

Listening & Speaking

## Skillful Second Edition

Skillful Second Edition is a five-level academic series spanning the Common European Framework of Reference for Languages (CEFR) from levels A1 to C1. Each level is split into two books, one for Reading & Writing and the other for Listening & Speaking. Skillful Second Edition offers a skills syllabus and covers listening, speaking, reading, and writing, with vocabulary, grammar, pronunciation, and study skills.

## 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 Skillful Second Edition 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/common-european-framework-of-reference-for-languages-learning-teaching/168074a4e2>

## How to use the Skillful Second Edition 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 organized 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 organized 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 summarizing 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: organized by CEFR scales and descriptors

| <b>COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN RECEPTION</b> |  |  |                    |
|--|--|--|--------------------|
| <b>OVERALL LISTENING COMPREHENSION</b>                     |  |  |                    |
| <b>CEFR</b>  | <b>CEFR Descriptor</b>   | <b>Learning outcome(s)</b>   | <b>Unit (Page)</b> |
| <b>C1</b>  | Can recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.  | I can recognize jokes, cultural allusions and colloquialisms when I listen.            | 1 (p10)            |
|  |  | I can understand speakers who speak quickly and frequently use colloquial expressions. | 8 (p140)           |
|  |  | I can understand a range of idioms.  | 9 (p154)           |
|  | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | I can follow the stages of an abstract argument in a lecture on a complex topic.       | 6 (p104)           |
|  |  | I can recognize significant patterns of information in a lecture on a complex topic.   | 7 (p118)           |
|  |  | I can understand explanations of mathematical and scientific problems in a lecture.    | 7 (p122)           |
|  | Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.  | I can adapt my listening to the styles of different speakers.                          | 10 (p174)          |

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| UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS |   |  |             |
|---|---|--|-------------|
| CEFR  | CEFR Descriptor   | Learning outcome(s)  | Unit (Page) |
| C1  | Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.   | I can follow the progress of a discussion, keeping track of arguments, agreements, disagreements and changes of topic. | 2 (p28)     |
|   |   | I can detect when a group of people have reached a consensus in a discussion.  | 4 (p64)     |
|   | Can identify the attitude of each speaker in an animated discussion characterized by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in accents that are familiar to the listener. | I can assess how confident speakers are about their assertions.  | 4 (p68)     |
| C2  | Can identify the sociocultural implications of most of the language used in colloquial discussions that take place at a natural speed.  | I can understand speakers who speak quickly and frequently use colloquial expressions.                                 | 8 (p140)    |
| LISTENING AS A MEMBER OF A LIVE AUDIENCE          |   |  |             |
| CEFR  | CEFR Descriptor   | Learning outcome(s)  | Unit (Page) |
| C2  | Can get the point of jokes or allusions in a presentation.  | I can recognize jokes, cultural allusions and colloquialisms when I listen.  | 1 (p10)     |
|   |   | I can understand allusions and insider references in lecture, presentation or discussion.                              | 3 (p46)     |
| LISTENING TO THE RADIO AND AUDIO RECORDINGS       |   |  |             |
| CEFR  | CEFR Descriptor   | Learning outcome(s)  | Unit (Page) |
| C1  | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.             | I can tell when speakers speculate about possible outcomes or solutions.   | 4 (p68)     |
|   |   | I can understand speakers who have non-standard English pronunciation.   | 8 (p136)    |
|   |   | I can detect when a speaker states something as a hypothesis or an estimate rather than a hard fact.                   | 9 (p158)    |

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**COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN PRODUCTION**

**OVERALL SPOKEN PRODUCTION**

| CEFR      | CEFR Descriptor  | Learning outcome(s)  | Unit (Page) |
|-----------|--|--|-------------|
| <b>C1</b> | Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. | I can manage transitions when giving a presentation in a way that maintains interest and enables listeners to follow the structure of my talk. | 9 (p164)    |

**SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. IN A DEBATE)**

| CEFR      | CEFR Descriptor   | Learning outcome(s)  | Unit (Page) |
|-----------|---|--|-------------|
| <b>C1</b> | Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively. | I can formulate and deliver a coherently argued and persuasive opening statement in a formal debate. | 5 (p92)     |
|           |   | I can participate effectively in a formal debate.  | 10 (p182)   |

**ADDRESSING AUDIENCES**

| CEFR      | CEFR Descriptor  | Learning outcome(s)  | Unit (Page) |
|-----------|--|--|-------------|
| <b>C1</b> | Can structure a longer presentation appropriately in order to help the audience follow the sequence of ideas and understand the overall argumentation. | I can manage transitions when giving a presentation in a way that maintains interest and enables listeners to follow the structure of my talk. | 9 (p164)    |

**COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN INTERACTION**

**INFORMAL DISCUSSION (WITH FRIENDS)**

| CEFR       | CEFR Descriptor   | Learning outcome(s)  | Unit (Page) |
|------------|---|--|-------------|
| <b>B2+</b> | Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.                           | I can formulate and deliver a coherently argued and persuasive opening statement in a formal debate.                       | 5 (p92)     |
| <b>C1</b>  | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | I can help to keep a discussion going by inviting others to contribute, responding to their ideas and contributing my own. | 1 (p20)     |

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| FORMAL DISCUSSION (MEETINGS)                     |   |  |                   |
|--|---|--|-------------------|
| CEFR   | CEFR Descriptor   | Learning outcome(s)  | Unit (Page)       |
| C1   | Can follow up questions by probing for more detail and can reformulate questions if these are misunderstood.  | I can formulate and ask appropriate follow-up questions in response to a presentation, probing for additional information if necessary.          | 8 (p146)          |
| INTERVIEWING AND BEING INTERVIEWED               |   |  |                   |
| CEFR   | CEFR Descriptor   | Learning outcome(s)  | Unit (Page)       |
| C1   | Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.                | I can conduct an interview on an abstract topic and summarize my findings.   | 6 (p110)          |
| COMMUNICATIVE LANGUAGE ACTIVITIES: MEDIATION     |   |  |                   |
| EXPLAINING DATA IN SPEECH                        |   |  |                   |
| CEFR   | CEFR Descriptor   | Learning outcome(s)  | Unit (Page)       |
| C1   | Can interpret and describe clearly and reliably [...] the salient points and details contained in complex diagrams and other visually organized information [...] on complex academic or professional topics. | In a presentation I can interpret and explain the information which I present to the audience in the form of graphs, diagrams, charts or tables. | 7 (p128)          |
| NOTE-TAKING (LECTURES, SEMINARS, MEETINGS, ETC.) |   |  |                   |
| CEFR   | CEFR Descriptor   | Learning outcome(s)  | Unit (Page)       |
| C1   | Can make decisions about what to note down and what to omit as the lecture or seminar proceeds, even on unfamiliar matters.   | I can take detailed notes during a lecture that will help me to reflect critically on the content when I review it later.                        | 2 (p32); 6 (p100) |
|  |   | I can make notes to supplement the speaker's presentation slides given as handouts at lecture or presentation.                                   | 3 (p50)           |
| FACILITATING COLLABORATIVE INTERACTION           |   |  |                   |
| CEFR   | CEFR Descriptor   | Learning outcome(s)  | Unit (Page)       |
| C1   | Can develop the interaction and tactfully help steer it towards a conclusion.   | I can help to arrive at a consensus in a discussion.   | 4 (p74)           |

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| COLLABORATING TO CONSTRUCT MEANING           |  |  |                     |
|--|--|--|---------------------|
| CEFR   | CEFR Descriptor  | Learning outcome(s)  | Unit (Page)         |
| <b>C1</b>                                    | Can highlight inconsistencies in thinking, and challenge other's ideas in the process of trying to reach a consensus.                            | I can help to arrive at a consensus in a discussion.   | 4 (p74)             |
| MANAGING INTERACTION                         |  |  |                     |
| CEFR   | CEFR Descriptor  | Learning outcome(s)  | Unit (Page)         |
| <b>B2+</b>                                   | Can intervene supportively in order to focus people's attention on aspects of the task by asking targeted questions and inviting suggestions.    | I can help to keep a discussion going by inviting others to contribute, responding to their ideas and contributing my own.                                 | 1 (p20)             |
|  | Can organize and manage collaborative group work efficiently.  | I can deal with issues that arrive in group discussions, such as unequal participation, straying off the topic and disruptive behaviour.                   | 2 (p38)             |
| <b>C1</b>                                    | Can intervene diplomatically in order to redirect talk, prevent one person dominating or to confront disruptive behaviour.                       | I can deal with issues that arrive in group discussions, such as unequal participation, straying off the topic and disruptive behaviour.                   | 2 (p38)             |
| COMMUNICATIVE LANGUAGE STRATEGIES: RECEPTION |  |  |                     |
| IDENTIFYING CUES AND INFERRING               |  |  |                     |
| CEFR   | CEFR Descriptor  | Learning outcome(s)  | Unit (Page)         |
| <b>B2</b>                                    | Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. | I can use the support materials, such as slides and handouts, that accompany a lecture to make predictions about the content and improve my understanding. | 5 (p86) ; 10 (p172) |

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**COMMUNICATIVE LANGUAGE STRATEGIES: INTERACTION**

**COOPERATING**

| CEFR | CEFR Descriptor   | Learning outcome(s)  | Unit (Page) |
|------|---|--|-------------|
| C1   | Can relate own contribution skilfully to those of other speakers. | I can help to keep a discussion going by inviting others to contribute, responding to their ideas and contributing my own. | 1 (p20)     |
|      |   | In a discussion I can integrate my remarks into the flow of ideas by referring to contributions from other speakers.       | 3 (p56)     |

**ASKING FOR CLARIFICATION**

| CEFR | CEFR Descriptor   | Learning outcome(s)   | Unit (Page) |
|------|---|---|-------------|
| C1   | Can ask for explanation or clarification to ensure he/she understands complex, abstract ideas in professional or academic contexts, live or online. | I can identify and make a note instances when I fail to catch some detail while listening, so that I can ask questions or do follow-up research to obtain the information that I have missed. | 5 (p82)     |

**COMMUNICATIVE LANGUAGE COMPETENCES: SOCIOLINGUISTIC**

**SOCIOLINGUISTIC APPROPRIATENESS**

| CEFR | CEFR Descriptor   | Learning outcome(s)                               | Unit (Page) |
|------|---|---|-------------|
| C1   | Can adjust his/her level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate and maintain a consistent spoken register. | I can participate effectively in a formal debate. | 10 (p182)   |

Version 2: organized unit by unit

| CEFR SCALE                         |                    | CEFR REF   |             |
|------------------------------------|--------------------|--|-------------|
| COMMUNICATIVE LANGUAGE ACTIVITIES  | Spoken Reception   | Overall listening comprehension                        | CLA-SR-OLC  |
|                                    |                    | Understanding conversation between other speakers      | CLA-SR-UC   |
|                                    |                    | Listening as a member of a live audience               | CLA-SR-LMLA |
|                                    |                    | Listening to the radio and audio recordings            | CLA-SR-LRA  |
|                                    | Spoken Production  | Overall spoken production                              | CLA-SP-OSP  |
|                                    |                    | Sustained monologue: Putting a case (e.g. in a debate) | CLA-SP-SMPC |
|                                    |                    | Addressing audiences                                   | CLA-SP-AA   |
|                                    | Spoken Interaction | Informal discussion (with friends)                     | CLA-SI-ID   |
|                                    |                    | Formal discussion (meetings)                           | CLA-SI-FD   |
|                                    |                    | Interviewing and being interviewed                     | CLA-SI-IBI  |
|                                    | Mediation          | Explaining data in speech                              | CLA-M-EDS   |
|                                    |                    | Note-taking (lectures, seminars, meetings, etc.)       | CLA-M-NT    |
|                                    |                    | Facilitating collaborative interaction                 | CLA-M-FCI   |
|                                    |                    | Collaborating to construct meaning                     | CLA-M-CCM   |
|                                    |                    | Managing interaction                                   | CLA-M-MI    |
| COMMUNICATIVE LANGUAGE STRATEGIES  | Reception          | Identifying cues and inferring                         | CLS-R-ICI   |
|                                    | Interaction        | Cooperating  | CLS-I-C     |
|                                    |                    | Asking for clarification                               | CLS-I-AC    |
| COMMUNICATIVE LANGUAGE COMPETENCES | Sociolinguistic    | Sociolinguistic appropriateness                        | CLC-S-SA    |

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| UNIT 1 |  |       |  |                      |
|--------|--|-------|--|----------------------|
| PAGE   | LEARNING OUTCOME   | LEVEL | CEFR DESCRIPTOR  | CEFR REF             |
| 10     | I can recognize jokes, cultural allusions and colloquialisms when I listen.  | C1    | <ul style="list-style-type: none"> <li>Can recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</li> </ul>  | CLA-SR-OLC           |
|        |  | C2    | <ul style="list-style-type: none"> <li>Can get the point of jokes or allusions in a presentation.</li> </ul>   | CLA-SR-LMLA          |
| 14     | I can adopt a critical stance in relation to a lecture that I hear, evaluating the speaker's arguments, claims and evidence objectively. | N/A   | <ul style="list-style-type: none"> <li>No relevant CEFR descriptor at this level</li> </ul>  | N/A                  |
| 20     | I can help to keep a discussion going by inviting others to contribute, responding to their ideas and contributing my own.               | B2+   | <ul style="list-style-type: none"> <li>Can intervene supportively in order to focus people's attention on aspects of the task by asking targeted questions and inviting suggestions.</li> </ul>  | CLA-M-MI             |
|        |  | C1    | <ul style="list-style-type: none"> <li>Can relate own contribution skilfully to those of other speakers.</li> <li>Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.</li> </ul> | CLS-I-C<br>CLA-SI-ID |
| UNIT 2 |  |       |  |                      |
| PAGE   | LEARNING OUTCOME   | LEVEL | CEFR DESCRIPTOR  | CEFR REF             |
| 28     | I can follow the progress of a discussion, keeping track of arguments, agreements, disagreements and changes of topic.                   | C1    | <ul style="list-style-type: none"> <li>Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.</li> </ul>  | CLA-SR-UC            |
| 32     | I can take detailed notes during a lecture that will help me to reflect critically on the content when I review it later.                | C1    | <ul style="list-style-type: none"> <li>Can make decisions about what to note down and what to omit as the lecture or seminar proceeds, even on unfamiliar matters.</li> </ul>  | CLA-M-NT             |
| 38     | I can deal with issues that arrive in group discussions, such as unequal participation, straying off the topic and disruptive behaviour. | B2+   | <ul style="list-style-type: none"> <li>Can organize and manage collaborative group work efficiently.</li> </ul>  | CLA-M-MI             |
|        |  | C1    | <ul style="list-style-type: none"> <li>Can intervene diplomatically in order to redirect talk, prevent one person dominating or to confront disruptive behaviour.</li> </ul>   | CLA-M-MI             |

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| <b>UNIT 3</b> |  |              |   |                        |
|---------------|--|--------------|---|------------------------|
| <b>PAGE</b>   | <b>LEARNING OUTCOME</b>  | <b>LEVEL</b> | <b>CEFR DESCRIPTOR</b>  | <b>CEFR REF</b>        |
| <b>46</b>     | I can understand allusions and insider references in lecture, presentation or discussion.                            | <b>C2</b>    | <ul style="list-style-type: none"> <li>• Can get the point of jokes or allusions in a presentation.</li> </ul>  | CLA-SR-LMLA            |
| <b>50</b>     | I can make notes to supplement the speaker's presentation slides given as handouts at lecture or presentation.       | <b>C1</b>    | <ul style="list-style-type: none"> <li>• Can make decisions about what to note down and what to omit as the lecture or seminar proceeds, even on unfamiliar matters.</li> </ul>   | CLA-M-NT               |
| <b>56</b>     | In a discussion I can integrate my remarks into the flow of ideas by referring to contributions from other speakers. | <b>C1</b>    | <ul style="list-style-type: none"> <li>• Can relate own contribution skilfully to those of other speakers.</li> </ul>   | CLS-I-C                |
| <b>UNIT 4</b> |  |              |   |                        |
| <b>PAGE</b>   | <b>LEARNING OUTCOME</b>  | <b>LEVEL</b> | <b>CEFR DESCRIPTOR</b>  | <b>CEFR REF</b>        |
| <b>64</b>     | I can detect when a group of people have reached a consensus in a discussion.  | <b>C1</b>    | <ul style="list-style-type: none"> <li>• Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.</li> </ul>   | CLA-SR-UC              |
| <b>68</b>     | I can tell when speakers speculate about possible outcomes or solutions.   | <b>C1</b>    | <ul style="list-style-type: none"> <li>• Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.</li> </ul>             | CLA-SR-LMLA            |
|               | I can assess how confident speakers are about their assertions   | <b>C1</b>    | <ul style="list-style-type: none"> <li>• Can identify the attitude of each speaker in an animated discussion characterized by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in accents that are familiar to the listener.</li> </ul> | CLA-SR-UC              |
| <b>74</b>     | I can help to arrive at a consensus in a discussion.   | <b>C1</b>    | <ul style="list-style-type: none"> <li>• Can develop the interaction and tactfully help steer it towards a conclusion.</li> <li>• Can highlight inconsistencies in thinking, and challenge other's ideas in the process of trying to reach a consensus.</li> </ul>            | CLA-M-FCI<br>CLA-M-CCM |

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| UNIT 5 |   |       |  |             |
|--------|---|-------|--|-------------|
| PAGE   | LEARNING OUTCOME  | LEVEL | CEFR DESCRIPTOR  | CEFR REF    |
| 82     | I can identify and make a note instances when I fail to catch some detail while listening, so that I can ask questions or do follow-up research to obtain the information that I have missed. | C1    | <ul style="list-style-type: none"> <li>Can ask for explanation or clarification to ensure he/she understands complex, abstract ideas in professional or academic contexts, live or online.</li> </ul>  | CLA-I-AC    |
| 86     | I can use the support materials, such as slides and handouts, that accompany a lecture to make predictions about the content and improve my understanding.                                    | B2    | <ul style="list-style-type: none"> <li>Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.</li> </ul>   | CLS-R-ICI   |
| 92     | I can formulate and deliver a coherently argued and persuasive opening statement in a formal debate.  | B2+   | <ul style="list-style-type: none"> <li>Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.</li> </ul>  | CLA-SI-ID   |
|        |   | C1    | <ul style="list-style-type: none"> <li>Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively.</li> </ul>  | CLA-SP-SMPC |
| UNIT 6 |   |       |  |             |
| PAGE   | LEARNING OUTCOME  | LEVEL | CEFR DESCRIPTOR  | CEFR REF    |
| 100    | I can take detailed notes during a lecture that will help me to reflect critically on the content when I review it later.   | C1    | <ul style="list-style-type: none"> <li>Can make decisions about what to note down and what to omit as the lecture or seminar proceeds, even on unfamiliar matters.</li> </ul>  | CLA-M-NT    |
| 104    | I can follow the stages of an abstract argument in a lecture on a complex topic.  | C1    | <ul style="list-style-type: none"> <li>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</li> </ul> | CLA-SR-OLC  |
| 110    | I can conduct an interview on an abstract topic and summarize my findings.  | C1    | <ul style="list-style-type: none"> <li>Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.</li> </ul>         | CLA-SI-IBI  |

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| UNIT 7 |  |       |   |            |
|--------|--|-------|---|------------|
| PAGE   | LEARNING OUTCOME   | LEVEL | CEFR DESCRIPTOR   | CEFR REF   |
| 118    | I can recognize significant patterns of information in a lecture on a complex topic.   | C1    | <ul style="list-style-type: none"> <li>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</li> </ul>        | CLA-SR-OLC |
| 122    | I can understand explanations of mathematical and scientific problems in a lecture.  | C1    | <ul style="list-style-type: none"> <li>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</li> </ul>        | CLA-SR-OLC |
| 128    | In a presentation I can interpret and explain the information which I present to the audience in the form of graphs, diagrams, charts or tables. | C1    | <ul style="list-style-type: none"> <li>Can interpret and describe clearly and reliably [...] the salient points and details contained in complex diagrams and other visually organized information [...] on complex academic or professional topics.</li> </ul> | CLA-M-EDS  |
| UNIT 8 |  |       |   |            |
| PAGE   | LEARNING OUTCOME   | LEVEL | CEFR DESCRIPTOR   | CEFR REF   |
| 136    | I can understand speakers who have non-standard English pronunciation.   | C1    | <ul style="list-style-type: none"> <li>Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.</li> </ul> | CLA-SR-LRA |
| 140    | I can understand speakers who speak quickly and frequently use colloquial expressions.   | C1    | <ul style="list-style-type: none"> <li>Can recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</li> </ul>   | CLA-SR-OLC |
|        |  | C2    | <ul style="list-style-type: none"> <li>Can identify the sociocultural implications of most of the language used in colloquial discussions that take place at a natural speed.</li> </ul>  | CLA-SR-UC  |
| 146    | I can formulate and ask appropriate follow-up questions in response to a presentation, probing for additional information if necessary.          | C1    | <ul style="list-style-type: none"> <li>Can follow up questions by probing for more detail and can reformulate questions if these are misunderstood.</li> </ul>  | CLA-SI-FD  |

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| UNIT 9  |  |       |  |                         |
|---------|--|-------|--|-------------------------|
| PAGE    | LEARNING OUTCOME   | LEVEL | CEFR DESCRIPTOR  | CEFR REF                |
| 154     | I can understand a range of idioms.  | C1    | <ul style="list-style-type: none"> <li>Can recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</li> </ul>  | CLA-SR-OLC              |
| 158     | I can detect when a speaker states something as a hypothesis or an estimate rather than a hard fact.   | C1    | <ul style="list-style-type: none"> <li>Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.</li> </ul>  | CLA-SR-LRA              |
| 164     | I can manage transitions when giving a presentation in a way that maintains interest and enables listeners to follow the structure of my talk.             | C1    | <ul style="list-style-type: none"> <li>Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.</li> <li>Can structure a longer presentation appropriately in order to help the audience follow the sequence of ideas and understand the overall argumentation.</li> </ul> | CLA-SP-OSP<br>CLA-SP-AA |
| UNIT 10 |  |       |  |                         |
| PAGE    | LEARNING OUTCOME   | LEVEL | CEFR DESCRIPTOR  | CEFR REF                |
| 172     | I can use the support materials, such as slides and handouts, that accompany a lecture to make predictions about the content and improve my understanding. | B2    | <ul style="list-style-type: none"> <li>Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.</li> </ul>   | CLS-R-ICI               |
| 174     | I can adapt my listening to the styles of different speakers.  | C1    | <ul style="list-style-type: none"> <li>Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</li> </ul>  | CLA-SR-OLC              |
| 182     | I can participate effectively in a formal debate.  | C1    | <ul style="list-style-type: none"> <li>Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively.</li> <li>Can adjust his/her level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate and maintain a consistent spoken register.</li> </ul>   | CLA-SP-SMPC<br>CLC-S-SA |