

Touchstone Level 4

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 Elementary, 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). Based on the CEFR descriptors, the Council of Europe also developed the European Language Portfolio, a document that enables learners to assess their language ability and to keep an internationally recognized record of their language learning experience.

Touchstone Second Edition and the Common European Framework of Reference

The table below shows how *Touchstone Second Edition* correlates with the Council of Europe’s levels and with some major international examinations.

	CEFR	Council of Europe	Cambridge English Language Assessment	IELTS	TOEFL iBT	TOEIC
TOUCHSTONE 1	A1	Breakthrough				120+
TOUCHSTONE 2	A2	Waystage				225+
TOUCHSTONE 3	B1	Threshold	KET (Key English Test)	4.0–5.0	57–86	550+
TOUCHSTONE 4			PET (Preliminary English Test)			
VIEWPOINT 1	B2	Vantage	FCE (First Certificate in English)	5.5–6.5	87–109	785+
VIEWPOINT 2	C1	Effective Operational Efficiency	CAE (Certificate in Advanced English)	7.0–8.0	110–120	490+ (Listening) 445+ (Reading)

Sources: <http://www.cambridgeenglish.org/about-us/what-we-do/international-language-standards/>
http://www.ets.org/Media/Research/pdf/CEF_Mapping_Study_Interim_Report.pdf
http://www.sprachenmarkt.de/fileadmin/sprachenmarkt/ets_images/TOEIC_Can-do-table_CEFR_2008.pdf

CEFR level

Touchstone Second Edition Level 4 covers level B1 of the CEFR. This table 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 the main points of clear, standard speech on familiar matters regularly encountered at work, school, during leisure, etc. ▪ understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
Reading	<ul style="list-style-type: none"> ▪ understand texts that consist mainly of high frequency, job-related or everyday language. ▪ understand the description of events, feelings, and wishes in personal letters.
Speaking	<ul style="list-style-type: none"> ▪ deal with most situations likely to arise while traveling in an area where the language is spoken. ▪ enter unprepared into conversation on topics that are familiar, of personal interest, or pertinent to everyday life (e.g., family, hobbies, work, travel, and current events). ▪ connect phrases in a simple way in order to describe experiences and events, dreams, hopes, and ambitions. ▪ briefly give reasons and explanations for opinions and plans. ▪ narrate a story or relate the plot of a book or film and describe their reactions.
Writing	<ul style="list-style-type: none"> ▪ write personal letters describing experiences and impressions. ▪ write straightforward, connected text on topics which are familiar or of personal interest.
Communicative language competence	<ul style="list-style-type: none"> ▪ get by with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events. ▪ use somewhat accurately a repertoire of frequently used routines and patterns associated with more predictable situations. ▪ keep going comprehensibly when speaking, though pausing for grammatical and lexical planning and repair, especially in longer stretches of free production. ▪ perform and respond to a wide range of language functions. ▪ use awareness of the salient politeness conventions to act appropriately. ▪ look out for signs of the most significant differences between the customs, usages, attitudes, values, and beliefs prevalent in the community concerned and those of their own.

Skill	Learners will be able to:
<p>Communication strategies</p>	<ul style="list-style-type: none"> ▪ initiate, maintain, and close simple conversations, and intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. ▪ identify unfamiliar words from context, extrapolate the meaning of occasional unknown words, and deduce sentence meaning if the topic discussed is familiar. ▪ ask someone to clarify or elaborate what they just said. ▪ exploit a basic repertoire of language and strategies to help keep a conversation going, including summarizing the point reached in a discussion to help focus the talk, and inviting others into the discussion.

CEFR goals realized in this level of *Touchstone*

Listening

At B1, learners are expected to be able to understand speech that:

- is clearly articulated in a standard accent and delivered relatively slowly.
- concerns topics which are familiar.

OVERALL LISTENING COMPREHENSION

Can identify both general messages and specific details.
Can follow short narratives.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
B1 p4	B1 p14	C1 p26	B3 p37	B3 p47	A3 p55	A3 p67	B2 p79	A3 p87	B1 p100	C1 p112	C1 p122
C1 p6	C1 p16	C3 p27	C1 p38	C1 p48	B1 p56	B1 p68	C1 p80	B2 p89	C1 p102	C3 p113	C3 p123
C3 p7	C3 p17	D2 p29	D2 p41	C3 p49	B3 p57	C1 p70	C3 p81	C1 p90	C3 p103	D2 p115	D2 p125
D2 p9	D2 p19				C1 p58	C4 p71	D2 p83	D2 p93	D2 p105		

UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS

Can generally follow the main points of extended discussion around them.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
C1 p6	B1 p14	C1 p26	B3 p37	C1 p48	A3 p55	A3 p67	B2 p79	B2 p89	B1 p100	C1 p112	C1 p122
	C1 p16		C1 p38	C3 p49	B3 p57	B1 p68	C1 p80	C1 p90	C1 p102	C3 p113	D2 p125
	C3 p17				C1 p58	C1 p70	C3 p81		C3 p103		
							D2 p83				

LISTENING TO MEDIA & RECORDINGS

Can understand the main points of TV and radio programs, including news bulletins and interviews.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
D2 p9											

Reading

At B1, learners can read and understand to a satisfactory level:

- straightforward factual texts.
- texts about subjects related to their field and interest.

READING CORRESPONDENCE

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

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
							D3 p83				D2 p125

READING FOR ORIENTATION

Can scan longer texts to find specific or relevant information in everyday material such as letters, brochures and short official documents.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
		D1 p28	D1 p40								

READING FOR INFORMATION & ARGUMENT

Can identify the main conclusions in clearly signaled 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.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
A1 p2	A1 p2	A1 p22	D1 p40	A1 p44	A1 p54	A1 p66	B1 p78	A1 p86	A1 p98	A1 p108	B1 p120
B1 p4	D1 p18	D1 p28	D2 p41	B1 p46	B1 p56	D1 p72	D1 p82	D1 p92	A2 p99	B1 p110	D1 p124
D1 p8		D3 p29		D1 p50	D1 p60	D2 p73		D2 p93	D1 p104	D1 p114	D2 p125
				D2 p51	D2 p61					D2 p115	

Speaking

Overall spoken interaction

At B1, learners can communicate with some confidence, but may struggle to understand non-standard accents, rapid or extended speech, and idiomatic usage.

In general, learners can:

- talk about familiar topics related to their professional field or personal interests (e.g., family, hobbies, work, travel, and current events).
- generally follow clearly articulated speech in standard dialect that is directed at them, although they will sometimes have to ask for repetition of some words and phrases.
- maintain a conversation, but it may sometimes be difficult for them to follow.
- take some initiatives (e.g., bring up a new subject).

CONVERSATION

Can enter unprepared into conversations on familiar topics.

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
A1 p2	A3 p13	A3 p23	A3 p35		B4 p57	A2 p67	C1 p80	A3 p87	B2 p101	A2 p109	B2 p121
A2 p3	B4 p15	B1 p24	B2 p37		D2 p61	A3 p67	C3 p81	B3 p89	C2 p103	A3 p109	C1 p122
A3 p3	C2 p17	C1 p26	B3 p37			B2 p68		C1 p90		D2 p115	C3 p123
B2 p5	D2 p19	C2 p27	C2 p39					C2 p91			
B3 p5			C3 p39					C3 p91			

INFORMAL DISCUSSION (WITH FRIENDS)

Can express thoughts on more abstract, cultural topics such as films, books, music, etc.

Can give or seek personal opinions and give brief comments on the views of others.

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

Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organize an event (e.g., an outing), etc.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	A2 p13	B2 p25		A1 p44	C1 p58	B3 p69	A2 p76	A1 p86	C1 p102	A2 p109	A2 p119
	A3 p13	D2 p29		A2 p45	C2 p59	D2 p73	A3 p77	C2 p91	C3 p103	A3 p109	A3 p119
	C3 p17			A3 p45			A4 p77		D2 p105	B2 p111	B1 p120
				B1 p46			B2 p79			B3 p111	B3 p121
				B2 p47			B3 p79			C1 p112	
				C1 p48			D2 p83			C2 p113	
				C2 p49						C3 p113	
				C3 p49						D2 p115	
				D2 p51							

INFORMATION EXCHANGE

Can exchange, check, and confirm information.

Can describe how to do something giving detailed instructions.

Can summarize a short story, article, talk, discussion, interview, or documentary, and answer further questions of detail.

Can ask for and follow detailed directions.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
				A1 p44							
				B1 p46							

Overall spoken production

At B1, learners can give straightforward monologues on familiar subjects.

SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE

Can give detailed accounts/descriptions of:

- experiences, describing feelings and reactions.
- unpredictable occurrences (e.g., an accident).
- events (real or imagined), dreams, hopes, and ambitions.

Can relate the plot of a book or film and describe their reactions.

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
C2 p7		C3 p27			A2 p55		A4 p77		A2 p99		
C3 p7					D2 p61				B1 p100		

SUSTAINED MONOLOGUE: MAKING A CASE (E.G., IN A DEBATE)

Can develop an argument well enough to be followed without difficulty most of the time.
Can briefly give reasons and explanations for opinions, plans, and actions.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
				C1 p48							
				C3 p49							

Writing

At B1, learners can convey information and ideas on abstract as well as concrete topics, and get across the points they feel are important.

OVERALL WRITTEN PRODUCTION

Can write straightforward connected, texts on a range of familiar subjects within their field of interest by linking a series of shorter discrete elements into a linear sequence.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	D3 p1		D2 p41	D2 p51		C1 p70		D2 p93	D3 p105	D2 p115	
						D2 p73					

CORRESPONDENCE

Can write personal letters and emails asking for or giving simple information, giving news, or expressing thoughts.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
							D3 p83	D2 p93			D2 p125

CREATIVE WRITING

Can write a description of an event or a recent trip (real or imagined).
Can write accounts of experiences, describing feelings and reactions in some detail.
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
D2 p9		D3 p29			D2 p61				A2 p99		

COHERENCE

Can link a series of shorter, discrete, simple elements into a connected, linear sequence of points.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	D3 p19									B2 p111	

Communicative language competence

VOCABULARY RANGE

Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their 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
B1 p4	B3 p15	B1 p24	B1 p36	B1 p46	B1 p56	B3 p69	B1 p78	B1 p88	B1 p100	B1 p110	B1 p120
		C1 p26		C1 p48		C2 p71	C1 p80	C2 p91	C2 p103	C1 p112	C1 p122
				C2 p49			C2 p81			C2 p113	C2 p123

GRAMMATICAL ACCURACY

Use somewhat 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
A2 p3	A1 p12	A1 p22	A1 p34	A1 p44	A1 p54	A1 p66	A1 p76	A1 p86	A1 p98	A1 p108	A1 p118
B1 p4	A2 p13	A2 p23	A2 p35	A2 p45	A2 p55	A2 p67	A3 p77	A2 p87	A2 p99	A2 p109	A2 p119
B2 p5	B1 p14	B1 p24	B1 p36	B1 p46	B3 p57	B1 p68	B2 p79	A3 p87	B1 p100	B1 p110	B1 p120
C1 p6	B2 p14	B2 p25	B2 p37	B2 p47	B4 p57	B2 p68	B3 p79	B2 p89	B3 p101	B2 p111	B2 p121
C2 p7						C1 p70		B3 p89	C1 p102		B3 p121
						C4 p71		C1 p90			

PHONOLOGICAL CONTROL

Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
A3 p3	A3 p13	A3 p23	C3 p39	A3 p45	C3 p59	C3 p71	A2 p76	C3 p91	B2 p100	A3 p109	A3 p119

SOCIOLINGUISTIC APPROPRIATENESS

Are aware of the salient politeness conventions and act appropriately.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
		C2 p27		C2 p49	C2 p59				C1 p102		

Communication strategies

TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING & REPAIR

- Can intervene in a discussion on a familiar topic using a suitable phrase to get the floor.
- Can repeat back part of what someone has said to confirm mutual understanding.
- Can ask someone to clarify or elaborate what he or she has just said.
- Can define the features of something concrete for which they can't remember the word.
- Can ask for confirmation that a form used is correct.
- Can start again using a different tactic when communication breaks down.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	C1 p16		C1 p38				C1 p80			C1 p112	C1 p122
	C2 p17		C2 p39								C2 p123

How each unit relates to the CEFR

Unit 1

Skill	Goal	Lesson
Listening	Can identify both general messages and specific details. Can follow short narratives.	B1 p4 C1 p6 C3 p7 D2 p9
	Can generally follow the main points of extended discussion around them.	C1 p6
	Can understand the main points of TV and radio programs, including news bulletins and interviews.	D2 p9
Reading	Can identify the main conclusions in clearly signaled 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.	A1 p2 B1 p4 D1 p8
Speaking	Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	A1 p2 A2 p3 A3 p3 B2 p5 B3 p5
	Can give detailed accounts/descriptions of: <ul style="list-style-type: none"> • experiences, describing feelings and reactions. • unpredictable occurrences (e.g., an accident). • events (real or imagined), dreams, hopes, and ambitions. Can relate the plot of a book or film and describe their reactions. Can narrate a story.	C2 p7 C3 p7
Writing	Can write a description of an event or a recent trip (real or imagined). Can write accounts of experiences, describing feelings and reactions in some detail. Can narrate a story.	D2 p9
Communicative language competence	Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.	B1 p4
	Use somewhat accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	A2 p3 B1 p4 B2 p5 C1 p6 C2 p7
	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	A3 p3

Unit 2

Skill	Goal	Lesson
Listening	Can identify both general messages and specific details. Can follow short narratives	B1 p14 C1 p16 C3 p17 D2 p19
	Can generally follow the main points of extended discussion around them.	B1 p14 C1 p16 C3 p17
Reading	Can identify the main conclusions in clearly signaled 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.	A1 p2 D1 p18
Speaking	Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	A3 p13 B4 p15 C2 p17 D2 p19
	Can express thoughts on more abstract, cultural topics such as films, books, music etc. Can give or seek personal opinions and give brief comments on the views of others. Can express belief, opinion, agreement, and disagreement politely. Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organize an event (e.g., an outing) etc.	A2 p13 A3 p13 C3 p17
Writing	Can write straightforward, connected texts on a range of familiar subjects within their field of interest by linking a series of shorter discrete elements into a linear sequence.	D3 p1
	Can link a series of shorter, discrete, simple elements into a connected, linear sequence of points.	D3 p19
Communicative language competence	Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.	B3 p15
	Use somewhat accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	A1 p12 A2 p13 B1 p14 B2 p14
	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	A3 p13
Communication strategies	Can intervene in a discussion on a familiar topic using a suitable phrase to get the floor. Can repeat back part of what someone has said to confirm mutual understanding. Can ask someone to clarify or elaborate what he or she has just said. Can define the features of something concrete for which they can't remember the word. Can ask for confirmation that a form used is correct. Can start again using a different tactic when communication breaks down.	C1 p16 C2 p17

Unit 3

Skill	Goal	Lesson
Listening	Can identify both general messages and specific details. Can follow short narratives.	C1 p26 C3 p27 D2 p29
	Can generally follow the main points of extended discussion around them.	C1 p26
Reading	Can scan longer texts to find specific or relevant information in everyday material such as letters, brochures, and short official documents.	D1 p28
	Can identify the main conclusions in clearly signaled 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.	A1 p22 D1 p28 D3 p29
Speaking	Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	A3 p23 B1 p24 C1 p26 C2 p27
	Can express thoughts on more abstract, cultural topics such as films, books, music, etc. Can give or seek personal opinions and give brief comments on the views of others. Can express belief, opinion, agreement, and disagreement politely. Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organize an event (e.g., an outing), etc.	B2 p25 D2 p29
	Can give detailed accounts/descriptions of: <ul style="list-style-type: none"> • experiences, describing feelings and reactions. • unpredictable occurrences (e.g., an accident). • events (real or imagined), dreams, hopes and ambitions. Can relate the plot of a book or film and describe their reactions. Can narrate a story.	C3 p27
Writing	Can write a description of an event or a recent trip (real or imagined). Can write accounts of experiences, describing feelings and reactions in some detail. Can narrate a story.	D3 p29
Communicative language competence	Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.	B1 p24 C1 p26
	Use somewhat accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	A1 p22 A2 p23 B1 p24 B2 p25
	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	A3 p23
	Are aware of the salient politeness conventions and act appropriately.	C2 p27

Unit 4

Skill	Goal	Lesson
Listening	Can identify both general messages and specific details. Can follow short narratives.	B3 p37 C1 p38 D2 p41
	Can generally follow the main points of extended discussion around them.	B3 p37 C1 p38
Reading	Can scan longer texts to find specific or relevant information in everyday material such as letters, brochures, and short official documents.	D1 p40
	Can identify the main conclusions in clearly signaled 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.	D1 p40 D2 p41
Speaking	Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	A3 p35 B2 p37 B3 p37 C2 p39 C3 p39
Writing	Can write straightforward, connected texts on a range of familiar subjects within their field of interest by linking a series of shorter discrete elements into a linear sequence.	D2 p41
Communicative language competence	Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.	B1 p36
	Use somewhat accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	A1 p34 A2 p35 B1 p36 B2 p37
	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	C3 p39
Communication strategies	Can intervene in a discussion on a familiar topic using a suitable phrase to get the floor. Can repeat back part of what someone has said to confirm mutual understanding. Can ask someone to clarify or elaborate what he or she has just said. Can define the features of something concrete for which they can't remember the word. Can ask for confirmation that a form used is correct. Can start again using a different tactic when communication breaks down.	C1 p38 C2 p39

Unit 5

Skill	Goal	Lesson
Listening	Can identify both general messages and specific details. Can follow short narratives.	B3 p47 C1 p48 C3 p49
	Can generally follow the main points of extended discussion around them.	C1 p48 C3 p49
Reading	Can identify the main conclusions in clearly signaled 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.	A1 p44 B1 p46 D1 p50 D2 p51
Speaking	Can express thoughts on more abstract, cultural topics such as films, books, music, etc. Can give or seek personal opinions and give brief comments on the views of others. Can express belief, opinion, agreement, and disagreement politely. Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organize an event (e.g., an outing), etc.	A1 p44 A2 p45 A3 p45 B1 p46 B2 p47 C1 p48 C2 p49 C3 p49 D2 p51
	Can exchange, check, and confirm information. Can describe how to do something giving detailed instructions. Can summarize a short story, article, talk, discussion, interview, or documentary, and answer further questions of detail. Can ask for and follow detailed directions.	A1 p44 B1 p46
	Can develop an argument well enough to be followed without difficulty most of the time. Can briefly give reasons and explanations for opinions, plans, and actions.	C1 p48 C3 p49
Writing	Can write straightforward, connected texts on a range of familiar subjects within their field of interest by linking a series of shorter discrete elements into a linear sequence.	D2 p51
Communicative language competence	Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.	B1 p46 C1 p48 C2 p49
	Use somewhat accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	A1 p44 A2 p45 B1 p46 B2 p47
	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	A3 p45
	Are aware of the salient politeness conventions and act appropriately.	C2 p49

Unit 6

Skill	Goal	Lesson
Listening	Can identify both general messages and specific details. Can follow short narratives.	A3 p55 B1 p56 B3 p57 C1 p58
	Can generally follow the main points of extended discussion around them.	A3 p55 B3 p57 C1 p58
Reading	Can identify the main conclusions in clearly signaled 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.	A1 p54 B1 p56 D1 p60 D2 p61
Speaking	Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	B4 p57 D2 p61
	Can express thoughts on more abstract, cultural topics such as films, books, music, etc. Can give or seek personal opinions and give brief comments on the views of others. Can express belief, opinion, agreement, and disagreement politely. Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organize an event (e.g., an outing), etc.	C1 p58 C2 p59
	Can give detailed accounts/descriptions of: <ul style="list-style-type: none"> • experiences, describing feelings and reactions. • unpredictable occurrences (e.g., an accident). • events (real or imagined), dreams, hopes, and ambitions. Can relate the plot of a book or film and describe their reactions. Can narrate a story.	A2 p55 D2 p61
Writing	Can write a description of an event or a recent trip (real or imagined). Can write accounts of experiences, describing feelings and reactions in some detail. Can narrate a story.	D2 p61
Communicative language competence	Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	B1 p56
	Use somewhat accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	A1 p54 A2 p55 B3 p57 B4 p57
	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	C3 p59
	Are aware of the salient politeness conventions and act appropriately.	C2 p59

Unit 7

Skill	Goal	Lesson
Listening	Can identify both general messages and specific details. Can follow short narratives.	A3 p67 B1 p68 C1 p70 C4 p71
	Can generally follow the main points of extended discussion around them.	A3 p67 B1 p68 C1 p70
Reading	Can identify the main conclusions in clearly signaled 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.	A1 p66 D1 p72 D2 p73
Speaking	Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	A2 p67 A3 p67 B2 p68
	Can express thoughts on more abstract, cultural topics such as films, books, music, etc. Can give or seek personal opinions and give brief comments on the views of others. Can express belief, opinion, agreement, and disagreement politely. Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organize an event (e.g., an outing), etc.	B3 p69 D2 p73
Writing	Can write straightforward, connected texts on a range of familiar subjects within their field of interest by linking a series of shorter discrete elements into a linear sequence.	C1 p70 D2 p73
Communicative language competence	Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	B3 p69 C2 p71
	Use somewhat accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	A1 p66 A2 p67 B1 p68 B2 p68 C1 p70 C4 p71
	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	C3 p71

Unit 8

Skill	Goal	Lesson
Listening	Can identify both general messages and specific details. Can follow short narratives.	B2 p79 C1 p80 C3 p81 D2 p83
	Can generally follow the main points of extended discussion around them.	B2 p79 C1 p80 C3 p81 D2 p83
Reading	Can understand the description of events, feelings, and wishes in personal letters well enough to correspond regularly with a pen pal.	D3 p83
	Can identify the main conclusions in clearly signaled 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.	B1 p78 D1 p82
Speaking	Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	C1 p80 C3 p81
	Can express thoughts on more abstract, cultural topics such as films, books, music, etc. Can give or seek personal opinions and give brief comments on the views of others. Can express belief, opinion, agreement, and disagreement politely. Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organize an event (e.g., an outing), etc.	A2 p76 A3 p77 A4 p77 B2 p79 B3 p79 D2 p83
	Can give detailed accounts/descriptions of: <ul style="list-style-type: none"> • experiences, describing feelings and reactions. • unpredictable occurrences (e.g., an accident). • events (real or imagined), dreams, hopes, and ambitions. Can relate the plot of a book or film and describe their reactions. Can narrate a story.	A4 p77
Writing	Can write personal letters and emails asking for or giving simple information, giving news or expressing thoughts.	D3 p83
Communicative language competence	Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	B1 p78 C1 p80 C2 p81
	Use somewhat accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.	A1 p76 A3 p77 B2 p79 B3 p79

Unit 9

Skill	Goal	Lesson
Listening	Can identify both general messages and specific details. Can follow short narratives.	A3 p87 B2 p89 C1 p90 D2 p93
	Can generally follow the main points of extended discussion around them.	B2 p89 C1 p90
Reading	Can identify the main conclusions in clearly signaled 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.	A1 p86 D1 p92 D2 p93
Speaking	Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	A3 p87 B3 p89 C1 p90 C2 p91 C3 p91
	Can express thoughts on more abstract, cultural topics such as films, books, music, etc. Can give or seek personal opinions and give brief comments on the views of others. Can express belief, opinion, agreement, and disagreement politely. Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organize an event (e.g., an outing), etc.	A1 p86 C2 p91
Writing	Can write straightforward, connected texts on a range of familiar subjects within their field of interest by linking a series of shorter discrete elements into a linear sequence.	D2 p93
	Can write personal letters and emails asking for or giving simple information, giving news, or expressing thoughts.	D2 p93
Communicative language competence	Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.	B1 p88 C2 p91
	Use somewhat accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	A1 p86 A2 p87 A3 p87 B2 p89 B3 p89 C1 p90
	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	C3 p91

Unit 10

Skill	Goal	Lesson
Listening	Can identify both general messages and specific details. Can follow short narratives	B1 p100 C1 p102 C3 p103 D2 p105
	Can generally follow the main points of extended discussion around them.	B1 p100 C1 p102 C3 p103
Reading	Can identify the main conclusions in clearly signaled 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.	A1 p98 A2 p99 D1 p104
Speaking	Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	B2 p101 C2 p103
	Can express thoughts on more abstract, cultural topics such as films, books, music, etc. Can give or seek personal opinions and give brief comments on the views of others. Can express belief, opinion, agreement, and disagreement politely. Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organize an event (e.g., an outing), etc.	C1 p102 C3 p103 D2 p105
	Can give detailed accounts/descriptions of: <ul style="list-style-type: none"> • experiences, describing feelings and reactions. • unpredictable occurrences (e.g., an accident). • events (real or imagined), dreams, hopes, and ambitions. Can relate the plot of a book or film and describe their reactions. Can narrate a story.	A2 p99 B1 p100
Writing	Can write straightforward, connected texts on a range of familiar subjects within their field of interest by linking a series of shorter discrete elements into a linear sequence.	D3 p105
	Can write a description of an event or a recent trip (real or imagined). Can write accounts of experiences, describing feelings and reactions in some detail. Can narrate a story.	A2 p99
Communicative language competence	Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.	B1 p100 C2 p103
	Use somewhat accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.	A1 p98 A2 p99 B1 p100 B3 p101 C1 p102
	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	B2 p100
	Are aware of the salient politeness conventions and act appropriately.	C1 p102

Unit 11

Skill	Goal	Lesson
Listening	Can identify both general messages and specific details. Can follow short narratives.	C1 p112 C3 p113 D2 p115
	Can generally follow the main points of extended discussion around them.	C1 p112 C3 p113
Reading	Can identify the main conclusions in clearly signaled 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.	A1 p108 B1 p110 D1 p114 D2 p115
Speaking	Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	A2 p109 A3 p109 D2 p115
	Can express thoughts on more abstract, cultural topics such as films, books, music, etc. Can give or seek personal opinions and give brief comments on the views of others. Can express belief, opinion, agreement, and disagreement politely. Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organize an event (e.g., an outing), etc.	A2 p109 A3 p109 B2 p111 B3 p111 C1 p112 C2 p113 C3 p113 D2 p115
Writing	Can write straightforward, connected texts on a range of familiar subjects within their field of interest by linking a series of shorter discrete elements into a linear sequence.	D2 p115
	Can link a series of shorter, discrete, simple elements into a connected, linear sequence of points.	B2 p111
Communicative language competence	Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.	B1 p110 C1 p112 C2 p113
	Use somewhat accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	A1 p108 A2 p109 B1 p110 B2 p111
	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	A3 p109
Communication strategies	Can intervene in a discussion on a familiar topic using a suitable phrase to get the floor. Can repeat back part of what someone has said to confirm mutual understanding. Can ask someone to clarify or elaborate what he or she has just said. Can define the features of something concrete for which they can't remember the word. Can ask for confirmation that a form used is correct. Can start again using a different tactic when communication breaks down.	C1 p112

Unit 12

Skill	Goal	Lesson
Listening	Can identify both general messages and specific details. Can follow short narratives.	C1 p122 C3 p123 D2 p125
	Can generally follow the main points of extended discussion around them.	C1 p122 D2 p125
Reading	Can understand the description of events, feelings, and wishes in personal letters well enough to correspond regularly with a pen pal.	D2 p125
	Can identify the main conclusions in clearly signaled 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.	B1 p120 D1 p124 D2 p125
Speaking	Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	B2 p121 C1 p122 C3 p123
	Can express thoughts on more abstract, cultural topics such as films, books, music, etc. Can give or seek personal opinions and give brief comments on the views of others. Can express belief, opinion, agreement, and disagreement politely. Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organize an event (e.g., an outing), etc.	A2 p119 A3 p119 B1 p120 B3 p121
Writing	Can write personal letters and emails asking for or giving simple information, giving news or expressing thoughts.	D2 p125
Communicative language competence	Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.	B1 p120 C1 p122 C2 p123
	Use somewhat accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.	A1 p118 A2 p119 B1 p120 B2 p121 B3 p121
	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	A3 p119
Communication strategies	Can intervene in a discussion on a familiar topic using a suitable phrase to get the floor. Can repeat back part of what someone has said to confirm mutual understanding. Can ask someone to clarify or elaborate what he or she has just said. Can define the features of something concrete for which they can't remember the word. Can ask for confirmation that a form used is correct. Can start again using a different tactic when communication breaks down.	C1 p122 C2 p123