

## Student's Book

### Language Hub

Language Hub is a six-level General English series spanning the Common European Framework of Reference for Languages (CEFR) from levels A1 to C1. Language Hub offers a skills syllabus and covers listening, speaking, reading and writing, with vocabulary, grammar and pronunciation.

### The CEFR

The CEFR is an international standard which aims to provide a transparent, coherent and comprehensive means of describing language ability. It describes what language learners can do in different skills across six broad levels, from A1 to C2, with some of these levels being further broken down into sub-levels (e.g. A2 can be subdivided into A2 and A2+). It consists of a set of scales containing descriptors indicating what a learner can do in that context.

Originally published in 2001, the CEFR was extended in 2017 and now includes an expanded list of descriptors to describe language ability at different levels. The CEFR mapping for Language Hub was carried out using the 2017 extended set of descriptors, a copy of which is freely available on the Council of Europe website:  
<https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

### How to use the Language Hub CEFR maps

There are two versions of CEFR maps in this document. Both versions contain the same mapping information in different formats – it is up to you which version you want to use.

**Version 1** is organised by the CEFR scales and descriptors, which allows you to browse the mapping document from a CEFR point of view. So, for example, you first identify the relevant scale and descriptor you are interested in and then can see which course learning outcomes map to that descriptor, as well as their location in the book.

**Version 2** is organised unit by unit, which allows you to browse the course learning outcomes chronologically. These are mapped to the relevant CEFR descriptor(s), and the CEFR Ref column indicates which of the scales the descriptor is taken from – a table summarising the CEFR scales and their references is provided at the start of Version 2.

For both versions, it is important to note that only relevant CEFR scales and descriptors have been included. On some occasions, no suitable CEFR descriptor was identified for a particular learning outcome. All descriptors included are at or within one band of the target level of the book.

## VERSION 1: ORGANISED BY CEFR SCALES AND DESCRIPTORS

COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN PRODUCTION			
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
C1	Can give elaborate descriptions and narratives, integrating subthemes, developing particular points and rounding off with an appropriate conclusion.	I can recount an anecdote about an event in my professional life in a way that holds the listener's attention.	2 (p17)
			4 (p47)
B2	Can describe the personal significance of events and experiences in detail.	I can give a vivid account of an important event in my life.	2 (p21)
		I can express regrets for past actions and talk about how I could have acted differently.	4 (p43)
		I can relate past experiences, describing the emotions that I felt at the time.	7 (p74)
SUSTAINED MONOLOGUE: GIVING INFORMATION			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can communicate complex information and advice on the full range of matters related to his/her occupational role.	I can give sympathetic advice in relation to lifestyle choices.	1 (p5)
		I can give sympathetic advice to someone who is applying for a challenging job.	7 (p79)
C1	Can give instructions on carrying out a series of complex professional or academic procedures.	I can develop and explain a complex problem-solution relationship.	5 (p56)
		I can explain a complex technical process.	8 (p95)
B2	Can communicate detailed information reliably.	I can report the content of a discussion accurately.	9 (p103)
SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. IN A DEBATE)			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
C1	Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately.	I can make a brief, convincing pitch for a business idea.	1 (p11)
		I can speak for or against a complex motion in a formal debate.	4 (p45)
			10 (p119)
B2	Can develop an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	I can present detailed evidence to support a point of view.	9 (p101)
		I can express my view on an abstract topic in a convincing manner.	2 (p19)
C1	Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively.	I can make a persuasive sales pitch for a sophisticated product.	3 (p29)
B2	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	I can take part in a discussion on a topical issue while encouraging others to express their views in order to move towards a consensus.	10 (p111)
ADDRESSING AUDIENCES			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.	I can plan and deliver a podcast about a general interest topic in which I elicit and respond to spontaneous contributions from a live audience.	1 (p9)

C1	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.	I can give a detailed presentation about a work of art, including background information, personal interpretation and appreciation.	2 (p15)
		I can prepare and deliver a presentation to pitch a business idea to potential investors.	8 (p89)
		I can prepare and deliver a persuasive presentation in which I explain and recommend a fitness plan.	8 (p93)
		I can give an effective campaign speech on behalf of a candidate in an election.	10 (p119)
		I can prepare and deliver a persuasive presentation in a bid to obtain funding for a charity.	10 (p117)
B2	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	I can give a persuasive presentation of an innovative product.	4 (p39)
		I can prepare and deliver a structured presentation about the life and achievements of a remarkable person.	6 (p69)

## COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN INTERACTION

### CONVERSATION

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can establish a relationship with interlocutors through sympathetic questioning and expressions of agreement, plus, if appropriate, comments about third parties or shared conditions.	I can help to build consensus in a discussion by reacting positively to other speakers' contributions.	5 (p59)

### INFORMAL DISCUSSION (WITH FRIENDS)

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	I can take part in an informal discussion on an abstract topic.	1 (p3)
		I can challenge received wisdom in a discussion.	5 (p55)
B1	Can express his/her thoughts about abstract or cultural topics such as music, films.	I can exchange observations and views about social and cultural trends.	1 (p7)
B2	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	I can speculate about possible future developments.	3 (p26)
		I can engage in a discussion with a friend in which we compare the skills needed and the attractions of different jobs.	6 (p67)
		I can take part in an informal exchange of views about issues to do with health and wellbeing.	8 (p86)
		I can take part in an informal discussion about the possible benefits of applying sports psychology to academic study.	8 (p91)
C1	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	I can take part in a complex discussion ranging over several related topics.	10 (p111)

FORMAL DISCUSSION (MEETINGS)			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can use appropriate technical terminology, when discussing his/her area of specialisation with other specialists.	I can take part in a critical discussion of a work of art.	2 (p23)
GOAL-ORIENTED CO-OPERATION			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
C1	Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view.	I can take part in a structured collaborative discussion with a view to producing a detailed plan for a development project.	3 (p33)
		I can take part in a structured collaborative discussion with a view to developing an innovative game.	5 (p53)
		I can take part in a structured collaborative discussion with a view to planning an interesting journey.	6 (p65)
		I can take part in a structured collaborative discussion with a view to designing and conducting an experiment.	9 (p105)
B2	Can help along the progress of the work by inviting others to join in, say what they think, etc.	I can encourage turn taking in a discussion to move towards a consensus.	10 (p111)
INFORMATION EXCHANGE			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.	I can exchange ideas about what to do in highly complex hypothetical situations.	4 (p41)
INTERVIEWING AND BEING INTERVIEWED			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
C1	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.	I can participate in a lively radio interview, as interviewer or interviewee, on an abstract topic.	3 (p31)
		I can prepare and conduct an interview with a celebrity in order to provide interesting material for a website.	6 (p71)
		I can prepare and conduct an interview with an expert in a way that makes the expert feel relaxed and that elicits interesting information for a TV audience.	7 (p77)
		I can take part in a job interview, as interviewer or interviewee, posing or answering challenging questions.	7 (p81)

COMMUNICATIVE LANGUAGE ACTIVITIES: WRITTEN INTERACTION			
CORRESPONDENCE			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
C1	Can express him-/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.	I can write an effective group email in order to persuade my contacts to support me in a communal endeavour.	3 (p158)
C1	Can, with good expression and accuracy, write formal correspondence such as letters of clarification, application, recommendation, reference, complaint, sympathy and condolence.	I can write an effective cover letter to apply for a job.	7 (p162)
COMMUNICATIVE LANGUAGE ACTIVITIES: WRITTEN PRODUCTION			
OVERALL WRITTEN PRODUCTION			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
C1	Can employ the structure and conventions of a variety of written genres, varying the tone, style and register according to addressee, text type and theme.	I can write a persuasive blog post on a complex topic that hold the reader's attention throughout.	1 (p156)
CREATIVE WRITING			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
C1	Can write a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works.	I can write a detailed critical review of a work of art.	2 (p157)
WRITTEN REPORTS AND ESSAYS			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
C1	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.	I can write a brief report on a scientific study.	4 (p159)
		I can write a formal report which outlines case studies and makes recommendations.	5 (p160)
		I can write an essay which explains a complex subject systematically, rounding off with an appropriate conclusion.	6 (p161)
C1	Can write a suitable introduction and conclusion to a longer report, article or dissertation on a complex academic or professional topic provided that the topic is within his/her field of interest and there are opportunities for redrafting and revision.	I can write an appropriate conclusion to an academic report.	9 (p164)
C1	Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	I can write a persuasive essay in which I anticipate and rebut counter-arguments.	10 (p165)
COMMUNICATIVE LANGUAGE ACTIVITIES: MEDIATION			
EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (INCLUDING LITERATURE)			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
C1	Can describe in detail his/her personal interpretation of a work, outlining his/her reactions to certain features and explaining their significance.	I can give a detailed presentation about a work of art, including background information, personal interpretation and appreciation.	2 (p15)

OVERALL MEDIATION			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
C1	Can convey clearly and fluently in well-structured language the significant ideas in long, complex texts, whether or not they relate to his/her own fields of interest, including evaluative aspects and most nuances.	I can relate the content of historical narrative that I have read, drawing attention to its interesting or problematic aspects.	6 (p63)
PROCESSING TEXT IN WRITING			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
C1	Can summarise in writing long, complex texts interpreting the content appropriately, provided that he/she can occasionally check the precise meaning of unusual, technical terms.	I can write an accessible summary of a dense, technical text.	8 (p163)
ENCOURAGING CONCEPTUAL TALK			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can encourage members of a group to describe and elaborate on their thinking.	I can help a group to reach a consensus on a complex issue by encouraging everyone to contribute.	3 (p35)
COMMUNICATIVE LANGUAGE COMPETENCES: SOCIOLINGUISTIC			
SOCIOLINGUISTIC APPROPRIATENESS			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
C1	Can adjust his/her level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate and maintain a consistent spoken register.	I can express disbelief emphatically in an informal discussion.	5 (p51)
		I can adopt a very informal, colloquial style in a discussion with friends.	9 (p99)
COMMUNICATIVE LANGUAGE COMPETENCES: PRAGMATIC			
TURNTAKING			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
C1	Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor while thinking.	I can use appropriate strategies to intervene in a conversation to get the floor, or to keep the floor when another speaker tries to intervene.	7 (p83)
FLEXIBILITY			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
C2	Shows great flexibility reformulating ideas in differing linguistic forms to give emphasis, to differentiate according to the situation, interlocutor, etc. and to eliminate ambiguity.	I can reformulate my arguments in a discussion, for purposes of emphasis or clarification.	9 (p107)

## VERSION 2: ORGANISED UNIT BY UNIT

CEFR SCALE		CEFR REF	
<b>COMMUNICATIVE LANGUAGE ACTIVITIES</b>	<b>Spoken Production</b>	Sustained monologue: describing experience	CLA-SP-SMDE
		Sustained monologue: giving information	CLA-SP-SMGI
		Sustained monologue: putting a case (e.g. in a debate)	CLA-SP-SMPC
		Addressing audiences	CLA-SP-AA
	<b>Spoken Interaction</b>	Conversation	CLA-SI-C
		Informal discussion (with friends)	CLA-SI-ID
		Formal discussion (meetings)	CLA-SI-FD
		Goal-oriented co-operation	CLA-SI-GC
		Information exchange	CLA-SI-IE
		Interviewing and being interviewed	CLA-SI-IBI
	<b>Written Interaction</b>	Correspondence	CLA-WI-C
	<b>Written Production</b>	Overall written production	CLA-WP-OWP
		Creative writing	CLA-WP-CW
		Written reports and essays	CLA-WP-WRE
	<b>Mediation</b>	Expressing a personal response to creative texts (including literature)	CLA-M-EPR
		Overall mediation	CLA-M-OM
Processing text in writing		CLA-M-PTW	
Encouraging conceptual talk		CLA-M-ECT	
<b>COMMUNICATIVE LANGUAGE COMPETENCIES</b>	<b>Sociolinguistic</b>	Sociolinguistic appropriateness	CLC-S-SA
	<b>Pragmatic</b>	Turntaking	CLC-P-TT
		Flexibility	CLC-P-F

UNIT 1				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
3	I can take part in an informal discussion on an abstract topic.	B2	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	CLA-SI-ID
5	I can give sympathetic advice in relation to lifestyle choices.	B2	Can communicate complex information and advice on the full range of matters related to his/her occupational role.	CLA-SP-SMGI
7	I can exchange observations and views about social and cultural trends.	B1	Can express his/her thoughts about abstract or cultural topics such as music, films.	CLA-SI-ID
9	I can plan and deliver a podcast about a general interest topic in which I elicit and respond to spontaneous contributions from a live audience.	B2	Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.	CLA-SP-AA
11	I can make a brief, convincing pitch for a business idea.	C1	Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately.	CLA-SP-SMPC
156	I can write a persuasive blog post on a complex topic that hold the reader's attention throughout.	C1	Can employ the structure and conventions of a variety of written genres, varying the tone, style and register according to addressee, text type and theme.	CLA-WP-OWP
UNIT 2				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
15	I can give a detailed presentation about a work of art, including background information, personal interpretation and appreciation.	C1	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.	CLA-SP-AA
15	I can give a detailed presentation about a work of art, including background information, personal interpretation and appreciation.	C1	Can describe in detail his/her personal interpretation of a work, outlining his/her reactions to certain features and explaining their significance.	CLA-M-EPR
17	I can recount an anecdote about an event in my professional life in a way that holds the listener's attention.	C1	Can give elaborate descriptions and narratives, integrating subthemes, developing particular points and rounding off with an appropriate conclusion.	CLA-SP-SMDE
19	I can express my view on an abstract topic in a convincing manner.	B2	Can develop an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	CLA-SP-SMPC
21	I can give a vivid account of an important event in my life.	B2	Can describe the personal significance of events and experiences in detail.	CLA-SP-SMDE
23	I can take part in a critical discussion of a work of art.	B2	Can use appropriate technical terminology, when discussing his/her area of specialisation with other specialists.	CLA-SI-FD
157	I can write a detailed critical review of a work of art.	C1	Can write a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works.	CLA-WP-CW



UNIT 3				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
26	I can speculate about possible future developments.	B2	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	CLA-SI-ID
29	I can make a persuasive sales pitch for a sophisticated product.	C1	Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively.	CLA-SP-SMPC
31	I can participate in a lively radio interview, as interviewer or interviewee, on an abstract topic.	C1	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.	CLA-SI-IBI
33	I can take part in a structured collaborative discussion with a view to producing a detailed plan for a development project.	C1	Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view.	CLA-SI-GC
35	I can help a group to reach a consensus on a complex issue by encouraging everyone to contribute.	B2	Can encourage members of a group to describe and elaborate on their thinking.	CLA-M-ECT
158	I can write an effective group email in order to persuade my contacts to support me in a communal endeavour.	C1	Can express him-/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.	CLA-WI-C
UNIT 4				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
39	I can give a persuasive presentation of an innovative product.	B2	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	CLA-SP-AA
41	I can exchange ideas about what to do in highly complex hypothetical situations.	B2	Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.	CLA-SI-IE
43	I can express regrets for past actions and talk about how I could have acted differently.	B2	Can describe the personal significance of events and experiences in detail.	CLA-SP-SMDE
45	I can speak for or against a complex motion in a formal debate.	C1	Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately.	CLA-SP-SMPC
47	I can recount an anecdote about an event in my personal life in a way that holds the listener's attention.	C1	Can give elaborate descriptions and narratives, integrating subthemes, developing particular points and rounding off with an appropriate conclusion.	CLA-SP-SMDE
159	I can write a brief report on a scientific study.	C1	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.	CLA-WP-WRE

UNIT 5				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
51	I can express disbelief emphatically in an informal discussion.	C1	Can adjust his/her level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate and maintain a consistent spoken register.	CLC-S-SA
53	I can take part in a structured collaborative discussion with a view to developing an innovative game.	C1	Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view.	CLA-SI-GC
55	I can challenge received wisdom in a discussion.	B2	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	CLA-SI-ID
56	I can develop and explain a complex problem-solution relationship.	C1	Can give instructions on carrying out a series of complex professional or academic procedures.	CLA-SP-SMGI
59	I can help to build consensus in a discussion by reacting positively to other speakers' contributions.	B2	Can establish a relationship with interlocutors through sympathetic questioning and expressions of agreement, plus, if appropriate, comments about third parties or shared conditions.	CLA-SI-C
160	I can write a formal report which outlines case studies and makes recommendations.	C1	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.	CLA-WP-WRE
UNIT 6				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
63	I can relate the content of historical narrative that I have read, drawing attention to its interesting or problematic aspects.	C1	Can convey clearly and fluently in well-structured language the significant ideas in long, complex texts, whether or not they relate to his/her own fields of interest, including evaluative aspects and most nuances.	CLA-M-OM
65	I can take part in a structured collaborative discussion with a view to planning an interesting journey.	C1	Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view.	CLA-SI-GC
67	I can engage in a discussion with a friend in which we compare the skills needed and the attractions of different jobs.	B2	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	CLA-SI-ID
69	I can prepare and deliver a structured presentation about the life and achievements of a remarkable person.	B2	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	CLA-SP-AA
71	I can prepare and conduct an interview with a celebrity in order to provide interesting material for a website.	C1	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.	CLA-SI-IBI
161	I can write an essay which explains a complex subject systematically, rounding off with an appropriate conclusion.	C1	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.	CLA-WP-WRE

UNIT 7				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
74	I can relate past experiences, describing the emotions that I felt at the time.	B2	Can describe the personal significance of events and experiences in detail.	CLA-SP-SMDE
77	I can prepare and conduct an interview with an expert in a way that makes the expert feel relaxed and that elicits interesting information for a TV audience.	C1	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.	CLA-SI-IBI
79	I can give sympathetic advice to someone who is applying for a challenging job.	B2	Can communicate complex information and advice on the full range of matters related to his/her occupational role.	CLA-SP-SMGI
81	I can take part in a job interview, as interviewer or interviewee, posing or answering challenging questions.	C1	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.	CLA-SI-IBI
83	I can use appropriate strategies to intervene in a conversation to get the floor, or to keep the floor when another speaker tries to intervene.	C1	Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor while thinking.	CLC-P-TT
162	I can write an effective cover letter to apply for a job.	C1	Can, with good expression and accuracy, write formal correspondence such as letters of clarification, application, recommendation, reference, complaint, sympathy and condolence.	CLA-WI-C
UNIT 8				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
86	I can take part in an informal exchange of views about issues to do with health and wellbeing.	B2	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	CLA-SI-ID
89	I can prepare and deliver a presentation to pitch a business idea to potential investors.	C1	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.	CLA-SP-AA
91	I can take part in an informal discussion about the possible benefits of applying sports psychology to academic study.	B2	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	CLA-SI-ID
93	I can prepare and deliver a persuasive presentation in which I explain and recommend a fitness plan.	C1	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.	CLA-SP-AA
95	I can explain a complex technical process.	C1	Can give instructions on carrying out a series of complex professional or academic procedures.	CLA-SP-SMGI
163	I can write an accessible summary of a dense, technical text.	C1	Can summarise in writing (in Language B) long, complex texts (written in Language A) interpreting the content appropriately, provided that he/she can occasionally check the precise meaning of unusual, technical terms.	CLA-M-PTW

UNIT 9				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
99	I can adopt a very informal, colloquial style in a discussion with friends.	C1	Can adjust his/her level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate and maintain a consistent spoken register.	CLC-S-SA
101	I can present detailed evidence to support a point of view.	C1	Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately.	CLA-SP-SMPC
103	I can report the content of a discussion accurately.	B2	Can communicate detailed information reliably.	CLA-SP-SMGI
105	I can take part in a structured collaborative discussion with a view to designing and conducting an experiment.	C1	Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view.	CLA-SI-GC
107	I can reformulate my arguments in a discussion, for purposes of emphasis or clarification.	C2	Shows great flexibility reformulating ideas in differing linguistic forms to give emphasis, to differentiate according to the situation, interlocutor, etc. and to eliminate ambiguity.	CLC-P-F
164	I can write an appropriate conclusion to an academic report.	C1	Can write a suitable introduction and conclusion to a longer report, article or dissertation on a complex academic or professional topic provided that the topic is within his/her field of interest and there are opportunities for redrafting and revision.	CLA-WP-WRE
UNIT 10				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
111	I can take part in a discussion on a topical issue while encouraging others to express their views in order to move towards a consensus.	B2	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	CLA-SP-SMPC
111	I can encourage turn taking in a discussion to move towards a consensus.	B2	Can help along the progress of the work by inviting others to join in, say what they think, etc.	CLA-SI-GC
113	I can give an effective campaign speech on behalf of a candidate in an election.	C1	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.	CLA-SP-AA
117	I can take part in a complex discussion ranging over several related topics.	C1	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	CLA-SI-ID
117	I can prepare and deliver a persuasive presentation in a bid to obtain funding for a charity from a funding organisation.	C1	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.	CLA-SP-AA
119	I can speak for or against a complex motion in a formal debate.	C1	Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately.	CLA-SP-SMPC
165	I can write a persuasive essay in which I anticipate and rebut counter-arguments.	C1	Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	CLA-WP-WRE