

Personal Best

Do your personal best with English! ♥

B1+
Intermediate

Personal Best B1+ – CEFR Companion Volume with New Descriptors MAPPING¹

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.

¹For 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.

Personal Best



Unit 1

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. 4, p.7

Online interaction

Can post online accounts of social events, experiences and activities referring to embedded links and media and sharing personal feelings.

p. 7
(PB activity adapted
for the forum)

Overall Mediation

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. 8-9

Building on pluricultural repertoire

Can generally respond appropriately to the most commonly used cultural cues.

p. 10-11,
p. 156

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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

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Unit 3

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. 22, p. 25

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. 23
(Adapted:
PB activity)

Overall Mediation

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. 35

Building on pluricultural repertoire

Can generally respond appropriately to the most commonly used cultural cues.

p. 28-29,
p. 158, p. 168

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Unit 4

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. 30, p. 34

Overall MEDIATION

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. 40-41

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. 33, p. 35

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Unit 5

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. 40, p. 44

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 cause repetition and inappropriate formulation.

TRB p. 52-53
(Adapted: PB activity
in the forum)

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



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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



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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.

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



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Unit 8

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. 72

Overall Mediation

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. 87

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. 67, p. 69,
p. 71, p. 162,
p. 171

Building on pluricultural repertoire

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 culture.

p. 73



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Unit 9

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. 76, p. 79

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. 94-95

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. 77, p.81

Building on pluricultural repertoire

Can generally respond appropriately to the most commonly used cultural cues.

p. 82, p. 83,
p. 163, p. 172

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 culture.

TRB p. 93



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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



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Unit 11

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. 94, p. 97,
p. 98

Online interaction

Can post online accounts of social events, experiences and activities referring to embedded links and media and sharing personal feelings.

p. 101
(Activity PB, adapted
for the forum)

Overall Mediation

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. 118-119

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. 95,
p. 99

Building on pluricultural repertoire

Can generally respond appropriately to the most commonly used cultural cues.

p. 100-101,
p. 164, p. 173



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Unit 12

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. 102,
p. 108

Online interaction

Can post online accounts of social events, experiences and activities referring to embedded links and media and sharing personal feelings.

p. 109 (Activity 7 and
PB, adapted
for the forum)

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. 103,
p. 105, p. 107

Building on pluricultural repertoire

Can generally respond appropriately to the most commonly used cultural cues.

p. 104,
p. 134
