

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: WRITTEN PRODUCTION | | | |
|---|--|--|-------------|
| WRITTEN REPORTS AND ESSAYS | | | |
| CEFR | CEFR Descriptor | Learning outcome(s) | Unit (Page) |
| B1 | Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion. | I can write an online product review. | 6 (p163) |
| | | I can write an online post giving recommendations for products. | 10 (p167) |
| | | I can write an online post giving advice and suggestions. | 11 (p168) |
| | Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions. | I can write a report giving the results of a survey. | 7 (p164) |
| CREATIVE WRITING | | | |
| CEFR | CEFR Descriptor | Learning outcome(s) | Unit (Page) |
| B1 | Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. | I can write a description of a product for an online 'for sale' advertisement. | 9 (p166) |
| | Can narrate a story. | I can write a story. | 12 (p169) |
| | Can clearly signal chronological sequence in narrative text. | | |
| B1+ | Can write a simple review of a film, book or TV programme using a limited range of language. | I can write a simple online review of a film. | 8 (p165) |
| COMMUNICATIVE LANGUAGE ACTIVITIES: ONLINE INTERACTION | | | |
| ONLINE CONVERSATION AND DISCUSSION | | | |
| CEFR | CEFR Descriptor | Learning outcome(s) | Unit (Page) |
| B1 | 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. | I can write coherent posts to contribute to an online discussion on a topic of general interest. | 7 (p65) |
| COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN PRODUCTION | | | |
| OVERALL SPOKEN PRODUCTION | | | |
| CEFR | CEFR Descriptor | Learning outcome(s) | Unit (Page) |
| A2 | Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list. | I can describe someone's personality in simple terms. | 1 (p7) |

| SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE | | | |
|--|--|--|-------------|
| CEFR | CEFR Descriptor | Learning outcome(s) | Unit (Page) |
| A2 | Can describe plans and arrangements, habits and routines, past activities and personal experiences. | I can talk about my life and routine, describing my living conditions, social life and habits. | 2 (p15) |
| | | I can talk about the means of transport that I regularly use. | 3 (p23) |
| | Can use simple descriptive language to make brief statements about and compare objects and possessions. | I can describe everyday objects, explaining what they are used for. | 7 (p68) |
| | | I can describe and compare personal possessions. | 10 (p93) |
| B1 | Can give straightforward descriptions on a variety of familiar subjects within his field of interest. | I can talk about the neighbourhood where I live, describing its amenities and its character. | 2 (p13) |
| | Can describe events, real or imagined. | I can talk about important events in my life. | 2 (p17) |
| | Can narrate a story. | I can tell the story of a journey. | 3 (p25) |
| | | I can give a short presentation about a famous person's life and achievements. | 7 (p67) |
| | | I can tell a true story about something that happened in my life. | 11 (p109) |
| Can clearly express feelings about something experienced and give reasons to explain those feelings. | I can give a short presentation about a work of art and my reactions to it. | 8 (p75) | |
| CREATIVE WRITING | | | |
| CEFR | CEFR Descriptor | Learning outcome(s) | Unit (Page) |
| B1 | Can clearly signal chronological sequence in narrative text. | I can write an email to tell a friend about an experience that I have had while travelling. | 3 (p160) |
| | Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. | I can write a description of a product for an online 'for sale' advertisement. | 9 (p166) |
| | Can narrate a story. | I can write a story. | 12 (p169) |
| | Can clearly signal chronological sequence in narrative text. | | |
| B1+ | Can write a simple review of a film, book or TV programme using a limited range of language. | I can write a simple online review of a film. | 8 (p165) |
| SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. IN A DEBATE) | | | |
| CEFR | CEFR Descriptor | Learning outcome(s) | Unit (Page) |
| B1 | Can briefly give reasons and explanations for opinions, plans and actions. | I can speculate about future developments and give reasons for my predictions. | 4 (p35) |
| | Can develop an argument well enough to be followed without difficulty most of the time. | I can argue my case in a debate on a familiar topic, giving reasons for my opinions. | 12 (p115) |
| | Can give simple reasons to justify a viewpoint on a familiar topic. | | |

Language Hub Pre-Intermediate • CEFR Map: Version 1

| ADDRESSING AUDIENCES | | | |
|---|--|--|-------------|
| CEFR | CEFR Descriptor | Learning outcome(s) | Unit (Page) |
| A2 | Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. | I can prepare and deliver a short presentation on the subject of healthy living. | 6 (p53) |
| B1 | Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time and in which the main points are explained with reasonable precision. | I can present information about my work or my area of expertise. | 5 (p47) |
| | | I can give a short presentation about a famous person's life and achievements. | 7 (p67) |
| | | I can give a short presentation about a work of art and my reactions to it. | 8 (p75) |
| | | I can give a presentation in which I describe a special place and explain why it is important. | 11 (p103) |
| COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN INTERACTION | | | |
| INFORMATION EXCHANGE | | | |
| CEFR | CEFR Descriptor | Learning outcome(s) | Unit (Page) |
| A2 | Can ask for and provide personal information. | I can ask and answer questions to get to know someone whom I've just met. | 1 (p3) |
| | Can ask and answer questions about plans and intentions. | I can tell others about my plans. | 4 (p33) |
| B1 | Can offer advice on simple matters within his/her field of experience. | I can ask for and give advice on familiar, practical matters. | 2 (p19) |
| | Can find out and pass on straightforward factual information. | I can ask and answer questions about professional matters or aspects of people's professional expertise. | 5 (p47) |
| | Can offer advice on simple matters within his/her field of experience. | I can prepare and deliver a short presentation on the subject of healthy living. | 6 (p53) |
| | Can offer advice on simple matters within his/her field of experience. | I can take part in a discussion to draft a leaflet giving advice. | 6 (p57) |
| | Can offer advice on simple matters within his/her field of experience. | I can write an online post giving advice and suggestions. | 11 (p168) |
| CONVERSATION | | | |
| CEFR | CEFR Descriptor | Learning outcome(s) | Unit (Page) |
| A2 | Can chat in simple language with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters. | I can ask and answer questions to get to know someone whom I've just met. | 1 (p3) |
| | Can make and respond to invitations, suggestions and apologies. | I can make and respond to invitations. | 4 (p39) |
| A2+ | Can establish social contact: greetings and farewells; introductions; giving thanks. | I can greet people, exchange personal information and make introductions. | 1 (p9) |
| B1 | Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. | I can show interest in reaction to things that someone tells me. | 8 (p79) |

Language Hub Pre-Intermediate • CEFR Map: Version 1

| INFORMAL DISCUSSION (WITH FRIENDS) | | | |
|------------------------------------|---|--|-------------|
| CEFR | CEFR Descriptor | Learning outcome(s) | Unit (Page) |
| A2 | Can exchange opinions and compare things and people using simple language. | I can talk about online experiences, exchanging opinions and impressions with friends. | 1 (p5) |
| | Can discuss what to do in the evening, at the weekend. | I can take part in a discussion to plan free time activities with others. | 4 (p33) |
| | Can discuss what to do, where to go and make arrangements to meet. | I can discuss when and where to meet when making arrangements. | 4 (p39) |
| B1 | Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). | I can take part in a discussion to plan a holiday with others. | 3 (p27) |
| | Can give or seek personal views and opinions in discussing topics of interest. | I can discuss rules for the workplace or classroom. | 5 (p45) |
| | Can give or seek personal views and opinions in discussing topics of interest. | I can take part in a discussion about the things that make me happy. | 7 (p63) |
| | Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. | I can say how I would act in various hypothetical situations. | 9 (p83) |
| | Can give or seek personal views and opinions in discussing topics of interest. | I can take part in a discussion on a topic of general interest. | 9 (p85) |
| | Can express his/her thoughts about abstract or cultural topics such as music, films. | I can take part in a discussion aimed at comparing different images and evaluating them according to certain criteria. | 11 (p105) |
| | Can express belief, opinion, agreement and disagreement politely. | I can express my opinion in a discussion. | 12 (p119) |
| OBTAINING GOODS AND SERVICES | | | |
| CEFR | CEFR Descriptor | Learning outcome(s) | Unit (Page) |
| A2 | Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. | I can obtain the information that I need to make journeys by public transport. I can give and follow simple directions. | 3 (p29) |
| B1 | Can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase. | I can explain a problem with something that I have bought and ask for a refund. | 9 (p89) |
| B2 | Can state requirements and ask detailed questions regarding more complex services, e.g. rental agreements. | I can negotiate a straightforward agreement regarding the purchase or exchange of goods or services. | 9 (p87) |

Language Hub Pre-Intermediate • CEFR Map: Version 1

| INTERVIEWING AND BEING INTERVIEWED | | | |
|------------------------------------|--|---|-------------|
| CEFR | CEFR Descriptor | Learning outcome(s) | Unit (Page) |
| B1 | Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions. | I can ask and answer questions about preferred free time activities. | 4 (p37) |
| | Can describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language. | I can describe common symptoms when talking to a healthcare professional. | 6 (p59) |
| | Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions. | I can conduct a prepared interview as part of an opinion survey. | 12 (p113) |
| OVERALL SPOKEN INTERACTION | | | |
| CEFR | CEFR Descriptor | Learning outcome(s) | Unit (Page) |
| B1 | Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). | I can discuss the advantages and disadvantages of different jobs. | 5 (p43) |
| | Can communicate with some confidence on familiar routine and nonroutine matters related to his/her interests and professional field. | I can answer questions about my qualifications and experience in a job interview. | 5 (p49) |
| | Can express thoughts on more abstract, cultural topics such as films, books, music, etc. | I can talk about my favourite pieces of music and explain what I like about them. | 8 (p73) |
| I can discuss films or books. | | 8 (p77) | |
| GOAL-ORIENTED COOPERATION | | | |
| CEFR | CEFR Descriptor | Learning outcome(s) | Unit (Page) |
| A2 | Can discuss what to do next, making and responding to suggestions, asking for and giving directions. | I can take part in a discussion to organise an event. | 6 (p55) |
| | | I can take part in a discussion to draft a leaflet giving advice. | 6 (p57) |
| B1 | Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. | I can take part in a discussion aimed at evaluating problems and identifying the personal characteristics needed to solve them. | 10 (p97) |
| B2 | Can outline an issue or a problem clearly, speculating about causes or consequences and weighing advantages and disadvantages of different approaches. | I can take part in a discussion aimed at the evaluation of different approaches to a topical issue. | 11 (p107) |
| | | I can take part in a discussion aimed at planning a project. | 12 (p117) |
| USING TELECOMMUNICATIONS | | | |
| CEFR | CEFR Descriptor | Learning outcome(s) | Unit (Page) |
| B1 | Can give important details over the phone concerning an unexpected incident (e.g. a problem in a hotel, with travel arrangements, with a hire car). | I can explain a practical problem on the phone and ask for help. | 10 (p99) |

| COMMUNICATIVE LANGUAGE ACTIVITIES: WRITTEN INTERACTION | | | |
|--|---|--|-------------|
| CORRESPONDENCE | | | |
| CEFR | CEFR Descriptor | Learning outcome(s) | Unit (Page) |
| A2 | Can convey personal information of a routine nature, for example, in a short email or letter introducing him/herself. | I can write a blog post giving basic information about myself. | 1 (p158) |
| | Can write short, simple notes, emails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement). | I can make and respond to invitations by email. | 4 (p161) |
| B1 | Can write basic formal emails/letters, for example, to make a complaint and request action. | I can write a formal email to make a complaint and suggest a remedy. | 2 (p159) |
| | Can write personal letters describing experiences, feelings and events in some detail. | I can write an email to tell a friend about an experience I have had while travelling. | 3 (p160) |
| | Can write a basic letter of application with limited supporting details. | I can write a covering email in support of a job application. | 5 (p162) |
| COMMUNICATIVE LANGUAGE COMPETENCES: LINGUISTIC | | | |
| GENERAL LINGUISTIC RANGE | | | |
| CEFR | CEFR Descriptor | Learning outcome(s) | Unit (Page) |
| B1 | Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films. | I can say how I would act in various hypothetical situations. | 9 (p83) |
| COHERENCE AND COHESION | | | |
| CEFR | CEFR Descriptor | Learning outcome(s) | Unit (Page) |
| B1 | Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. | I can tell the story of a journey. | 3 (p25) |
| THEMATIC DEVELOPMENT | | | |
| CEFR | CEFR Descriptor | Learning outcome(s) | Unit (Page) |
| B2 | Can evaluate the advantages and disadvantages of various options. | I can talk about the advantages and disadvantages of different types of technology. | 10 (p95) |
| | Can evaluate the advantages and disadvantages of various options. | I can take part in a discussion aimed at comparing different images and evaluating them according to certain criteria. | 11 (p105) |

VERSION 2: ORGANISED UNIT BY UNIT

| CEFR SCALE | | | CEFR REF |
|--|------------------------------------|--|-------------|
| COMMUNICATIVE LANGUAGE ACTIVITIES | Spoken Production | Overall spoken production | CLA-SP-OSP |
| | | Sustained monologue: describing experience | CLA-SP-SMDE |
| | | Sustained monologue: putting a case (e.g. in a debate) | CLA-SP-SMPC |
| | | Addressing audiences | CLA-SP-AA |
| | Spoken Interaction | Information exchange | CLA-SI-IE |
| | | Conversation | CLA-SI-C |
| | | Informal discussion (with friends) | CLA-SI-ID |
| | | Formal discussion (meetings) | CLA-SI-FD |
| | | Goal-oriented cooperation | CLA-SI-GC |
| | | Obtaining goods and services | CLA-SI-OGS |
| | | Interviewing and being interviewed | CLA-SI-IBI |
| | | Overall spoken interaction | |
| | | Using telecommunications | CLA-SI-UT |
| | Written Interaction | Correspondence | CLA-WI-C |
| | Written Production | Written reports and essays | CLA-WP-WRE |
| Creative writing | | CLA-WP-CW | |
| Online Interaction | Online conversation and discussion | CLA-OI- OCD | |
| COMMUNICATIVE LANGUAGE COMPETENCIES | Linguistic | General linguistic range | CLC-L-GLR |
| | Pragmatic | Thematic development | CLC-P-TD |
| | | Coherence and cohesion | CLC-P-CC |

Language Hub Pre-Intermediate • CEFR Map: Version 2

| UNIT 1 | | | | |
|--------|--|-------|---|-------------|
| PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | CEFR REF |
| 3 | I can ask and answer questions to get to know someone whom I've just met. | A2 | Can ask for and provide personal information. | CLA-SI-E |
| | I can chat in simple language with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters. | | | |
| 5 | I can talk about online experiences, exchanging opinions and impressions with friends. | A2 | Can exchange opinions and compare things and people using simple language. | CLA-SI-ID |
| 7 | I can describe someone's personality in simple terms. | A2 | Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list. | CLA-SP-OSP |
| 9 | I can greet people, exchange personal information and make introductions. | A2+ | Can establish social contact: greetings and farewells; introductions; giving thanks. | CLA-SI-C |
| 158 | I can write a blog post giving basic information about myself. | A2 | Can convey personal information of a routine nature, for example, in a short email or letter introducing him-/herself. | CLA-WI-C |
| UNIT 2 | | | | |
| PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | CEFR REF |
| 13 | I can talk about the neighbourhood where I live, describing its amenities and its character. | B1 | Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. | CLA-SP-SMDE |
| 15 | I can talk about my life and routine, describing my living conditions, social life and habits. | A2 | Can describe plans and arrangements, habits and routines, past activities and personal experiences. | CLA-SP-SMDE |
| 17 | I can talk about important events in my life. | B1 | Can describe events, real or imagined. | CLA-SP-SMDE |
| 19 | I can ask for and give advice on familiar, practical matters. | B1 | Can offer advice on simple matters within his/her field of experience. | CLA-SI-E |
| 159 | I can write a formal email to make a complaint and suggest a remedy. | B1 | Can write basic formal emails/letters, for example, to make a complaint and request action. | CLA-WI-C |

Language Hub Pre-Intermediate • CEFR Map: Version 2

| UNIT 3 | | | | |
|--------|---|-------|---|-------------|
| PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | CEFR REF |
| 23 | I can follow the structure of a formal argument in a lecture, presentation or discussion. | A2 | Can describe plans and arrangements, habits and routines, past activities and personal experiences. | CLA-SP-SMDE |
| 25 | I can tell the story of a journey. | B1 | Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. | CLC-P-CC |
| | | | Can narrate a story. | CLA-SP-SMDE |
| 27 | I can take part in a discussion to plan a holiday with others. | B1 | Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). | CLA-SI-ID |
| 29 | I can obtain the information that I need to make journeys by public transport. I can give and follow simple directions. | A2 | Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. | CLA-SI-OGS |
| 160 | I can write an email to tell a friend about an experience that I have had while travelling. | B1 | Can write personal letters describing experiences, feelings and events in some detail. | CLA-WI-C |
| | | | Can clearly signal chronological sequence in narrative text. | CLC-P-TD |
| UNIT 4 | | | | |
| PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | CEFR REF |
| 33 | I can take part in a discussion to plan free time activities with others. | A2 | Can discuss what to do in the evening, at the weekend. | CLA-SI-ID |
| | I can tell others about my plans. | A2 | Can ask and answer questions about plans and intentions. | CLA-SI-IE |
| 35 | I can speculate about future developments and give reasons for my predictions. | B1 | Can briefly give reasons and explanations for opinions, plans and actions. | CLA-SP-SMPC |
| 37 | I can ask and answer questions about preferred free time activities. | B1 | Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions. | CLA-SI-IBI |
| 39 | I can make and respond to invitations. | A2 | Can make and respond to invitations, suggestions and apologies. | CLA-SI-C |
| | I can discuss when and where to meet when making arrangements. | A2 | Can discuss what to do, where to go and make arrangements to meet. | CLA-SI-ID |
| 161 | I can make and respond to invitations by email. | A2 | Can write short, simple notes, emails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement). | CLA-WI-C |

Language Hub Pre-Intermediate • CEFR Map: Version 2

| UNIT 5 | | | | |
|--------|--|-------|--|------------|
| PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | CEFR REF |
| 43 | I can discuss the advantages and disadvantages of different jobs. | B1 | Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). | |
| 45 | I can discuss rules for the workplace or classroom. | B1 | Can give or seek personal views and opinions in discussing topics of interest. | CLA-SI-ID |
| | I can formulate simple rules and regulations. | N/A | No relevant CEFR descriptor at this level. | |
| 47 | I can present information about my work or my area of expertise. | B1 | Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time and in which the main points are explained with reasonable precision. | CLA-SP-AA |
| | I can ask and answer questions about professional matters or aspects of people's professional expertise. | B1 | Can find out and pass on straightforward factual information. | CLA-SI-IE |
| 49 | I can answer questions about my qualifications and experience in a job interview. | B1 | Can communicate with some confidence on familiar routine and nonroutine matters related to his/her interests and professional field. | |
| 162 | I can write a covering email in support of a job application. | B1 | Can write a basic letter of application with limited supporting details. | CLA-WI-C |
| UNIT 6 | | | | |
| PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | CEFR REF |
| 53 | I can prepare and deliver a short presentation on the subject of healthy living. | A2 | Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, and can briefly give reasons and explanations for opinions, plans and actions. | CLA-SP-AA |
| | | B1 | Can offer advice on simple matters within his/her field of experience. | CLA-SI-IE |
| 55 | I can take part in a discussion to organise an event. | A2 | Can discuss what to do next, making and responding to suggestions, asking for and giving directions. | CLA-SI-GC |
| 57 | I can take part in a discussion to draft a leaflet giving advice. | B2 | Can discuss what to do next, making and responding to suggestions, asking for and giving directions. | CLA-SI-GC |
| | | B1 | Can offer advice on simple matters within his/her field of experience. | CLA-SI-IE |
| 59 | I can describe common symptoms when talking to a healthcare professional. | B1 | Can describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language. | CLA-SI-IBI |
| 163 | I can write an online product review. | B1 | Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion. | CLA-WP-WRE |

Language Hub Pre-Intermediate • CEFR Map: Version 2

| UNIT 7 | | | | |
|--------|--|-------|--|-------------|
| PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | CEFR REF |
| 63 | I can take part in a discussion about the things that make me happy. | B1 | Can give or seek personal views and opinions in discussing topics of interest. | CLA-SI-ID |
| 65 | I can write coherent posts to contribute to an online discussion on a topic of general interest. | B1 | 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. | CLA-OI-OCD |
| 67 | I can give a short presentation about a famous person's life and achievements. | B1 | Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time and in which the main points are explained with reasonable precision. | CLA-SP-AA |
| | | | Can narrate a story. | CLA-WP-CW |
| 69 | I can describe everyday objects, explaining what they are used for. | A2 | Can use simple descriptive language to make brief statements about and compare objects and possessions. | CLA-SP-SMDE |
| 164 | I can write a report giving the results of a survey. | B1 | Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions. | CLA-WP-WRE |
| UNIT 8 | | | | |
| PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | CEFR REF |
| 73 | I can talk about my favourite pieces of music and explain what I like about them. | B1 | Can express thoughts on more abstract, cultural topics such as films, books, music, etc. | |
| 75 | I can give a short presentation about a work of art and my reactions to it. | B1 | Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time and in which the main points are explained with reasonable precision. | CLA-SP-AA |
| | | | Can clearly express feelings about something experienced and give reasons to explain those feelings. | CLA-SP-SMDE |
| 77 | I can discuss films or books. | B1 | Can express thoughts on more abstract, cultural topics such as films, books, music, etc. | |
| 79 | I can show interest in reaction to things that someone tells me. | B1 | Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. | CLA-SI-C |
| 165 | I can write a simple online review of a film. | | Can write a simple review of a film, book or TV programme using a limited range of language. | CLA-WP-CW |

| UNIT 9 | | | | |
|---------|---|-------|---|-------------|
| PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | CEFR REF |
| 83 | I can say how I would act in various hypothetical situations. | B1 | Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films. | CLC-L-GLR |
| | | B1 | Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. | CLA-SI-ID |
| 85 | I can take part in a discussion on a topic of general interest. | B1 | Can give or seek personal views and opinions in discussing topics of interest. | CLA-SI-ID |
| 87 | I can negotiate a straightforward agreement regarding the purchase or exchange of goods or services. | B2 | Can state requirements and ask detailed questions regarding more complex services, e.g. rental agreements. | CLA-SI-OGS |
| 89 | I can explain a problem with something that I have bought and ask for a refund. | B1 | Can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase. | CLA-SI-OGS |
| 166 | I can write a description of a product for an online 'for sale' advertisement. | B1 | Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. | CLA-WP-CW |
| UNIT 10 | | | | |
| PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | CEFR REF |
| 93 | I can describe and compare personal possessions. | A2 | Can use simple descriptive language to make brief statements about and compare objects and possessions. | CLA-SP-SMDE |
| 95 | I can talk about the advantages and disadvantages of different types of technology. | B2 | Can evaluate the advantages and disadvantages of various options. | CLC-P-TD |
| 96 | I can take part in a discussion aimed at evaluating problems and identifying the personal characteristics needed to solve them. | B1 | Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. | CLA-SI-GC |
| 99 | I can explain a practical problem on the phone and ask for help. | B1 | Can give important details over the phone concerning an unexpected incident (e.g. a problem in a hotel, with travel arrangements, with a hire car). | CLA-SI-UT |
| 167 | I can write an online post giving recommendations for products. | B1 | Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion. | CLA-WP-WRE |

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| UNIT 11 | | | | | |
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| PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | CEFR REF | |
| 103 | I can give a presentation in which I describe a special place and explain why it is important. | B1 | Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time and in which the main points are explained with reasonable precision. | CLA-SP-AA | |
| 105 | I can take part in a discussion aimed at comparing different images and evaluating them according to certain criteria. | B1 | Can express his/her thoughts about abstract or cultural topics such as music, films. | CLA-SI-ID | |
| | | B2 | Can evaluate the advantages and disadvantages of various options. | CLC-P-TD | |
| 107 | I can take part in a discussion aimed at evaluation of different approaches to a topical issue. | B2 | Can outline an issue or a problem clearly, speculating about causes or consequences and weighing advantages and disadvantages of different approaches. | CLA-SI-GC | |
| 109 | I can tell a true story about something that happened in my life. | B1 | Can narrate a story. | CLA-SP-SMDE | |
| 168 | I can write an online post giving advice and suggestions. | B1 | Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion. | CLA-WP-WRE | |
| | | B1 | Can offer advice on simple matters within his/her field of experience. | CLA-SI-IE | |
| UNIT 12 | | | | | |
| PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | CEFR REF | |
| 113 | I can conduct a prepared interview as part of an opinion survey. | B1 | Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions. | CLA-SI-IBI | |
| 115 | I can argue my case in a debate on a familiar topic, giving reasons for my opinions. | B1 | Can develop an argument well enough to be followed without difficulty most of the time. | CLA-SP-SMPC | |
| | | B1 | Can give simple reasons to justify a viewpoint on a familiar topic. | CLA-SP-SMPC | |
| 117 | I can take part in a discussion aimed at planning a project. | B2 | Can outline an issue or a problem clearly, speculating about causes or consequences and weighing advantages and disadvantages of different approaches. | CLA-SI-GC | |
| 119 | I can express my opinion in a discussion. | B1 | Can express belief, opinion, agreement and disagreement politely. | CLA-SI-ID | |
| | I can agree or disagree with someone politely. | | | | |
| 169 | I can write a story. | B1 | Can narrate a story. | CLA-SP-SMDE | |
| | | B1 | Can clearly signal chronological sequence in narrative text. | CLA-WP-CW | |