 p.58, 6.3 p.59

UNIT 7

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	7.1 p.66, 7.3 p.70, 7.3 p.71
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	7.5 p.74
Reading	READING CORRESPONDENCE	7.4 p.73
	READING FOR ORIENTATION	7.2 p.68, 7.4 p.72, 7.4 p.73
	READING FOR INFORMATION & ARGUMENT	7.2 p.68, 7.4 p.72, 7.4 p.73
	READING AS A LEISURE ACTIVITY	7.2 p.69, 7.4 p.72, 7.4 p.73
Reception Strategies	IDENTIFYING CUES AND INFERRING	7.1 p.66, 7.2 p.68
Speaking	CONVERSATION	7.1 p.67, 7.2 p.68, 7.2 p.69 7.3 p.71, 7.5 p.74
	INFORMAL DISCUSSION (WITH FRIENDS)	7.1 p.67, 7.2 p.68, 7.2 p.69, 7.3 p.71, 7.5 p.74
	GOAL-ORIENTED COOPERATION	7.3 p.71, 7.4 p.72, 7.5 p.74
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	7.0 p.65, 7.1 p.67, 7.2 p.68 7.2 p.69, 7.5 p.74
	SUSTAINED MONOLOGUE: GIVING INFORMATION	7.5 p.74
	SUSTAINED MONOLOGUE: PUTTING A CASE	7.1 p.67, 7.2 p.68, 7.2 p.69, 7.5 p.74
	ADDRESSING AUDIENCES	7.5 p.74
Writing	WRITTEN REPORTS AND ESSAYS	7.4 p.73
	CREATIVE WRITING	7.4 p.73
Communicative Language Competence	VOCABULARY RANGE	7.1 p.66, 7.2 p.68, 7.3 p.70, 7.3 p.71
	GRAMMATICAL ACCURACY	7.1 p.67, 7.2 p.69
	PHONOLOGICAL CONTROL	7.3 p.71
	SOCIOLINGUISTIC APPROPRIATENESS	7.1 p.67, 7.2 p.69, 7.3 p.70, 7.3 p.71

UNIT 8

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	8.3 p.80, 8.3 p.81, 8.4 p.82
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	8.5 p.84
	LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS	8.4 p.82
	LISTENING TO AUDIO MEDIA & RECORDINGS	8.4 p.82
Reading	READING CORRESPONDENCE	8.2 p.78, 8.4 p.83
	READING FOR ORIENTATION	8.2 p.78, 8.4 p.83
	READING FOR INFORMATION & ARGUMENT	8.2 p.78, 8.4 p.83
	READING AS A LEISURE ACTIVITY	8.4 p.83
Reception Strategies	IDENTIFYING CUES AND INFERRING	8.1 p.76, 8.2 p.78, 8.4 p.82
Speaking	CONVERSATION	8.1 p.76, 8.1 p.77, 8.2 p.78, 8.2 p.79, 8.3 p.81 8.5 p.84
	INFORMAL DISCUSSION (WITH FRIENDS)	8.1 p.76, 8.1 p.77, 8.2 p.78, 8.2 p.79, 8.3 p.81 8.5 p.84
	GOAL-ORIENTED COOPERATION	8.5 p.84
	INFORMATION EXCHANGE	8.1 p.77, 8.3 p.81, 8.5 p.84
	INTERVIEWING AND BEING INTERVIEWED	8.1 p.76
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	8.0 p.75, 8.1 p.76, 8.1 p.77 8.2 p.79, 8.5 p.84
	SUSTAINED MONOLOGUE: GIVING INFORMATION	8.1 p.77, 8.5 p.84
	SUSTAINED MONOLOGUE: PUTTING A CASE	8.0 p.75, 8.1 p.77, 8.2 p.79, 8.5 p.84
	ADDRESSING AUDIENCES	8.5 p.84
Writing	WRITTEN REPORTS AND ESSAYS	8.4 p.83
	CORRESPONDENCE	8.4 p.83
	CREATIVE WRITING	8.4 p.83
Communicative Language Competence	VOCABULARY RANGE	8.1 p.76, 8.2 p.78, 8.3 p.80, 8.3 p.81
	GRAMMATICAL ACCURACY	8.1 p.77, 8.2 p.79
	PHONOLOGICAL CONTROL	8.3 p.81, 8.4 p.82
	SOCIOLINGUISTIC APPROPRIATENESS	8.1 p.77, 8.2 p.79, 8.3 p.81

UNIT 9

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	9.1 p.86, 9.3 p.90, 9.3 p.91
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	9.5 p.94
Reading	READING CORRESPONDENCE	9.2 p.88, 9.4 p.92
	READING FOR ORIENTATION	9.4 p.92, 9.4 p.93
	READING FOR INFORMATION & ARGUMENT	9.4 p.92
	READING AS A LEISURE ACTIVITY	9.2 p.88
Reception Strategies	IDENTIFYING CUES AND INFERRING	9.1 p.86, 9.2 p.88
Speaking	CONVERSATION	9.1 p.86, 9.1 p.87, 9.2 p.89, 9.3 p.90, 9.3 p.91 9.5 p.94
	INFORMAL DISCUSSION (WITH FRIENDS)	9.0 p.85, 9.1 p.86, 9.1 p.87, 9.2 p.89, 9.3 p.90 9.3 p.91, 9.5 p.94
	GOAL-ORIENTED COOPERATION	9.2 p.89, 9.3 p.91, 9.5 p.94
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	9.0 p.85
	SUSTAINED MONOLOGUE: GIVING INFORMATION	9.1 p.87, 9.3 p.91, 9.5 p.94
	SUSTAINED MONOLOGUE: PUTTING A CASE	9.0 p.85, 9.1 p.86, 9.1 p.87, 9.2 p.88, 9.2 p.89 9.3 p.91, 9.5 p.94
	ADDRESSING AUDIENCES	9.5 p.94
Writing	WRITTEN REPORTS AND ESSAYS	9.4 p.93
	CORRESPONDENCE	9.4 p.93
	CREATIVE WRITING	9.4 p.93
Communicative Language Competence	VOCABULARY RANGE	9.1 p.86, 9.2 p.88, 9.3 p.90, 9.3 p.91
	GRAMMATICAL ACCURACY	9.1 p.87, 9.2 p.89
	PHONOLOGICAL CONTROL	9.3 p.91
	SOCIOLINGUISTIC APPROPRIATENESS	9.1 p.87, 9.2 p.89, 9.3 p.91

UNIT 10

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	10.2 p.100, 10.3 p.102, 10.3 p.103, 10.4 p.104
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	10.5 p.106
	LISTENING TO AUDIO MEDIA & RECORDINGS	10.4 p.104
Reading	READING CORRESPONDENCE	10.4 p.105
	READING FOR ORIENTATION	10.1 p.98
Reception Strategies	IDENTIFYING CUES AND INFERRING	10.1 p.98, 10.2 p.100
Speaking	CONVERSATION	10.1 p.98, 10.1 p.99, 10.2 p.100, 10.2 p.101 10.3 p.103, 10.5 p.106
	INFORMAL DISCUSSION (WITH FRIENDS)	10.1 p.98, 10.1 p.99, 10.2 p.100, 10.2 p.101 10.3 p.103, 10.5 p.106
	GOAL-ORIENTED COOPERATION	10.1 p.99, 10.2 p.101, 10.5 p.106
	INFORMATION EXCHANGE	10.1 p.101, 10.3 p.103
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	10.0 p.96
	SUSTAINED MONOLOGUE: GIVNG INFORMATION	10.1 p.99, 10.2 p.101, 10.3 p.103
	SUSTAINED MONOLOGUE: PUTTING A CASE	10.0 p.96, 10.1 p.99, 10.2 p.100, 10.2 p.101 10.3 p.103, 10.5 p.106
	ADDRESSING AUDIENCES	10.3 p.103, 10.5 p.106
Writing	WRITTEN REPORTS AND ESSAYS	10.4 p.105
	CORRESPONDENCE	10.4 p.105
	CREATIVE WRITING	10.4 p.105
Communicative Language Competence	VOCABULARY RANGE	10.1 p.98, 10.2 p.100, 10.3 p.102, 10.3 p.103
	GRAMMATICAL ACCURACY	10.1 p.99, 10.2 p.101
	PHONOLOGICAL CONTROL	10.3 p.103, 10.3 p.104
	SOCIOLINGUISTIC APPROPRIATENESS	10.1 p.99, 10.2 p.101, 10.3 p.103

UNIT 11

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	11.2 p.110, 11.3 p.112, 11.3 p.113
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	11.5 p.116
Reading	READING CORRESPONDENCE	11.4 p.114
	READING FOR ORIENTATION	11.1 p.108, 11.4 p.114
	READING FOR INFORMATION & ARGUMENT	11.1 p.108, 11.4 p.114, 11.4 p.115
	READING AS A LEISURE ACTIVITY	11.1 p.108
Reception Strategies	IDENTIFYING CUES AND INFERRING	11.1 p.108, 11.2 p.110
Speaking	CONVERSATION	11.1 p.108, 11.1 p.109, 11.2 p.110, 11.2 p.111 11.3 p.113, 11.4 p.114, 11.5 p.116
	INFORMAL DISCUSSION (WITH FRIENDS)	11.1 p.108, 11.1 p.109, 11.2 p.110, 11.2 p.111 11.3 p.113, 11.4 p.114, 11.5 p.116
	GOAL-ORIENTED COOPERATION	11.3 p.113, 11.5 p.116
	INFORMATION EXCHANGE	11.1 p.109, 11.3 p.113
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	11.0 p.107, 11.1 p.109, 11.2 p.110, 11.2 p.111 11.4 p.114
	SUSTAINED MONOLOGUE: GIVING INFORMATION	11.5 p.116
	SUSTAINED MONOLOGUE: PUTTING A CASE	11.0 p.107, 11.1 p.108, 11.2 p.110, 11.2 p.111 11.3 p.113, 11.4 p.114, 11.5 p.116
	ADDRESSING AUDIENCES	11.5 p.116
Writing	CREATIVE WRITING	11.4 p.115
Communicative Language Competence	VOCABULARY RANGE	11.1 p.108, 11.2 p.110, 11.3 p.112, 11.3 p.113
	GRAMMATICAL ACCURACY	11.1 p.109, 11.2 p.111
	PHONOLOGICAL CONTROL	11.3 p.113
	SOCIOLINGUISTIC APPROPRIATENESS	11.1 p.108, 11.1 p.109, 11.2 p.111, 11.3 p.113

UNIT 12

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	12.1 p.118, 12.3 p.122, 12.3 p.123
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	12.4 p.124, 12.5 p.126
	LISTENING TO AUDIO MEDIA & RECORDINGS	12.4 p.124
Reading	READING CORRESPONDENCE	12.2 p.120, 12.4 p.125
	READING FOR ORIENTATION	12.2 p.120, 12.4 p.125
	READING FOR INFORMATION & ARGUMENT	12.2 p.120, 12.4 p.125
	READING AS A LEISURE ACTIVITY	12.2 p.120, 12.4 p.125
Reception Strategies	IDENTIFYING CUES AND INFERRING	12.1 p.118, 12.2 p.120, 12.4 p.124
Speaking	CONVERSATION	12.1 p.118, 12.1 p.119, 12.2 p.120, 12.3 p.123 12.4 p.124, 12.4 p.125, 12.5 p.126
	INFORMAL DISCUSSION (WITH FRIENDS)	12.1 p.118, 12.1 p.119, 12.2 p.120, 12.3 p.123 12.4 p.124, 12.4 p.125, 12.5 p.126
	GOAL-ORIENTED COOPERATION	12.2 p.121, 12.4 p.124, 12.5 p.126
	INFORMATION EXCHANGE	12.1 p.119, 12.2 p.121, 12.5 p.126
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	12.0 p.117, 12.1 p.118, 12.1 p.119, 12.2 p.120 12.2 p.121, 12.3 p.123, 12.5 p.126
	SUSTAINED MONOLOGUE: GIVING INFORMATION	12.2 p.120, 12.5 p.126
	SUSTAINED MONOLOGUE: PUTTING A CASE	12.0 p.117, 12.1 p.119, 12.2 p.121, 12.3 p.123 12.5 p.126
	ADDRESSING AUDIENCES	12.5 p.126
Writing	WRITTEN REPORTS AND ESSAYS	12.4 p.125
	CREATIVE WRITING	12.4 p.125
Communicative Language Competence	VOCABULARY RANGE	12.1 p.118, 12.2 p.120, 12.3 p.122, 12.3 p.123
	GRAMMATICAL ACCURACY	12.1 p.119, 12.2 p.121
	PHONOLOGICAL CONTROL	12.3 p.123, 12.4 p.124
	SOCIOLINGUISTIC APPROPRIATENESS	12.1 p.119, 12.2 p.120, 12.2 p.121, 12.3 p.123