

Viewpoint 1

Common European Framework of Reference for Languages (CEFR)

Contents

Part 1	The Level of <i>Viewpoint 1</i>	2
Part 2	Selection of Scales from the CEFR	3
Part 3	How the Goals of the CEFR Are Realized in <i>Viewpoint 1</i>	4
Part 4	How Each Unit of <i>Viewpoint 1</i> Relates to the CEFR	10

Part 1 The Level of *Viewpoint* 1

Viewpoint 1 covers level B2 of the CEFR. This table describes the general degree of skill achieved by learners at the B2 level.

Skill	The learner will be able to
Speaking	<p>present clear, detailed descriptions on a wide range of subjects related to his/her field of interest.</p> <p>explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.</p> <p>interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.</p> <p>take an active part in discussion in familiar contexts, accounting for and sustaining his/her views.</p>
Writing	<p>write clear, detailed text on a wide range of subjects related to his/her interests.</p> <p>write an essay or report, passing on information or giving reasons in support of or against a particular point of view.</p> <p>write letters highlighting the personal significance of events and experiences.</p>
Listening	<p>understand extended speech and lectures and follow even complex lines of argument, provided the topic is reasonably familiar.</p> <p>understand most TV news and current affairs shows.</p> <p>understand the majority of films in standard dialect.</p>
Reading	<p>read articles and reports concerned with contemporary problems, in which the writers adopt particular stances or viewpoints.</p> <p>understand contemporary literary prose.</p>

Part 2 Selection of Scales from the CEFR

Viewpoint 1 aims to enable learners to achieve goals from the following scales of the CEFR:

Speaking

- Describing experience
- Making a case
- Addressing audiences
- Conversation
- Informal discussion
- Goal-oriented cooperation
- Information exchange
- Interviewing and being interviewed
- Planning
- Monitoring and repair
- Turn-taking
- Cooperating
- Asking for clarification

Writing

- Overall written production
- Creative writing
- Writing reports and essays
- Overall written interaction
- Correspondence

Listening

- Overall listening comprehension
- Understanding conversation between native speakers
- Listening to audio media and recordings

Reading

- Overall reading comprehension
- Reading correspondence
- Reading for orientation
- Reading for information and argument

Part 3 How the Goals of the CEFR Are Realized in *Viewpoint 1*

Speaking

The learner will be able to	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
give clear, detailed descriptions on a wide range of subjects related to his/her field of interest. (<i>Describing experience B2</i>)	1A 1B	2A	3A 3B 3C	4A			7B	8A 8B	9A 9B	10A 10B	11A 11B 11C	12A 12B 12C 12D
explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options. (<i>Putting a case B2</i>)	1D				5B 5C		7B					
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>Addressing audiences B2</i>)	1D					6B	7B			10D		12B
engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. (<i>Conversation B2</i>)	1A 1B	2A 2B 2D	3A 3D	4A 4B	5A 5D	6A 6D	7A		9A 9B 9C	10B	11A 11B 11C	12A 12B 12C 12D
convey degrees of emotion and highlight the personal significance of events and experiences. (<i>Conversation B2</i>)				4C			7B				11C	

Speaking continued...

The learner will be able to	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
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>(Informal discussion B2)</i>		2C			5A 5B 5C	6A 6B 6C	7B 7C 7D	8A 8B 8C 8D	9A 9C 9D		11C 11D	
account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments. (Informal discussion B2)		2B 2D					7C	8C				
outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches. <i>(Cooperation B2)</i>								8A 8B 8D				
give brief comments on the views of others. <i>(Cooperation B2)</i>						6C		8B			11C	12C
convey detailed information reliably. <i>(Information exchange B2)</i>										10A 10B		
take initiatives in an interview, expanding and developing ideas with little help or prodding from an interviewer. <i>(Interviews B2)</i>	1A			4A			7A				11A 11B	12A
plan what is to be said and the means to say it, considering the effect on the recipient(s). <i>(Planning B2)</i>			3C									

Speaking continued...

The learner will be able to	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
correct slips and errors if he/she becomes conscious of them, or if they have led to misunderstandings. (<i>Monitoring B2</i>)							7C					
intervene appropriately in discussion, exploiting appropriate language to do so. (<i>Turn-taking B2</i>)		2C										
initiate, maintain, and end discourse appropriately with effective turn-taking. (<i>Turn-taking B2</i>)			3C						9C			
give feedback on and follow up statements and inferences, and so help the development of the discussion. (<i>Cooperating B2</i>)	1C	2C								10C		
help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. (<i>Cooperating B2</i>)	1C									10C		
ask follow-up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points. (<i>Clarification B2</i>)	1C									10C		

Writing

The learner will be able to	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources. (<i>Overall production B2</i>)	1W	2W	3W			6W	7W	8W	9W	10W	11W	12W
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>Creative writing B2</i>)			3W									12W
write an essay or report that develops an argument systematically, with appropriate highlighting of significant points and relevant supporting detail. (<i>Reports and essays B2</i>)									9W			
write an essay or report that develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. (<i>Reports and essays B2</i>)	1W	2W				6W	7W	8W		10W	11W	
express news and views effectively in writing, and relate to those of others. (<i>Overall interaction B2</i>)				4W	5W							
write letters conveying degrees of emotion, highlighting the personal significance of events and experiences, and commenting on the correspondent's news and views. (<i>Correspondence B2</i>)				4W	5W							

Listening

The learner will be able to	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
follow extended speech and complex lines of argument, provided the topic is reasonably familiar, and the direction of the talk is signposted by explicit markers. (<i>Overall comprehension B2</i>)	1B 1C 1D	2A 2B 2D	3A 3B 3D	4B 4D	5A 5B 5D	6A 6B 6C	7A 7B 7C	8A 8C 8D	9A 9B 9D	10A 10D	11B 11D	12A 12B 12C
with some effort, catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. (<i>Understanding conversation B2</i>)	1C					6A 6C	7C	8A	9B		11D	12A
understand recordings in standard dialect likely to be encountered in social, professional, or academic life, and identify speaker viewpoints and attitudes as well as the information content. (<i>Audio media and recordings B2</i>)	1D	2A 2B 2D	3B 3D	4B 4D	5A 5D	6B	7A 7B		9A 9B 9D	10A 10D		12A
understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect, and identify the speaker's mood, tone etc. (<i>Audio media and recordings B2</i>)	1B		3A		5B	6A		8C 8D			11B	12B 12C

Reading

The learner will be able to:	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively; have a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. (<i>Overall comprehension B2</i>)	1A 1D	2B 2D	3B 3D	4A 4B 4D	5A 5D	6D	7A 7D	8B 8D	9A 9D	10A 10B 10D	11A 11D	12D
read correspondence relating to his/her field of interest and readily grasp the essential meaning. (<i>Correspondence B2</i>)			3B									
scan quickly through long and complex texts, locating relevant details. (<i>Orientation B2</i>)	1D						7A	8B	9A 9D	10A 10B	11A	12D
quickly identify the content and relevance of news items, articles, and reports on a wide range of professional topics, deciding whether closer study is worthwhile. (<i>Orientation B2</i>)		2D		4D	5D	6D	7D	8D		10D	11D	
understand articles and reports concerned with contemporary problems, in which the writers adopt particular stances or viewpoints. (<i>Information and argument B2</i>)	1A 1D	2B 2D		4A 4D	5A 5D	6D	7D	8D	9A 9D	10D	11D	12D

Part 4 How Each Unit of *Viewpoint 1* Relates to the CEFR

Unit 1

Skills Area	Goal	Lesson
Speaking	Give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (<i>Describing experience B2</i>)	A, B
	Explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options (<i>Putting a case B2</i>)	D
	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>Addressing audiences B2</i>)	D
	Engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment (<i>Conversation B2</i>)	A, B
	Take initiative in an interview, expanding and developing ideas with little help or prodding from an interviewer (<i>Interviews B2</i>)	A
	Give feedback on and follow up statements and inferences, and so help the development of the discussion (<i>Cooperating B2</i>)	C
	Help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. (<i>Cooperating B2</i>)	C
	Ask follow-up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points (<i>Clarification B2</i>)	C
Writing	Write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources (<i>Overall production B2</i>)	W
	Write an essay or report that develops an argument, giving reasons in support of or against a particular point of view, and explaining the advantages and disadvantages of various options (<i>Reports and essays B2</i>)	W
Listening	Follow extended speech and complex lines of argument, provided the topic is reasonably familiar, and the direction of the talk is signposted by explicit markers (<i>Overall comprehension B2</i>)	B, C, D
	With some effort, catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way (<i>Understanding conversation B2</i>)	C
	Understand recordings in standard dialect likely to be encountered in social, professional, or academic life, and identify speaker viewpoints and attitudes as well as the information content (<i>Audio media and recordings B2</i>)	D
	Understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect, and identify the speaker's mood, tone, etc. (<i>Audio media and recordings B2</i>)	B

Skills Area	Goal	Lesson
Reading	Read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively; have a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms (<i>Overall comprehension B2</i>)	A, D
	Scan quickly through long and complex texts, locating relevant details (<i>Orientation B2</i>)	1D
	Understand articles and reports concerned with contemporary problems, in which the writers adopt particular stances or viewpoints (<i>Information and argument B2</i>)	A, D

Unit 2

Skills Area	Goal	Lesson
Speaking	Give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (<i>Describing experience B2</i>)	A
	Engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment (<i>Conversation B2</i>)	A, B, D
	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>Informal discussion B2</i>)	C
	Account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments (<i>Informal discussion B2</i>)	B, D
	Intervene appropriately in discussion, exploiting appropriate language to do so (<i>Turn-taking B2</i>)	C
	Give feedback on and follow up statements and inferences, and so help the development of the discussion (<i>Cooperating B2</i>)	C
Writing	Write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources (<i>Overall production B2</i>)	W
	Write an essay or report that develops an argument, giving reasons in support of or against a particular point of view, and explaining the advantages and disadvantages of various options (<i>Reports and essays B2</i>)	W
Listening	Follow extended speech and complex lines of argument, provided the topic is reasonably familiar, and the direction of the talk is signposted by explicit markers (<i>Overall comprehension B2</i>)	A, B, D
	Understand recordings in standard dialect likely to be encountered in social, professional, or academic life, and identify speaker viewpoints and attitudes as well as the information content (<i>Audio media and recordings B2</i>)	A, B, D
Reading	Read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively; have a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms (<i>Overall comprehension B2</i>)	B, D
	Quickly identify the content and relevance of news items, articles, and reports on a wide range of professional topics, deciding whether closer study is worthwhile (<i>Orientation B2</i>)	D
	Understand articles and reports concerned with contemporary problems, in which the writers adopt particular stances or viewpoints (<i>Information and argument B2</i>)	B, D

Unit 3

Skills Area	Goal	Lesson
Speaking	Give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (<i>Describing experience B2</i>)	A, B, C
	Engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment (<i>Conversation B2</i>)	A, D
	Plan what is to be said and the means to say it, considering the effect on the recipient(s) (<i>Planning B2</i>)	C
	Initiate, maintain, and end discourse appropriately with effective turn-taking (<i>Turn-taking B2</i>)	C
Writing	Write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources (<i>Overall production B2</i>)	W
	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>Creative writing B2</i>)	W
Listening	Follow extended speech and complex lines of argument, provided the topic is reasonably familiar, and the direction of the talk is signposted by explicit markers (<i>Overall comprehension B2</i>)	A, B, D
	Understand recordings in standard dialect likely to be encountered in social, professional, or academic life, and identify speaker viewpoints and attitudes as well as the information content (<i>Audio media and recordings B2</i>)	B, D
	Understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect, and identify the speaker's mood, tone, etc. (<i>Audio media and recordings B2</i>)	A
Reading	Read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively; have a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms (<i>Overall comprehension B2</i>)	B, D
	Read correspondence relating to his/her field of interest and readily grasp the essential meaning (<i>Correspondence B2</i>)	B

Unit 4

Skills Area	Goal	Lesson
Speaking	Give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (<i>Describing experience B2</i>)	A
	Engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment (<i>Conversation B2</i>)	A, B
	Convey degrees of emotion and highlight the personal significance of events and experiences (<i>Conversation B2</i>)	C
	Take initiatives in an interview, expanding and developing ideas with little help or prodding from an interviewer (<i>Interviews B2</i>)	A
Writing	Express news and views effectively in writing, and relate to those of others (<i>Overall interaction B2</i>)	W
	Write letters conveying degrees of emotion, highlighting the personal significance of events and experiences, and commenting on the correspondent's news and views (<i>Correspondence B2</i>)	W
Listening	Follow extended speech and complex lines of argument, provided the topic is reasonably familiar, and the direction of the talk is signposted by explicit markers (<i>Overall comprehension B2</i>)	B, D
	Understand recordings in standard dialect likely to be encountered in social, professional, or academic life, and identify speaker viewpoints and attitudes as well as the information content (<i>Audio media and recordings B2</i>)	B, D
Reading	Read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively; have a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms (<i>Overall comprehension B2</i>)	A, B, D
	Quickly identify the content and relevance of news items, articles, and reports on a wide range of professional topics, deciding whether closer study is worthwhile (<i>Orientation B2</i>)	D
	Understand articles and reports concerned with contemporary problems, in which the writers adopt particular stances or viewpoints (<i>Information and argument B2</i>)	A, D

Unit 5

Skills Area	Goal	Lesson
Speaking	Explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options (<i>Putting a case B2</i>)	B, C
	Engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment (<i>Conversation B2</i>)	A, D
	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>Informal discussion B2</i>)	A, B, C
Writing	Express news and views effectively in writing, and relate to those of others (<i>Overall interaction B2</i>)	W
	Write letters conveying degrees of emotion, highlighting the personal significance of events and experiences, and commenting on the correspondent's news and views (<i>Correspondence B2</i>)	W
Listening	Follow extended speech and complex lines of argument, provided the topic is reasonably familiar, and the direction of the talk is signposted by explicit markers (<i>Overall comprehension B2</i>)	A, B, D
	Understand recordings in standard dialect likely to be encountered in social, professional, or academic life, and identify speaker viewpoints and attitudes as well as the information content (<i>Audio media and recordings B2</i>)	A, D
	Understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect, and identify the speaker's mood, tone, etc. (<i>Audio media and recordings B2</i>)	B
Reading	Read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively; have a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms (<i>Overall comprehension B2</i>)	A, D
	Quickly identify the content and relevance of news items, articles, and reports on a wide range of professional topics, deciding whether closer study is worthwhile (<i>Orientation B2</i>)	D
	Understand articles and reports concerned with contemporary problems, in which the writers adopt particular stances or viewpoints (<i>Information and argument B2</i>)	A, D

Unit 6

Skills Area	Goal	Lesson
Speaking	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>Addressing audiences B2</i>)	B
	Engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment (<i>Conversation B2</i>)	A, D
	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>Informal discussion B2</i>)	A, B, C
	Give brief comments on the views of others (<i>Cooperation B2</i>)	C
Writing	Write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources (<i>Overall production B2</i>)	W
	Write an essay or report that develops an argument, giving reasons in support of or against a particular point of view, and explaining the advantages and disadvantages of various options (<i>Reports and essays B2</i>)	W
Listening	Follow extended speech and complex lines of argument, provided the topic is reasonably familiar, and the direction of the talk is signposted by explicit markers (<i>Overall comprehension B2</i>)	A, B, C
	With some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way (<i>Understanding conversation B2</i>)	A, C
	Understand recordings in standard dialect likely to be encountered in social, professional, or academic life, and identify speaker viewpoints and attitudes as well as the information content (<i>Audio media and recordings B2</i>)	B
	Understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect, and identify the speaker's mood, tone etc. (<i>Audio media and recordings B2</i>)	A
Reading	Read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively; have a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms (<i>Overall comprehension B2</i>)	D
	Quickly identify the content and relevance of news items, articles, and reports on a wide range of professional topics, deciding whether closer study is worthwhile (<i>Orientation B2</i>)	D
	Understand articles and reports concerned with contemporary problems, in which the writers adopt particular stances or viewpoints (<i>Information and argument B2</i>)	D

Unit 7

Skills Area	Goal	Lesson
Speaking	Give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (<i>Describing experience B2</i>)	B
	Explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options (<i>Putting a case B2</i>)	B
	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>Addressing audiences B2</i>)	B
	Engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment (<i>Conversation B2</i>)	A
	Convey degrees of emotion and highlight the personal significance of events and experiences (<i>Conversation B2</i>)	B
	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>Informal discussion B2</i>)	B, C, D
	Account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments (<i>Informal discussion B2</i>)	C
	Take initiatives in an interview, expanding and developing ideas with little help or prodding from an interviewer (<i>Interviews B2</i>)	A
	Correct slips and errors if he/she becomes conscious of them, or if they have led to misunderstandings (<i>Monitoring B2</i>)	C
Writing	Write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources (<i>Overall production B2</i>)	W
	Write an essay or report that develops an argument, giving reasons in support of or against a particular point of view, and explaining the advantages and disadvantages of various options (<i>Reports and essays B2</i>)	W
Listening	Follow extended speech and complex lines of argument, provided the topic is reasonably familiar, and the direction of the talk is signposted by explicit markers (<i>Overall comprehension B2</i>)	A, B, C
	With some effort, catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way (<i>Understanding conversation B2</i>)	C
	Understand recordings in standard dialect likely to be encountered in social, professional, or academic life, and identify speaker viewpoints and attitudes as well as the information content (<i>Audio media and recordings B2</i>)	A, B

Skills Area	Goal	Lesson
Reading	Read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively; have a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms (<i>Overall comprehension B2</i>)	A, D
	Scan quickly through long and complex texts, locating relevant details (<i>Orientation B2</i>)	A
	Quickly identify the content and relevance of news items, articles, and reports on a wide range of professional topics, deciding whether closer study is worthwhile (<i>Orientation B2</i>)	D
	Understand articles and reports concerned with contemporary problems, in which the writers adopt particular stances or viewpoints (<i>Information and argument B2</i>)	D

Unit 8

Skills Area	Goal	Lesson
Speaking	Give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (<i>Describing experience B2</i>)	A, B
	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>Informal discussion B2</i>)	A, B, C, D
	Account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments (<i>Informal discussion B2</i>)	C
	Outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches (<i>Cooperation B2</i>)	A, B, D
	Give brief comments on the views of others (<i>Cooperation B2</i>)	B
Writing	Write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources (<i>Overall production B2</i>)	W
	Write an essay or report that develops an argument, giving reasons in support of or against a particular point of view, and explaining the advantages and disadvantages of various options (<i>Reports and essays B2</i>)	W
Listening	Follow extended speech and complex lines of argument, provided the topic is reasonably familiar, and the direction of the talk is signposted by explicit markers (<i>Overall comprehension B2</i>)	A, C, D
	With some effort, catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way (<i>Understanding conversation B2</i>)	A
	Understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect, and identify the speaker's mood, tone, etc. (<i>Audio media and recordings B2</i>)	C, D
Reading	Read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively; have a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms (<i>Overall comprehension B2</i>)	B, D
	Scan quickly through long and complex texts, locating relevant details (<i>Orientation B2</i>)	B
	Quickly identify the content and relevance of news items, articles, and reports on a wide range of professional topics, deciding whether closer study is worthwhile (<i>Orientation B2</i>)	D
	Understand articles and reports concerned with contemporary problems, in which the writers adopt particular stances or viewpoints (<i>Information and argument B2</i>)	D

Unit 9

Skills Area	Goal	Lesson
Speaking	Give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (<i>Describing experience B2</i>)	A, B
	Engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment (<i>Conversation B2</i>)	A, B, C
	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>Informal discussion B2</i>)	A, C, D
	Initiate, maintain, and end discourse appropriately with effective turn-taking (<i>Turn-taking B2</i>)	C
Writing	Write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources (<i>Overall production B2</i>)	W
	Write an essay or report that develops an argument systematically, with appropriate highlighting of significant points and relevant supporting detail (<i>Reports and essays B2</i>)	W
Listening	Follow extended speech and complex lines of argument, provided the topic is reasonably familiar, and the direction of the talk is signposted by explicit markers (<i>Overall comprehension B2</i>)	A, B, D
	With some effort, catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way (<i>Understanding conversation B2</i>)	B
	Understand recordings in standard dialect likely to be encountered in social, professional, or academic life, and identify speaker viewpoints and attitudes as well as the information content (<i>Audio media and recordings B2</i>)	A, B, D
Reading	Read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively; have a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms (<i>Overall comprehension B2</i>)	A, D
	Scan quickly through long and complex texts, locating relevant details (<i>Orientation B2</i>)	A, D
	Understand articles and reports concerned with contemporary problems, in which the writers adopt particular stances or viewpoints (<i>Information and argument B2</i>)	A, D

Unit 10

Skills Area	Goal	Lesson
Speaking	Give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (<i>Describing experience B2</i>)	A, B
	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>Addressing audiences B2</i>)	D
	Engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment (<i>Conversation B2</i>)	B
	Convey detailed information reliably (<i>Information exchange B2</i>)	A, B
	Give feedback on and follow up statements and inferences, and so help the development of the discussion (<i>Cooperating B2</i>)	C
	Help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. (<i>Cooperating B2</i>)	C
	Ask follow-up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points (<i>Clarification B2</i>)	C
Writing	Write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources (<i>Overall production B2</i>)	W
	Write an essay or report that develops an argument, giving reasons in support of or against a particular point of view, and explaining the advantages and disadvantages of various options (<i>Reports and essays B2</i>)	W
Listening	Follow extended speech and complex lines of argument, provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers (<i>Overall comprehension B2</i>)	A, D
	Understand recordings in standard dialect likely to be encountered in social, professional, or academic life, and identify speaker viewpoints and attitudes as well as the information content (<i>Audio media and recordings B2</i>)	A, D
Reading	Read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively; have a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms (<i>Overall comprehension B2</i>)	A, B, D
	Scan quickly through long and complex texts, locating relevant details (<i>Orientation B2</i>)	A, B
	Quickly identify the content and relevance of news items, articles, and reports on a wide range of professional topics, deciding whether closer study is worthwhile (<i>Orientation B2</i>)	D
	Understand articles and reports concerned with contemporary problems, in which the writers adopt particular stances or viewpoints (<i>Information and argument B2</i>)	D

Unit 11

Skills Area	Goal	Lesson
Speaking	Give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (<i>Describing experience B2</i>)	A, B, C
	Engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment (<i>Conversation B2</i>)	A, B, C
	Convey degrees of emotion and highlight the personal significance of events and experiences (<i>Conversation B2</i>)	C
	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>Informal discussion B2</i>)	C, D
	Give brief comments on the views of others (<i>Cooperation B2</i>)	C
	Take initiatives in an interview, expanding and developing ideas with little help or prodding from an interviewer (<i>Interviews B2</i>)	A, B
Writing	Write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources (<i>Overall production B2</i>)	W
	Write an essay or report that develops an argument, giving reasons in support of or against a particular point of view, and explaining the advantages and disadvantages of various options (<i>Reports and essays B2</i>)	W
Listening	Follow extended speech and complex lines of argument, provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers (<i>Overall comprehension B2</i>)	B, D
	With some effort, catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way (<i>Understanding conversation B2</i>)	D
	Understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect, and identify the speaker's mood, tone etc. (<i>Audio media and recordings B2</i>)	B
Reading	Read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively; have a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms (<i>Overall comprehension B2</i>)	A, D
	Scan quickly through long and complex texts, locating relevant details (<i>Orientation B2</i>)	A
	Quickly identify the content and relevance of news items, articles, and reports on a wide range of professional topics, deciding whether closer study is worthwhile (<i>Orientation B2</i>)	D
	Understand articles and reports concerned with contemporary problems, in which the writers adopt particular stances or viewpoints (<i>Information and argument B2</i>)	D

Unit 12

Skills Area	Goal	Lesson
Speaking	Give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (<i>Describing experience B2</i>)	A, B, C, D
	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>Addressing audiences B2</i>)	B
	Engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment (<i>Conversation B2</i>)	A, B, C, D
	Give brief comments on the views of others (<i>Cooperation B2</i>)	C
	Take initiatives in an interview, expanding and developing ideas with little help or prodding from an interviewer (<i>Interviews B2</i>)	A
Writing	Write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources (<i>Overall production B2</i>)	W
	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>Creative writing B2</i>)	W
Listening	Follow extended speech and complex lines of argument, provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers (<i>Overall comprehension B2</i>)	A, B, C
	With some effort, catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way (<i>Understanding conversation B2</i>)	A
	Understand recordings in standard dialect likely to be encountered in social, professional, or academic life, and identify speaker viewpoints and attitudes as well as the information content (<i>Audio media and recordings B2</i>)	A
	Understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect, and identify the speaker's mood, tone, etc. (<i>Audio media and recordings B2</i>)	B, C
Reading	Read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively; have a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms (<i>Overall comprehension B2</i>)	D
	Scan quickly through long and complex texts, locating relevant details (<i>Orientation B2</i>)	D
	Understand articles and reports concerned with contemporary problems, in which the writers adopt particular stances or viewpoints (<i>Information and argument B2</i>)	D