

Student's Book

Language Hub

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

The CEFR

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

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

How to use the Language Hub CEFR maps

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

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

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

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

VERSION 1: ORGANISED BY CEFR SCALES AND DESCRIPTORS

COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN PRODUCTION			
ADDRESSING AUDIENCES			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can take a series of follow-up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.	I can give a prepared presentation of a proposed project and take follow-up questions from the audience.	1 (p5)
B2	Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.	I can give a prepared presentation in which I explain my reasoning for my conclusions.	2 (p15)
B2	Can give a clear, systematically developed presentation, with highlighting of significant points and relevant supporting detail.	I can plan and deliver a persuasive spoken advertisement for a worthy cause.	10 (p117)
SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. IN A DEBATE)			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can construct a chain of reasoned argument.	I can present my position in a debate on a topical issue and support it with reasoned arguments.	2 (p21)
B2	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can express and explain my viewpoint on possible future developments in society.	4 (p41)
B2	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.	I can present a reasonable argument for or against a position in a formal debate about a topical issue.	10 (p117)
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can narrate a story.	I can tell a story based on a series of pictures.	3 (p27)
B1	Can clearly express feelings about something experienced and give reasons to explain those feelings.	I can tell a personal anecdote in an interesting and engaging way.	3 (p29)
		I can express regrets for past actions and talk about how I could have acted differently.	7 (p79)
B1	Can describe dreams, hopes and ambitions.	I can talk about my plans and hopes for the future.	4 (p39)
B2	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	I can describe, with some technical detail, how my town or city has changed over time.	5 (p55)
SUSTAINED MONOLOGUE: GIVING INFORMATION			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can communicate complex information and advice on the full range of matters related to his/her occupational role.	I can say what advice I would give people in hypothetical critical situations.	3 (p33)
B2	Can communicate detailed information reliably.	I can report the content of a conversation accurately.	10 (p115)

Language Hub Upper Intermediate • CEFR Map: Version 1

OVERALL SPOKEN PRODUCTION			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	I can give a detailed account of changes that have taken place in education in my country.	6 (p65)
COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN INTERACTION			
INFORMAL DISCUSSION (WITH FRIENDS)			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	I can discuss what to do in hypothetical situations.	1 (p3)
		I can take part in a discussion with friends in which we compare and contrast different remarkable people.	1 (p7)
		I can take part in a discussion with friends in which we evaluate different options.	2 (p15)
		I can discuss different options in a hypothetical situation.	3 (p31)
		I can take part in a discussion with friends in which we evaluate different predictions about future developments.	4 (p43)
		I can take part in a discussion in order to agree on a list of recommendations, drawing on my own experience.	6 (p63)
		I can exchange ideas about what to do in hypothetical situations.	7 (p77)
		I can take part in a discussion with friends in which we speculate about the possible causes of past events.	8 (p87)
		I can take part in a discussion with friends in which we speculate about the possible causes and consequences of a crime.	8 (p93)
B2	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	I can discuss lifestyle choices, giving reasons for my position.	2 (p23)
		I can exchange information and opinions about social institutions and customs in different countries.	6 (p67)

Language Hub Upper Intermediate • CEFR Map: Version 1

FORMAL DISCUSSION (MEETINGS)			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	I can express and support my opinions in a debate about a general interest topic.	1 (p10)
		I can take part in a formal debate on a practical issue, giving reasons for my position.	4 (p45)
		I can take part in a debate with a view to selecting the best people for specific roles.	5 (p57)
		I can take part in a debate on an issue concerned with education, supporting my position with reasoned arguments.	6 (p69)
		I can take part in a discussion to formulate and evaluate proposals for a development project.	7 (p75)
		I can take part in a discussion comparing the benefits of different technological innovations.	9 (p107)
B2	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	I can take part in a discussion with a view to identifying the best technical solution to an environmental problem.	5 (p53)
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 plan and conduct a survey about lifestyle choices.	2 (p19)
		I can plan and conduct a survey about shopping habits.	9 (p103)
B2	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	I can interview someone about their views on a topical issue, asking for clarification in order to get them to elaborate on their replies.	4 (p47)
GOAL-ORIENTED CO-OPERATION			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
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 with a view to reaching a consensus regarding a plan of action to tackle an environmental problem.	5 (p59)
C1	Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view.	I can take part in collaborative discussion in order to formulate a plan for a community project.	7 (p81)
		I can take part in collaborative discussion in order to agree a plan for a complex project.	9 (p105)
USING TELECOMMUNICATIONS			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can participate in extended casual conversation over the phone with a known person on a variety of topics.	I can conduct a phone conversation with a friend in which I try to persuade them against a course of action.	7 (p83)
INFORMATION EXCHANGE			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can use appropriate technical terminology, when exchanging information or discussing his/her area of specialisation with other specialists.	I can exchange information about different smartphone apps and discuss their relative usefulness and associated risks.	9 (p99)

Language Hub Upper Intermediate • CEFR Map: Version 1

OBTAINING GOODS AND SERVICES			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.	I can make a complaint about a faulty product or service, requesting an appropriate remedy.	9 (p101)
COMMUNICATIVE LANGUAGE ACTIVITIES: WRITTEN INTERACTION			
CORRESPONDENCE			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can write basic emails/letters of a factual nature, for example, to request information or to ask for and give confirmation.	I can write a formal letter to request information.	1 (p154)
B2	Can write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome.	I can write a formal letter of complaint about a proposed development.	7 (p160)
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 article giving advice in the form of a series of bullet points.	2 (p155)
B2	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	I can write a blog post that presents the arguments for and against a position on a topical issue.	4 (p157)
B2	Can evaluate different ideas or solutions to a problem.	I can write an article which presents a problem and evaluates possible solutions.	5 (p158)
B2	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	I can write an essay on a complex issue which develops an argument systematically and rounds off with an appropriate conclusion.	8 (p161)
		I can write a formal proposal with an appropriate structure, giving reasons for suggested measures.	9 (p162)
		I can write a persuasive essay about a topical issue.	10 (p163)
CREATIVE WRITING			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text and following established conventions of the genre concerned.	I can write an interesting short story.	3 (p156)
C1	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.	I can write and perform a passage of appropriate dialogue to dramatise a mystery story.	8 (p91)

COMMUNICATIVE LANGUAGE ACTIVITIES: MEDIATION			
PROCESSING TEXT IN SPEECH			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can summarise (in Language B) a short narrative or article, a talk, discussion, interview or documentary (in Language A) and answer further questions about details.	I can read a short text about a remarkable person and relay the main points to a listener.	1 (p7)
		I can relay the information content of a short factual article that I have read.	8 (p89)
B2	Can summarise (in Language B) extracts from news items, interviews or documentaries containing opinions, argument and discussion sources (in Language A).	I can give a summary of a news story that I have read, associated pronouncements and opinions.	10 (p111)
EXPLAINING DATA IN WRITING			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can interpret and present reliably in writing (in Language B) detailed information from diagrams and visually organised data in his fields of interest (with text in Language A).	I can write a report in which I present and comment on information from a chart or diagram.	6 (p159)
OVERALL MEDIATION			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can build upon other's ideas, making suggestions for ways forward.	I can take part in a collaborative discussion with friends in which we suggest ways of testing a hypothesis.	8 (p95)
COMMUNICATIVE LANGUAGE STRATEGY: INTERACTION STRATEGY			
TAKING THE FLOOR (TURNTAKING)			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can intervene appropriately in discussion, exploiting appropriate language to do so.	I can intervene appropriately in a discussion.	10 (p113)
COMMUNICATIVE LANGUAGE STRATEGY COMPETENCES: PRAGMATIC			
THEMATIC DEVELOPMENT			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can clearly signal chronological sequence in narrative text.	I can describe cause and effect relationships in a natural process.	5 (p51)
COMMUNICATIVE LANGUAGE STRATEGY COMPETENCES: SOCIOLINGUISTIC			
SOCIOLINGUISTIC APPROPRIATENESS			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can recognise and interpret sociocultural/sociolinguistic cues and consciously modify his/her linguistic forms of expression in order to express him/herself appropriately in the situation.	I can express and support my opinion in a formal or informal register depending on my audience.	6 (p71)

VERSION 2: ORGANISED UNIT BY UNIT

CEFR SCALE			CEFR REF
COMMUNICATIVE LANGUAGE ACTIVITIES	Spoken Production	Addressing audiences	CLA-SP-AA
		Sustained monologue: putting a case (e.g. in a debate)	CLA-SP-SMPC
		Sustained monologue: describing experience	CLA-SP-SMDE
		Sustained monologue: giving information	CLA-SP-SMGI
		Overall spoken production	CLA-SP-OSP
	Spoken Interaction	Informal discussion (with friends)	CLA-SI-ID
		Formal discussion (meetings)	CLA-SI-FD
		Interviewing and being interviewed	CLA-SI-IBI
		Goal-oriented co-operation	CLA-SI-GC
		Using telecommunications	CLA-SI-UT
		Information exchange	CLA-SI-IE
		Obtaining goods and services	CLA-SI-OGS
	Written Interaction	Correspondence	CLA-WI-C
	Written Production	Written reports and essays	CLA-WP-WRE
		Creative writing	CLA-WP-CW
Mediation	Processing text in speech	CLA-M-PTS	
	Explaining data in writing	CLA-M-EDW	
	Overall mediation	CLA-M-OM	
COMMUNICATIVE LANGUAGE STRATEGY	Interaction Strategy	Taking the floor (turntaking)	CLS-IS-TF
COMMUNICATIVE LANGUAGE COMPETENCES	Pragmatic	Thematic development	CLC-P-TD
	Sociolinguistic	Sociolinguistic appropriateness	CLC-S-SA

Language Hub Upper Intermediate • CEFR Map: Version 2

UNIT 1				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
3	I can discuss what to do in hypothetical situations.	B2	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	CLA-SI-ID
5	I can give a prepared presentation of a proposed project and take follow-up questions from the audience.	B2	Can take a series of follow-up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.	CLA-SP-AA
7	I can read a short text about a remarkable person and relay the main points to a listener.	B1	Can summarise (in Language B) a short narrative or article, a talk, discussion, interview or documentary (in Language A) and answer further questions about details.	CLA-M-PTS
7	I can take part in a discussion with friends in which we compare and contrast different remarkable people.	B2	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	CLA-SI-ID
10	I can express and support my opinions in a debate about a general interest topic.	B2	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	CLA-SI-FD
154	I can write a formal letter to request information.	B1	Can write basic emails/letters of a factual nature, for example, to request information or to ask for and give confirmation.	CLA-WI-C
UNIT 2				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
15	I can take part in a discussion with friends in which we evaluate different options.	B2	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	CLA-SI-ID
15	I can give a prepared presentation in which I explain my reasoning for my conclusions.	B2	Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.	CLA-SP-AA
19	I can plan and conduct a survey about lifestyle choices.	B1	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.	CLA-SI-IBI
21	I can present my position in a debate on a topical issue and support it with reasoned arguments.	B2	Can construct a chain of reasoned argument.	CLA-SP-SMPC
23	I can discuss lifestyle choices, giving reasons for my position.	B2	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	CLA-SI-ID
155	I can write an article giving advice in the form of a series of bullet points.	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

UNIT 3				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
27	I can tell a story based on a series of pictures.	B1	Can narrate a story.	CLA-SP-SMDE
29	I can tell a personal anecdote in an interesting and engaging way.	B1	Can clearly express feelings about something experienced and give reasons to explain those feelings.	CLA-SP-SMDE
31	I can discuss different options in a hypothetical situation.	B2	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	CLA-SI-ID
33	I can say what advice I would give people in hypothetical critical situations.	B2	Can communicate complex information and advice on the full range of matters related to his/her occupational role.	CLA-SP-SMGI
156	I can write an interesting short story.	B2	Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text and following established conventions of the genre concerned.	CLA-WP-CW
UNIT 4				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
39	I can talk about my plans and hopes for the future.	B1	Can describe dreams, hopes and ambitions.	CLA-SP-SMDE
41	I can express and explain my viewpoint on possible future developments in society.	B2	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	CLA-SP-SMPC
43	I can take part in a discussion with friends in which we evaluate different predictions about future developments.	B2	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	CLA-SI-ID
45	I can take part in a formal debate on a practical issue, giving reasons for my position.	B2	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	CLA-SI-FD
47	I can interview someone about their views on a topical issue, asking for clarification in order to get them to elaborate on their replies.	B2	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	CLA-SI-IBI
157	I can write a blog post that presents the arguments for and against a position on a topical issue.	B2	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	CLA-WP-WRE

UNIT 5				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
51	I can describe cause and effect relationships in a natural process.	B1	Can clearly signal chronological sequence in narrative text.	CLC-P-TD
53	I can take part in a discussion with a view to identifying the best technical solution to an environmental problem.	B2	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	CLA-SI-FD
55	I can describe, with some technical detail, how my town or city has changed over time.	B2	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	CLA-SP-SMDE
57	I can take part in a debate with a view to selecting the best people for specific roles.	B2	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	CLA-SI-FD
59	I can take part in a discussion with a view to reaching a consensus regarding a plan of action to tackle an environmental problem.	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
158	I can write an article which presents a problem and evaluates possible solutions.	B2	Can evaluate different ideas or solutions to a problem.	CLA-WP-WRE
UNIT 6				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
63	I can take part in a discussion in order to agree on a list of recommendations, drawing on my own experience.	B2	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	CLA-SI-ID
65	I can give a detailed account of changes that have taken place in education in my country.	B2	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	CLA-SP-OSP
67	I can exchange information and opinions about social institutions and customs in different countries.	B2	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	CLA-SI-ID
69	I can take part in a debate on an issue concerned with education, supporting my position with reasoned arguments.	B2	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	CLA-SI-FD
71	I can express and support my opinion in a formal or informal register depending on my audience.	B2	Can recognise and interpret sociocultural/sociolinguistic cues and consciously modify his/her linguistic forms of expression in order to express him/herself appropriately in the situation.	CLC-S-SA
159	I can write a report in which I present and comment on information from a chart or diagram.	B2	Can interpret and present reliably in writing (in Language B) detailed information from diagrams and visually organised data in his fields of interest (with text in Language A).	CLA-M-EDW

Language Hub Upper Intermediate • CEFR Map: Version 2

UNIT 7				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
75	I can take part in a discussion to formulate and evaluate proposals for a development project.	B2	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	CLA-SI-FD
77	I can exchange ideas about what to do in hypothetical situations.	B2	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	CLA-SI-ID
79	I can express regrets for past actions and talk about how I could have acted differently.	B1	Can clearly express feelings about something experienced and give reasons to explain those feelings.	CLA-SP-SMDE
81	I can take part in collaborative discussion in order to formulate a plan for a community project.	C1	Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view.	CLA-SI-GC
83	I can conduct a phone conversation with a friend in which I try to persuade them against a course of action.	B2	Can participate in extended casual conversation over the phone with a known person on a variety of topics.	CLA-SI-UT
160	I can write a formal letter of complaint about a proposed development.	B2	Can write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome.	CLA-WI-C
UNIT 8				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
87	I can take part in a discussion with friends in which we speculate about the possible causes of past events.	B2	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	CLA-SI-ID
89	I can relay the information content of a short factual article that I have read.	B1	Can summarise (in Language B) a short narrative or article, a talk, discussion, interview or documentary (in Language A) and answer further questions about details.	CLA-M-PTS
91	I can write and perform a passage of appropriate dialogue to dramatised a mystery story.	C1	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.	CLA-WP-CW
93	I can take part in a discussion with friends in which we speculate about the possible causes and consequences of a crime.	B2	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	CLA-SI-ID
95	I can take part in a collaborative discussion with friends in which we suggest ways of testing a hypothesis.	B2	Can build upon other's ideas, making suggestions for ways forward.	CLA-M-OM
161	I can write an essay on a complex issue which develops an argument systematically and rounds off with an appropriate conclusion.	B2	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	CLA-WP-WRE

Language Hub Upper Intermediate • CEFR Map: Version 2

UNIT 9				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
99	I can exchange information about different smartphone apps and discuss their relative usefulness and associated risks.	B2	Can use appropriate technical terminology, when exchanging information or discussing his/her area of specialisation with other specialists.	CLA-SI-IE
101	I can make a complaint about a faulty product or service, requesting an appropriate remedy.	B2	Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.	CLA-SI-OGS
103	I can plan and conduct a survey about shopping habits.	B1	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.	CLA-SI-IBI
105	I can take part in collaborative discussion in order to agree a plan for a complex project.	C1	Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view.	CLA-SI-GC
107	I can take part in a discussion comparing the benefits of different technological innovations.	B2	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	CLA-SI-FD
162	I can write a formal proposal with an appropriate structure, giving reasons for suggested measures.	B2	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	CLA-WP-WRE
UNIT 10				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
111	I can give a summary of a news story that I have read, associated pronouncements and opinions.	B2	Can summarise (in Language B) extracts from news items, interviews or documentaries containing opinions, argument and discussion sources (in Language A).	CLA-M-PTS
113	I can intervene appropriately in a discussion.	B2	Can intervene appropriately in discussion, exploiting appropriate language to do so.	CLS-IS-TF
115	I can report the content of a conversation accurately.	B2	Can communicate detailed information reliably.	CLA-SP-SMGI
117	I can plan and deliver a persuasive spoken advertisement for a worthy cause.	B2	Can give a clear, systematically developed presentation, with highlighting of significant points and relevant supporting detail.	CLA-SP-AA
117	I can present a reasonable argument for or against a position in a formal debate about a topical issue.	B2	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.	CLA-SP-SMPC
163	I can write a persuasive essay about a topical issue.	B2	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	CLA-WP-WRE