

Speak Your Mind CEFR Mapping

Speak Your Mind

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

The CEFR

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

Originally published in 2001, the CEFR was extended in 2017 and again in 2018. It now includes an expanded list of descriptors to describe language ability at different levels. The CEFR mapping for ***Speak Your Mind*** was carried out using the 2018 extended set of descriptors, a copy of which is freely available on the Council of Europe website: <https://www.coe.int/en/web/common-european-framework-reference-languages/the-cefr-descriptors>

How to use *Speak Your Mind* CEFR maps

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

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

COURSE INFORMATION			CEFR INFORMATION		
SECTION	PAGE	CAN-DO STATEMENT	LEVEL	SCALE	APPLICABLE DESCRIPTOR(S)
UNIT 1					
Lesson 1	10	I can follow the structure of an informative magazine article on a natural history topic written for the general reader.	B2	Reading for information and argument	Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation, and cause-effect relationships.
Lesson 1	12	I can develop and narrate a simple linear story based on imaginary events.	B1	Sustained monologue: describing experience	Can describe events, real or imagined.
Lesson 2	13	I can take part in a discussion with friends in which we speculate about the causes of natural phenomena.	B2	Informal discussion (with friends)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals, and making and responding to hypotheses.
Lesson 2	15	I can write a clear description of an unusual natural phenomenon.	B2	Creative writing	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.
Lesson 2	15	I can take part in a discussion with friends in which we speculate about the causes of natural phenomena.	B2	Informal discussion (with friends)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals, and making and responding to hypotheses.
Lesson 3	16	I can understand the key information in a radio interview with an expert about a historical topic.	B1+	Listening to the radio and audio recordings	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.
Lesson 3	18	I can help a group discussion along by defining the task and by making and responding to suggestions.	B2	Collaborating in a group: facilitating collaborative interaction with peers	Can help to define goals for teamwork and compare options for how to achieve them.

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Lesson 3	18	I can help a group discussion along by defining the task and by making and responding to suggestions.	B1+	Collaborating in a group: facilitating collaborative interaction with peers	Can collaborate on a shared task, for example, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.
Lesson 3	19/128	I can describe a photograph.	B1	Sustained monologue: describing experience	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.
UNIT 2					
Lesson 1	22	I can listen to a radio interview and identify speakers' opinions and attitudes.	B2+	Listening to the radio and audio recordings	Can understand recordings in the standard form of the language likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content.
Lesson 1	24	I can give a short presentation of a simple business plan.	B1+	Sustained monologue: giving information	Can explain the main points in an idea or problem with reasonable precision.
Lesson 2	25	I can read a magazine article that contrasts two different management styles and then summarize the main differences.	B2	Processing text in speech	Can summarize the important points made in longer, spoken, and written complex on subjects of current interest, including his/her fields of special interest.
Lesson 2	27	In a discussion of an abstract topic with friends, I can give reasons to support my views.	B2	Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments.
Lesson 3	29	I can write an informal email expressing my opinions about an interior design for a workplace.	B1+	Correspondence	Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.

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Lesson 3	30	I can help a group discussion along by contributing my ideas effectively and responding sympathetically to those of others.	B1+	Collaborating in a group: facilitating collaborative interaction with peers	Can collaborate on a shared task, for example, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.
UNIT 3					
Lesson 1	36	I can write an entertaining blog post about customs in my country, expressing my feelings about them.	B1+	Online conversation and discussion	Can post online accounts of social events, experiences, and activities referring to embedded links and media and sharing personal feelings.
Lesson 1	36	I can take part in an informal discussion with friends in which we exchange information about our eating habits, identifying similarities and differences.	B1+	Information exchange	Can exchange, check, and confirm accumulated factual information on familiar routine and non-routine matters within his/her field of interest with some confidence.
Lesson 2	37	I can read a straightforward diary entry and identify the writer's feelings and reactions.	B1+	Reading for information and argument	Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g., critical contributions to an online discussion forum or readers' letters to the editor).
Lesson 2	39	I can exchange information about cultural differences, speculating about issues that might be problematic for a visitor to my country.	B1+	Overall spoken interaction	Can exchange, check, and confirm information, deal with less routine situations, and explain why something is a problem.
Lesson 3	40	I can listen to recordings in which people talk about their profession and understand details about their experiences and their impressions.	B1+	Overall listening comprehension	Can understand straightforward factual information about common, everyday, or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.

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Lesson 3	42	I can ease communication with someone from a different cultural background by asking sympathetic questions and by showing understanding.	B1+	Facilitating pluricultural space	Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding.
UNIT 4					
Lesson 1	46	I can scan a magazine article on a popular psychology topic to find evidence to support a point of view.	B1+	Reading for orientation	Can scan longer texts in order to locate desired information and gather information from different parts of a text or from different texts in order to fulfil a specific task.
Lesson 1	48	I can exchange views with a friend on an abstract topic, giving explanations for my opinions.	B2	Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments.
Lesson 2	49	I can listen to vox pop interviews on the radio and understand speakers' opinions and the reasons that they support them.	B2+	Listening to the radio and audio recordings	Can understand recordings in the standard form of the language likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content.
Lesson 2	51	I can outline a plan of action for how to realize an ambition.	B1+	Sustained monologue: giving information	Can explain the main points in an idea or problem with reasonable precision.
Lesson 3	52	I can quickly identify different types of text when viewing online material.	A2	Identifying cues and inferring	Can exploit format, appearance, and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum, etc.
Lesson 3	53	I can write an essay in which I evaluate the pros and cons of a course of action.	B2	Written reports and essays	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.

Speak Your Mind

LEVEL
4

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Lesson 3	54	I can help a discussion along by asking other speakers to amplify or clarify their contributions.	B1+	Collaborating in a group: collaborating to construct meaning	Can use questions, comments, and simple reformulations to maintain the focus of a discussion.
UNIT 5					
Lesson 1	58	I can understand in some detail a well-structured talk on a general interest topic.	B1+	Listening as a member of a live audience	Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.
Lesson 1	59	I can write an online review of a movie that I have watched.	B2	Creative writing	Can write a review of a film, book, or play.
Lesson 1	60	I can take part in a discussion with friends in which we compare and explain our preferences for different types of movies.	B1+	Informal discussion (with friends)	Can express his/her thoughts about abstract or cultural topics such as music and films.
Lesson 2	61	I can give a brief spoken summary of an interview in which a successful person speaks about their life.	B1+	Processing text in speech	Can summarize a short narrative or article, a talk, discussion, interview, or documentary and answer further questions about details.
Lesson 2	63	I can give a brief spoken summary of a short newspaper report that narrates an incident in someone's life.	B1+	Processing text in speech	Can summarize a short narrative or article, a talk, discussion, interview, or documentary and answer further questions about details.
Lesson 3	64	I can use my knowledge of a subject to make predictions about the content of a text before I read it.	B2	Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes and using appropriate reference sources selectively.
Lesson 3	66	I can reformulate a concept in simpler language in order to facilitate discussion when someone doesn't understand something.	B2+	Strategies to explain a new concept: adapting language	Can make a specific, complex piece of information in his/her field clearer and more explicit for others by paraphrasing it in simpler language.

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Lesson 3	67/136	I can write straightforward short messages and emails in formal or informal style depending on the context and addressee.	B2	Correspondence	Can use formality and conventions appropriate to the context when writing personal and professional letters and emails.
UNIT 6					
Lesson 1	70	I can understand the main argument in an online article about the role of chance in scientific discoveries.	B2	Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
Lesson 1	72	I can take part in a discussion with friends in which we aim to reach consensus on a number of questions.	B1+	Collaborating in a group: facilitating collaborative interaction with peers	Can collaborate on a shared task, for example, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.
Lesson 2	73	I can read a detailed, argumentative online posting and identify the reasons that the writer gives to support their point of view.	B2	Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
Lesson 2	75	I can write an essay in which I evaluate the arguments for and against an ethical position.	B2	Written reports and essays	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.
Lesson 2	75	I can discuss what to do if presented with a hypothetical ethical dilemma, evaluating different possible courses of action.	B2	Formal discussion (meetings)	Can contribute, account for, and sustain his/her opinion, evaluate alternative proposals, and make and respond to hypotheses.
Lesson 3	76	I can understand the essential information in a well-structured science lecture for a general audience.	B1+	Listening as a member of a live audience	Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.

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Lesson 3	78	I can reformulate the instructions for a basic science experiment in simpler language to make them more accessible to my audience.	B2	Strategies to explain a new concept: adapting language	Can make accessible for others the main contents of a spoken or written text on a subject of interest (e.g., an essay, a forum discussion, a presentation) by paraphrasing in simpler language.
UNIT 7					
Lesson 1	82	I can identify the sequence of events in a written narrative even when these are not presented in chronological order.	B1+	Identifying cues and inferring	Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organization, in order to better understand the argumentation in a text.
Lesson 1	84	I can tell an anecdote in a way that will keep my listeners interested.	B2	Thematic development	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.
Lesson 2	85	I can listen to a radio interview about a controversial topic and distinguish between factual information and speakers' opinions.	B2	Listening as a member of a live audience	Can recognize the speaker's point of view and distinguish this from facts that he/she is reporting.
Lesson 2	87	I can write a structured report which develops an argument in favor of a development project.	B2	Written reports and essays	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.
Lesson 2	87	I can state my position on a public policy issue, giving reasons to support my opinion.	B2	Sustained monologue: putting a case (e.g., in a debate)	Can construct a chain of reasoned argument.

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Lesson 3	88	I can prepare and deliver a straightforward marketing strategy presentation.	B2	Addressing audiences	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.
Lesson 3	90	I can act as intermediary in informal situations (with friends and colleagues).	B1	Relaying specific information is speech	Can communicate in (Language B) the main sense of what is said in (Language A) on subjects of personal interest, while following important politeness conventions, provided that the speakers articulate clearly in standard language and that he/she can ask for clarification and pause to plan how to express things.
Lesson 3	91/140	I can make predictions about the content of a recorded conversation from associated pictures.	B1	Identifying cues and inferring	Can make basic inferences or predictions about text content from headings, titles, or headlines.
UNIT 8					
Lesson 1	94	I can understand the main argument of an online article about the social impact of developments in technology.	B1+	Reading for information and argument	Can identify the main conclusions in clearly signaled argumentative texts.
Lesson 1	96	I can express a series of recommendations for action in connection with a proposed project.	B1+	Sustained monologue: putting a case (e.g., in a debate)	Can give simple reasons to justify a viewpoint on a familiar topic.
Lesson 2	97	I can draw inferences about likely future developments when I hear an expert talking about current trends.	B2	Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points and checking comprehension by using contextual clues.

Speak Your Mind

LEVEL
4

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Lesson 2	98	I can write a blog post in which I make predictions about future developments in my life.	B2	Online conversation and discussion	Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses.
Lesson 2	99	I can talk about the ways in which developments in technology will affect my career.	B2+	Information exchange	Can use appropriate technical terminology, when exchanging information or discussing his/her area of specialization with other specialists.
Lesson 3	102	In explaining a novel technical concept, I can make use of my listener's previous knowledge.	B2	Strategies to explain a new concept: linking to previous knowledge	Can explain a new concept or procedure by comparing and contrasting it to the one that people are already familiar with.
UNIT 9					
Lesson 1	106	I can infer the meaning of unfamiliar words and phrases from context when reading a magazine article on a lifestyle topic.	B1+	Identifying cues and inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.
Lesson 1	108	I can take part in an informal discussion about the significance of clothes and fashion.	B1+	Informal discussion (with friends)	Can express his/her thoughts about abstract or cultural topics such as music and films.
Lesson 2	111	I can write an online product review.	B1+	Written reports and essays	Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, and give and justify his/her opinion.
Lesson 2	111	I can give a short presentation to review a product that I have used.	B1+	Sustained monologue: describing experience	Can clearly express feelings about something experienced and give reasons to explain those feelings.

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Lesson 3	112	I can understand the main points of a talk by an expert on developments in language.	B2	Listening as a member of a live audience	Can follow the essentials of lectures, talks, and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.
Lesson 3	113	I can guess the meaning of unfamiliar words from their form as well as context.	B2	Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points and checking comprehension by using contextual clues.
Lesson 3	114	I can lead a group discussion on a topical theme.	B2+	Leading group work: managing interaction	Can organize and manage collaborative group work efficiently.
UNIT 10					
Lesson 1	118	I can follow the main argument and important details in a talk by an expert on a popular psychology topic.	B2	Listening as a member of a live audience	Can follow complex lines of argument in a clearly articulated lecture provided the topic is reasonably familiar.
Lesson 1	120	I can take part in a discussion with friends in which we exchange experiences and discuss their significance.	B2	Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.
Lesson 2	121	I can understand the main argument in an online magazine article that represents a particular point of view on a lifestyle topic.	B2	Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
Lesson 2	123	I can talk about my hopes and ambitions for the future.	B1	Sustained monologue: describing experience	Can describe dreams, hopes, and ambitions.

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Lesson 3	124	I can understand a complex magazine article on a topic in psychology written for the general reader.	B2+	Reading for information and argument	Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.
Lesson 3	125	I can write a formal email requesting a meeting and giving reasons for the request.	B2	Correspondence	Can write non-routine professional letters, using appropriate structure and conventions, provided these are restricted to matters of fact.
Lesson 3	126	In a work-related meeting, I can translate the essential points of a speaker's contribution for the benefit of colleagues who do not have a working knowledge of the speaker's language.	B2+	Processing text in speech	Can summarize (in Language B) the important points made in longer, complex, live spoken texts (in Language A) on subjects of current interest, including his/her fields of special interest.