

# Speak Your Mind CEFR Mapping

## *Speak Your Mind*

***Speak Your Mind*** is a six-level course spanning the Common European Framework of Reference for Languages (CEFR) from levels pre-A1 to B2+. ***Speak Your Mind*** covers listening, reading, speaking, and writing with vocabulary, grammar, pronunciation, and study skills.

## The CEFR

The CEFR is an international standard that 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 again in 2018. It now includes an expanded list of descriptors to describe language ability at different levels. The CEFR mapping for ***Speak Your Mind*** was carried out using the 2018 extended set of descriptors, a copy of which is freely available on the Council of Europe website: <https://www.coe.int/en/web/common-european-framework-reference-languages/the-cefr-descriptors>

## How to use *Speak Your Mind* CEFR maps

The map is organized unit by unit, which allows you to browse the course learning outcomes chronologically. These are mapped to the relevant CEFR descriptors, levels, and scales.

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.

# Speak Your Mind

LEVEL  
**3**

COURSE INFORMATION			CEFR INFORMATION		
SECTION	PAGE	CAN-DO STATEMENT	LEVEL	SCALE	APPLICABLE DESCRIPTOR(S)
<b>UNIT 1</b>					
Lesson 1	<b>8</b>	I can understand the main points in a short online article about developments in technology.	<b>B1</b>	Reading for information and argument	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 rereading.
Lesson 1	<b>9</b>	I can initiate a discussion by asking an appropriate question to elicit other speakers' opinions.	<b>B1</b>	Taking the floor (turn-taking)	Can initiate, maintain, and close simple face-to-face conversations on topics that are familiar or of personal interest.
Lesson 2	<b>10</b>	I can pick out key details in a short talk about remarkable people.	<b>B1</b>	Listening to the radio and audio recordings	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.
Lesson 2	<b>11</b>	In a discussion, I can ask someone to clarify what he/she has just said.	<b>B1</b>	Asking for clarification	Can ask someone to clarify or elaborate what he/she has just said.
Lesson 3	<b>12</b>	I can understand the main points and pick out important details in an account of remarkable events.	<b>B1</b>	Listening to the radio and audio recordings	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.
Lesson 3	<b>13</b>	I can write a blog post giving an account of a remarkable experience and expressing my feelings and reactions.	<b>B1</b>	Creative writing	Can write accounts of experiences, describing feelings and reactions in simple connected text.
Lesson 3	<b>13</b>	I can describe how I would feel in difficult situations.	<b>B1</b>	Sustained monologue: describing experience	Can give detailed accounts of experiences, describing feelings and reactions.
Language and Life	<b>15</b>	I can take part in a discussion in which we debate the usefulness of various items in an emergency.	<b>B1</b>	Informal discussion (with friends)	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.

COURSE INFORMATION			CEFR INFORMATION		
SECTION	PAGE	CAN-DO STATEMENT	LEVEL	SCALE	APPLICABLE DESCRIPTOR(S)
<b>UNIT 2</b>					
Lesson 1	<b>18</b>	I can understand the main points in a short online article about animal intelligence.	<b>B1</b>	Reading for information and argument	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 rereading.
Lesson 1	<b>19</b>	I can ask appropriate questions in order to move a discussion on to the next topic.	<b>B1</b>	Collaborating in a group: facilitating collaborative interaction with peers	Can invite other people in a group to speak.
Lesson 2	<b>20</b>	I can follow a well-structured talk that describes various professional roles.	<b>B1+</b>	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 is straightforward and clearly structured.
Lesson 2	<b>21</b>	I can say what I would like to do in hypothetical situations.	<b>B1</b>	Sustained monologue: describing experience	Can describe dreams, hopes, and ambitions.
Lesson 3	<b>22</b>	I can understand the main points of an introduction to a guided tour of an institution.	<b>B1</b>	Listening as a member of a live audience	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.
Lesson 3	<b>23</b>	I can write a straightforward blog post to contribute to a debate, stating my opinion.	<b>B1</b>	Online conversation and discussion	Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided that he/she can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.
Lesson 3	<b>23</b>	I can express disagreement politely in a discussion with friends.	<b>B1</b>	Informal discussion (with friends)	Can express beliefs, opinions, agreement, and disagreement politely.

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SECTION	PAGE	CAN-DO STATEMENT	LEVEL	SCALE	APPLICABLE DESCRIPTOR(S)
Language and Life	<b>24</b>	I can understand the main points of a magazine article in which the author explains a topical issue.	<b>B1+</b>	Reading for information and argument	Can identify the main conclusions in clearly signaled argumentative texts.
Language and Life	<b>24</b>	I can take part in a conversation with friends in which we compare conditions in our respective home cities or countries.	<b>B1</b>	Information exchange	Can find out and pass on straightforward factual information.
<b>UNIT 3</b>					
Lesson 1	<b>28</b>	I can understand the essential information in an article on a topic in psychology written for the general reader.	<b>B1+</b>	Reading for information and argument	Can understand straightforward, factual texts on subjects relating to his/her interests or studies.
Lesson 1	<b>29</b>	In a discussion, I can use appropriate phrases to gain time while thinking of what to say.	<b>B2</b>	Taking the floor (turn-taking)	Can use stock phrases (e.g., "That's a hard question to answer") to gain time and keep the turn while formulating what to say.
Lesson 2	<b>30</b>	I can identify different speakers' points of view when I hear a radio call-in program about a topical issue.	<b>B2</b>	Listening to a conversation between other speakers	Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech.
Lesson 2	<b>31</b>	I can talk about possible future developments in my field of interest, giving reasons to support my speculations.	<b>B1+</b>	Sustained monologue: putting a case (e.g., in a debate)	Can give simple reasons to justify a viewpoint on a familiar topic.
Lesson 3	<b>32</b>	I can follow a well-structured motivational talk.	<b>B1+</b>	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 is straightforward and clearly structured.
Lesson 3	<b>33</b>	I can write an email to a friend giving a brief account of a presentation that I have attended.	<b>B1</b>	Correspondence	Can write personal letters describing experiences, feelings, and events in some detail.

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Lesson 3	<b>33</b>	I can keep a discussion going by asking other speakers for their ideas.	<b>B1</b>	Collaborating in a group: facilitating collaborative interaction with peers	Can invite other people in a group to speak.
Language and Life	<b>34</b>	I can understand a short magazine article that outlines problematic aspects of a topical issue.	<b>B1+</b>	Reading for information and argument	Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.
Language and Life	<b>35</b>	I can take part in an extended discussion aimed at evaluating alternative proposals.	<b>B2</b>	Informal discussion (with friends)	Can take an active part in informal discussion in familiar contexts, commenting, expressing a point of view clearly, evaluating alternative proposals, and making and responding to hypotheses.
<b>UNIT 4</b>					
Lesson 1	<b>38</b>	I can understand the essential information in an article on a topic in psychology written for the general reader.	<b>B1+</b>	Reading for information and argument	Can understand straightforward, factual texts on subjects relating to his/her interests or studies.
Lesson 1	<b>39</b>	I can deliver a short prepared presentation about a familiar topic.	<b>B1</b>	Addressing audiences	Can give a prepared straightforward presentation on a familiar topic within his/her field that is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.
Lesson 2	<b>40</b>	I can understand the essential information in a straightforward radio interview with an expert on a general interest topic.	<b>B1+</b>	Listening to the radio and audio 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.
Lesson 2	<b>41</b>	I can keep a conversation going by asking appropriate follow-up questions.	<b>B1+</b>	Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.

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SECTION	PAGE	CAN-DO STATEMENT	LEVEL	SCALE	APPLICABLE DESCRIPTOR(S)
Lesson 3	<b>42</b>	I can follow the chronological sequence of events in a straightforward lecture that describes a historic development.	<b>B1</b>	Listening as a member of a live audience	Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech.
Lesson 3	<b>43</b>	I can write a formal email of invitation.	<b>B2</b>	Correspondence	Can use formality and conventions appropriate to the context when writing personal and professional letters and emails.
Lesson 3	<b>43</b>	I can reformulate an idea in order to make my meaning clear.	<b>B2</b>	Flexibility	Can reformulate an idea to emphasize or explain a point.
Language and Life	<b>44</b>	I can understand a short magazine article that explains a topic in psychology for the general reader.	<b>B1+</b>	Reading for information and argument	Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.
Language and Life	<b>45</b>	I can give a brief presentation in which I review the advantages and disadvantages of different options and explain my own viewpoint.	<b>B2</b>	Sustained monologue: putting a case (e.g., in a debate)	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
<b>UNIT 5</b>					
Lesson 1	<b>48</b>	I can identify explanations, definitions, and examples in a magazine article on an environmental topic written for the general reader.	<b>B2</b>	Reading for information and argument	Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation, and cause-effect relationships.
Lesson 1	<b>49</b>	I can give a brief account of an informal discussion, detailing points of agreement and disagreement.	<b>B1+</b>	Sustained monologue: giving information	Can explain the main points in an idea or problem with reasonable precision.
Lesson 2	<b>50</b>	I can understand the essential information in a series of brief vox pop interviews in which people give their views on an environmental topic.	<b>B1+</b>	Listening to the radio and audio 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.



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SECTION	PAGE	CAN-DO STATEMENT	LEVEL	SCALE	APPLICABLE DESCRIPTOR(S)
Lesson 2	<b>51</b>	I can take part in a discussion of contemporary problems and possible solutions.	<b>B1</b>	Formal discussion (meetings)	Can take part in routine formal discussion of familiar subjects that is conducted in clearly articulated speech in the standard form of the language and that involves the exchange of factual information, receiving instructions, or the discussion of solutions to practical problems.
Lesson 3	<b>52</b>	I can understand the essential information in a recorded discussion in which people describe solutions to environmental problems.	<b>B1+</b>	Listening to the radio and audio 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.
Lesson 3	<b>53</b>	I can write a short essay describing approaches to environmental issues in my country.	<b>B1+</b>	Written reports and essays	Can write short, simple essays on topics of interest.
Lesson 3	<b>53</b>	I can help a discussion along by making brief comments on the views of others.	<b>B1+</b>	Conversation	Can give brief comments on the views of others.
Language and Life	<b>54</b>	I can understand a blog post that gives detailed recommendations for responsible living.	<b>B1+</b>	Reading instructions	Can understand instructions and procedures in the form of a continuous text, for example in a manual, provided that he/she is familiar with the type of process or product concerned.
Language and Life	<b>55</b>	I can take part in a discussion with friends in which we brainstorm and discuss possible solutions to contemporary problems.	<b>B1</b>	Informal discussion (with friends)	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.
<b>UNIT 6</b>					
Lesson 1	<b>58</b>	I can scan a straightforward article about historical developments to find specific items of information.	<b>B1+</b>	Reading for orientation	Can scan through straightforward, factual texts in magazines, in brochures, or on the web; identify what they are about; and decide whether they contain information that might be of practical use.

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Lesson 1	<b>59</b>	In a discussion, I can use appropriate phrases to continue the conversation when I don't know a word.	<b>B2</b>	Compensating	Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.
Lesson 2	<b>60</b>	I can understand the essential information in a series of brief vox pop interviews in which people give their views on developments in technology.	<b>B1+</b>	Listening to the radio and audio 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.
Lesson 2	<b>61</b>	I can gain the floor in a discussion by interrupting politely.	<b>B1+</b>	Taking the floor (turn-taking)	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.
Lesson 3	<b>62</b>	I can understand the main points and important details in a podcast that relates the biography of a famous person.	<b>B1</b>	Listening to the radio and audio recordings	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.
Lesson 3	<b>63</b>	I can write a short biography of a famous person.	<b>B1</b>	Creative writing	Can narrate a story.
Lesson 3	<b>63</b>	I can use appropriate phrases to show interest in what another speaker is saying.	<b>B1+</b>	Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.
Language and Life	<b>64</b>	I can understand an online article that describes the work of an international nongovernmental organization in some detail.	<b>B1+</b>	Reading for information and argument	Can understand straightforward, factual texts on subjects relating to his/her interests or studies.
Language and Life	<b>65</b>	I can give a prepared presentation in which I compare and evaluate a number of proposals.	<b>B1+</b>	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).



# Speak Your Mind

LEVEL  
**3**

COURSE INFORMATION			CEFR INFORMATION		
SECTION	PAGE	CAN-DO STATEMENT	LEVEL	SCALE	APPLICABLE DESCRIPTOR(S)
<b>UNIT 7</b>					
Lesson 1	<b>68</b>	I can understand short online texts about remarkable events.	<b>B1</b>	Reading for information and argument	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 rereading.
Lesson 1	<b>69</b>	I can start a conversation using an appropriate phrase.	<b>B1</b>	Taking the floor (turn-taking)	Can initiate, maintain, and close simple face-to-face conversation on topics that are familiar or of personal interest.
Lesson 2	<b>70</b>	I can understand a call-in program in which callers relate short narratives about mistakes they have made in the past.	<b>B1</b>	Listening to the radio and audio recordings	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.
Lesson 2	<b>71</b>	I can express regret about past mistakes, giving reasons for my feelings.	<b>B1+</b>	Sustained monologue: describing experience	Can clearly express feelings about something experienced and give reasons to explain those feelings.
Lesson 3	<b>72</b>	I can follow a short talk on a topic in psychology for a general audience.	<b>B1</b>	Listening as a member of a live audience	Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech.
Lesson 3	<b>73</b>	I can write a blog post to contribute to an ongoing discussion, giving my opinions and commenting on those of others.	<b>B1</b>	Online conversation and discussion	Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided that he/she can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.
Lesson 3	<b>73</b>	I can relate a short anecdote, expressing my feelings about what happened.	<b>B1</b>	Sustained monologue: describing experience	Can give detailed accounts of experiences, describing feelings and reactions.

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Language and Life	<b>74</b>	I can understand a simple business case study.	<b>B1+</b>	Reading for information and argument	Can understand straightforward, factual texts on subjects relating to his/her interests or studies.
Language and Life	<b>75</b>	I can give a well-structured, interesting presentation based on a business case study.	<b>B2</b>	Thematic development	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting details and examples.
<b>UNIT 8</b>					
Lesson 1	<b>78</b>	I can understand a short, detailed account of an important past event.	<b>B1+</b>	Reading for information and argument	Can understand straightforward, factual texts on subjects relating to his/her interests or studies.
Lesson 1	<b>79</b>	I can speculate about what might have happened in the past given different circumstances.	<b>B1+</b>	Sustained monologue: giving information	Can explain the main points in an idea or problem with reasonable precision.
Lesson 2	<b>80</b>	I can understand the main points and important details in a radio interview with someone about their unusual occupation.	<b>B1+</b>	Listening to the radio and audio 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.
Lesson 2	<b>81</b>	I can conduct a straightforward interview with someone about their unusual occupation and experiences.	<b>B1+</b>	Interviewing and being interviewed	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.
Lesson 3	<b>82</b>	I can identify the various opinions expressed by experts in a radio discussion.	<b>B2</b>	Listening as a member of a live audience	Can recognize the speaker's point of view and distinguish this from facts that he/she is reporting.
Lesson 3	<b>83</b>	I can write a blog post in response to an opinion piece, commenting and making the case for the opposite point of view.	<b>B2</b>	Online conversation and discussion	Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses.

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Lesson 3	<b>83</b>	In a discussion, I can ask a speaker to clarify what he/she has just said.	<b>B1</b>	Asking for clarification	Can ask someone to clarify or elaborate what he/she has just said.
Language and Life	<b>84</b>	I can understand an online article about possible future developments.	<b>B1+</b>	Reading for information and argument	Can understand straightforward, factual texts on subjects relating to his/her interests or studies.
Language and Life	<b>84</b>	I can take part in a discussion to compare and evaluate different options in a hypothetical situation, giving reasons for my choices.	<b>B2</b>	Informal discussion (with friends)	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.
<b>UNIT 9</b>					
Lesson 1	<b>88</b>	I can quickly identify the text type of written texts.	<b>B1</b>	Reading for orientation	Can assess whether an article, report, or review is on the required topic.
Lesson 1	<b>89</b>	I can carry out a straightforward interview to elicit someone's opinion on a topic using a prepared list of questions.	<b>B1</b>	Interviewing and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.
Lesson 2	<b>90</b>	I can follow the main line of argument in a well-structured talk on a topical issue.	<b>B1</b>	Listening as a member of a live audience	Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech.
Lesson 2	<b>91</b>	I can gain the floor in a discussion by interrupting politely.	<b>B1+</b>	Taking the floor (turn-taking)	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.
Lesson 3	<b>92</b>	I can identify different speakers' opinions when I hear them speak in a radio interview.	<b>B2+</b>	Listening to the radio and audio recordings	Can understand recordings in the standard form of the language likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content.
Lesson 3	<b>93</b>	I can write a short text explaining what I would like or dislike about a particular job.	<b>B1</b>	Creative writing	Can write accounts of experiences, describing feelings and reactions in simple connected text.

COURSE INFORMATION			CEFR INFORMATION		
SECTION	PAGE	CAN-DO STATEMENT	LEVEL	SCALE	APPLICABLE DESCRIPTOR(S)
Lesson 3	<b>93</b>	I can participate in a prepared job interview, as interviewer or interviewee.	<b>B1+</b>	Interviewing and being interviewed	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.
Language and Life	<b>94</b>	I can understand a magazine article on a topic to do with the media.	<b>B1+</b>	Reading for information and argument	Can understand straightforward, factual texts on subjects relating to his/her interests or studies.
Language and Life	<b>95</b>	I can take part in a discussion of the advantages and disadvantages of different courses of action.	<b>B1</b>	Informal discussion (with friends)	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.
<b>UNIT 10</b>					
Lesson 1	<b>98</b>	I can distinguish between factual information and expressions of opinion in a popular science magazine article.	<b>B2</b>	Reading for information and argument	Can recognize when a text provides factual information and when it seeks to convince readers of something.
Lesson 1	<b>99</b>	I can take part in a conversation about past experiences and then report to a third party what my conversation partner said.	<b>B1</b>	Processing text in speech	Can summarize the main points made during a conversation on a subject of personal or current interest, provided that the speakers articulate clearly in standard language.
Lesson 2	<b>100</b>	I can identify different speakers' attitudes when I hear them speak in a radio interview.	<b>B2+</b>	Listening to the radio and audio recordings	Can understand recordings in the standard form of the language likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content.
Lesson 2	<b>101</b>	I can take part in a conversation about past experiences and then report to a third party what my conversation partner said.	<b>B1</b>	Processing text in speech	Can summarize the main points made during a conversation on a subject of personal or current interest, provided that the speakers articulate clearly in standard language.

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Lesson 3	<b>102</b>	I can take notes of important details when I listen to a radio call-in program on a familiar topic.	<b>B1</b>	Note-taking (lectures, seminars, meetings, etc.)	Can make simple notes at a presentation/ demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.
Lesson 3	<b>103</b>	I can read emails that give advice and give a spoken report of their contents.	<b>B1</b>	Relaying specific information in speech	Can relay specific information given in straightforward informational texts (such as leaflets, brochure entries, notices, and letters or emails).
Lesson 3	<b>103</b>	I can write an informal email giving advice.	<b>B2</b>	Correspondence	Can use formality and conventions appropriate to the context when writing personal and professional letters and emails.
Language and Life	<b>104</b>	I can understand a magazine article about historic developments in the media.	<b>B1+</b>	Reading as a leisure activity	Can read newspaper/magazine accounts of films, books, concerts, etc. written for a wider audience and understand the main points.
Language and Life	<b>105</b>	I can take part in informal discussions to organize a cultural event.	<b>B1</b>	Goal-oriented cooperation	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.
<b>UNIT 11</b>					
Lesson 1	<b>108</b>	I can find specific information in a series of short, factual online texts about current social trends.	<b>B1+</b>	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 fulfill a specific task.
Lesson 1	<b>109</b>	I can talk about what I would do in hypothetical situations.	<b>B1</b>	Sustained monologue: describing experience	Can describe dreams, hopes, and ambitions.

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Lesson 2	<b>110</b>	I can understand the main points and important details in a radio interview about current trends.	<b>B2+</b>	Listening to the radio and audio 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.
Lesson 2	<b>111</b>	I can talk about what I would do in hypothetical situations.	<b>B1</b>	Sustained monologue: describing experience	Can describe dreams, hopes, and ambitions.
Lesson 3	<b>112</b>	I can understand the essential information in a series of brief vox pop interviews in which people talk about their personal finances.	<b>B1+</b>	Listening to the radio and audio 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.
Lesson 3	<b>113</b>	I can write an informal email giving practical advice in the form of a list of tips.	<b>B1</b>	Correspondence	Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.
Lesson 3	<b>113</b>	I can use an appropriate polite expression to avoid answering a personal question.	<b>B1</b>	Flexibility	Can adapt his/her expression to deal with less routine, even difficult, situations.
Language and Life	<b>114</b>	I can follow the narrative thread in a magazine article about the development of a small business.	<b>B1</b>	Reading as a leisure activity	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.
Language and Life	<b>115</b>	I can take part in a discussion to brainstorm ideas for a business start-up.	<b>B1</b>	Goal-oriented cooperation	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.



COURSE INFORMATION			CEFR INFORMATION		
SECTION	PAGE	CAN-DO STATEMENT	LEVEL	SCALE	APPLICABLE DESCRIPTOR(S)
<b>UNIT 12</b>					
Lesson 1	<b>118</b>	I can follow the line of argument in a magazine article about a topical issue.	<b>B1+</b>	Reading for information and argument	Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.
Lesson 1	<b>119</b>	I can take part in a debate on a topical issue, giving reasons to support my opinion.	<b>B1+</b>	Sustained monologue: putting a case (e.g., in a debate)	Can give simple reasons to justify a viewpoint on a familiar topic.
Lesson 2	<b>120</b>	I can understand the main points and important details in a straightforward radio talk about a business-related topic.	<b>B1+</b>	Listening to the radio and audio 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.
Lesson 2	<b>121</b>	I can use appropriate expressions to bring a discussion back on track when it strays off topic.	<b>B1+</b>	Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.
Lesson 3	<b>122</b>	I can recognize different meaning relations when I hear a speaker explaining something: contrasting arguments, examples, cause-and-consequence relationships.	<b>B2</b>	Listening as a member of a live audience	Can follow complex lines of argument in a clearly articulated lecture provided the topic is reasonably familiar.
Lesson 3	<b>123</b>	I can write a paragraph that develops an argument, evaluating points for and against a position on a topical issue.	<b>B2</b>	Written reports and essays	Can write an essay or report that develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
Lesson 3	<b>123</b>	I can use appropriate expressions to ask other speakers to clarify their position in order to move a discussion forward.	<b>B1+</b>	Asking for clarification	Can ask for further details and clarifications from other group members in order to move a discussion forward.

COURSE INFORMATION			CEFR INFORMATION		
SECTION	PAGE	CAN-DO STATEMENT	LEVEL	SCALE	APPLICABLE DESCRIPTOR(S)
Language and Life	<b>124</b>	I can follow detailed written instructions for a procedure if they are well structured and supported by diagrams.	<b>B1+</b>	Reading instructions	Can understand instructions and procedures in the form of a continuous text, for example in a manual, provided that he/she is familiar with the type of process or product concerned.
Language and Life	<b>125</b>	I can take part in a discussion to brainstorm ideas for an advertising campaign and develop these into a concept.	<b>B1</b>	Goal-oriented cooperation	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.