Do your personal best with English!

B1+
Intermediate

#### Personal Best B1+ – CEFR Companion Volume with New Descriptors MAPPING<sup>1</sup>

The following mapping is based mainly on the **Personal Best B1+ Student's Book**. It also includes several activities or references from the **Workbook** and from the **Teacher's Resource Book** where necessary. When specifying page numbers, these are referred to as WB and TRB.

'For practical reasons, some new descriptors of the CEFR have been left out, such as those related to sign language or those that were already present in the former version of the Framework and have simply been updated.



A1 A2	B1	B2 ●	C1	C
	Ur	rit 1		
Reading as a leisure activi	explicitly expresse narratives, guides	the description of places, event feelings and perspective and magazine articles that equency, everyday language	s in care	p. 4, p.7
Online interaction	experiences and	accounts of social events, activities referring to ember and sharing personal feeling		p. 7 ity adapted the forum)
Overall Mediation	backgrounds, sho asking and answe and responding to	with people from other owing interest and empathy ering simple questions, forn o suggestions, asking whet I proposing alternative appr	/ by nulating her	TRB p. 8-9
Building on pluricultural repertoire		spond appropriately to only used cultural cues.		p. 10-11, p. 156



A1	A2	B1	B2	C1	C2
•	•	•	•	•	-

#### Unit 2

#### Reading as a leisure activity

Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language.

p. 12, p. 16, p. 18

#### **Overall Mediation**

Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although his/her lexical limitations cause difficulty with formulation at times.

p. 13 (Activity PB), p. 157, p. 167 TRB p. 21, p. 27

#### Linguistic competence: Phonological control

Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.

p. 13, p. 15, p. 17



A1	A2	B1	B2	C1	C2
		Un	it 3		
Reading as a	a leisure activity	explicitly expresse narratives, guides	the description of places ed feelings and perspect s and magazine articles t equency, everyday langu	tives in hat are	p. 22, p. 25
Online inter	action	more than one p	eal-time online exchange articipant, recognising th ntentions of each contri erstand details or implica xplanation.	ne butor,	p. 23 (Adapted: PB activity)
Overall Med	liation	backgrounds, sho asking and answe and responding t	with people from other owing interest and empa ering simple questions, fo o suggestions, asking wl d proposing alternative a	ormulating nether	TRB p. 35
Building on pluricultural	l repertoire		spond appropriately to only used cultural cues.		p. 28-29, p. 158, p. 168



A1	A2	B1	B2	C1	C2
		Un	it 4		
Reading	as a leisure activity	explicitly expresse narratives, guides	ne description of places, d feelings and perspecti and magazine articles th quency, everyday langua	ves in nat are	p. 30, p. 34
Overall N	MEDIATION	backgrounds, sho asking and answer and responding to	with people from other wing interest and empat ring simple questions, for suggestions, asking wh proposing alternative ap	ormulating lether	TRB p. 40-41
_	c competence: gical control	approximate inton and word levels. H	enerally intelligible; can lation and stress at both lowever, accent is usual er language(s) he/she sp	ly	p. 33, p. 35



A1 A2	B1 B2	C1 (
	Unit 5	
Reading as a leisure activit	Can understand the description of places, event explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language.	
Online interaction	Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes caurepetition and inappropriate formulation.	
Linguistic competence: Phonological control	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.	p. 45
Building on pluricultural repertoire	Can generally respond appropriately to the most commonly used cultural cues.	p. 47, p. 160



A	.1 A	2 B1	B2	C1	C2
		•	•	•	

#### Unit 6

#### Reading as a leisure activity

Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language.

p. 48

#### Linguistic competence: Phonological control

Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.

p. 49, p. 51, p. 53



A2	B1 B2	C1
	Unit 7	
Reading as a leisure activity	Can read newspaper / magazine accounts of films books, concerts etc. written for a wider audience and understand the main points.	s, p. 58, p. 61
	Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language.	p. 62
Linguistic competence: Phonological control	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.	p. 59, p. 63
Building on pluricultural repertoire	Can generally respond appropriately to the most commonly used cultural cues.	p. 65, p. 161, p. 165



A1	A2	B1	B2	C1	C2
		U	nit 8		
Reading a	s a leisure activity	explicitly express narratives, guides	the description of places ed feelings and perspect s and magazine articles ti equency, everyday langu	ives in hat are	p. 72
Overall M	ediation	backgrounds, sho asking and answe and responding t	with people from other owing interest and empa ering simple questions, fo to suggestions, asking wh d proposing alternative a	ormulating nether	TRB p. 87
_	competence: ical control	approximate into and word levels.	generally intelligible; can nation and stress at both However, accent is usua ner language(s) he/she sp	utterance lly	p. 67, p. 69, p. 71, p. 162, p. 171
Building o	on pluricultural	members of ano	ures of his/her own cultu ther culture or explain fe ure to members of his/he	atures	p. 73



B1	B2 ●	C1	C
Un	it 9		
explicitly expresse narratives, guides	ed feelings and perspect and magazine articles t	ives in hat are	p. 76, p. 79
well-structured in that are familiar c although his/her	formational texts on sub or of personal or current lexical limitations cause	interest,	TRB p. 94-95
approximate into and word levels.	nation and stress at both However, accent is usua	n utterance lly	p. 77, p.81
		ne most	p. 82, p. 83, p. 163, p. 172
members of anot	her culture or explain fe	atures	TRB p. 93
	Can understand to explicitly expressed narratives, guides written in high free withen and word levels. It influenced by other commonly used to can explain feature members of another cultured to the other cultured to the other cultured to the commonly used to the other cultured to the commonly used to the other cultured to the commonly used to the other cultured to the common to the com	Can understand the description of places explicitly expressed feelings and perspect narratives, guides and magazine articles t written in high frequency, everyday langue.  Can convey information given in clear, well-structured informational texts on subthat are familiar or of personal or current although his/her lexical limitations cause with formulation at times.  Pronunciation is generally intelligible; can approximate intonation and stress at both and word levels. However, accent is usual influenced by other language(s) he/she specifications are supported by the commonly used cultural cues.  Can explain features of his/her own culture members of another culture or explain feof the other culture to members of his/her.	Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language.  Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although his/her lexical limitations cause difficulty with formulation at times.  Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.  Can generally respond appropriately to the most commonly used cultural cues.  Can explain features of his/her own culture to members of another culture or explain features of the other culture to members of his/her own



A1 A2 B1 B2 C1 C2

#### Unit 10

#### Reading as a leisure activity

Can read newspaper / magazine accounts of films, books, concerts etc. written for a wider audience and understand the main points.

p. 84, p. 88

#### Online interaction

Can engage in real-time online exchanges with more than one participant, recognising the communicative intentions of each contributor, but may not understand details or implications without further explanation.

p. 9 (Activity 8, adapted for the forum)

#### **Overall Mediation**

Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although his/her lexical limitations cause difficulty with formulation at times.

TRB p. 104-105

Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree and proposing alternative approaches.

TRB p. 108-109, p. 110-111

#### Linguistic competence: Phonological control

Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.

p. 85, p. 87, p. 89



A1 A2	B1	B2	C1
	U	nit 11	
Reading as a leisure activity	explicitly express narratives, guid	d the description of places, events, ssed feelings and perspectives in es and magazine articles that are frequency, everyday language.	p. 94, p. 97, p. 98
Online interaction	experiences an	e accounts of social events, d activities referring to embedded a and sharing personal feelings.	p. 101 (Activity PB, adapted for the forum)
Overall Mediation	backgrounds, s asking and ansv and responding	e with people from other howing interest and empathy by wering simple questions, formulating g to suggestions, asking whether and proposing alternative approache:	
Linguistic competence: Phonological control	approximate in and word levels	s generally intelligible; can tonation and stress at both utteranc s. However, accent is usually other language(s) he/she speaks.	p. 95, e p. 99
Building on pluricultural repertoire		espond appropriately to nonly used cultural cues.	p. 100-101, p. 164, p. 173



A1	A2	B1	B2	C1 C
		Uni	t 12	
Reading as a l	eisure activity	explicitly expressed narratives, guides a	ne description of places, eve d feelings and perspectives i and magazine articles that a quency, everyday language.	n <b>p. 108</b>
Online interac	ction	experiences and a	ecounts of social events, ctivities referring to embedo Id sharing personal feelings.	· · · · · · · · · · · · · · · · · · ·
Linguistic con Phonological	•	approximate inton and word levels. H	enerally intelligible; can ation and stress at both utte owever, accent is usually er language(s) he/she speaks	
Building on pluricultural re	epertoire	Can generally resp commonly used c	oond appropriately to the moultural cues.	p. 104, p. 134

