



face2face Upper Intermediate: Common European Framework (CEF) B2 Skills Maps

The table on the right describes the general degree of skill required at B2 of the CEF. Details of the language knowledge required for B2 are listed in *Vantage*. The 'can do' statements for B2 are listed in the *Common European Framework of Reference for Languages: Learning, teaching, assessment*.

face2face Upper Intermediate completes B2, which students started in **face2face** Intermediate. The Listening, Reading, Speaking and Writing maps which follow show where the required competences for B2 are covered in **face2face** Upper Intermediate.

face2face Upper Intermediate also reviews B1, which students started in **face2face** Pre-intermediate and completed in **face2face** Intermediate. The 'can do' statements from B1 that are covered in **face2face** Upper Intermediate are indicated by an asterisk (*) in the maps which follow.

U N D E R S T A N D I N G	Listening	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
	Reading	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
S P E A K I N G	Spoken interaction	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
	Spoken Production	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
W R I T I N G	Writing	I can write clear, detailed text on a wide range of subjects related to my interest. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.



face2face Upper Intermediate: Common European Framework (CEF) B2 Skills Maps

Listening

A language user at B2 can:	1	2	3	4	5	6	7	8	9	10	11	12
understand in detail what is said to him/her in standard spoken language even in a noisy environment	This interactive competence is practised throughout the course.											
catch much of what is said around him/her by native speakers	1B 1D		3B 3C 3D	4C 4D	5B 5D	6B 6D	7A 7D	8A 8C 8D	9C 9D	10D	11A 11B 11C	12A
understand the main ideas of complex speech on both concrete and abstract topics delivered in standard dialect					5C 5D	6C						
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	1C	2A 2C		4A						10A	11D	
understand most broadcast materials, including radio documentaries, delivered in standard dialect and can identify the speaker's mood and tone						6C	7A					
understand plays and the majority of films in standard dialect	This competence is practised throughout the course on the interactive CD-ROM/Audio CD.											

* refers to descriptors for B1

1A = face2face Upper Intermediate Student's Book unit 1 lesson A



Listening, continued

A language user at B2 can:	1	2	3	4	5	6	7	8	9	10	11	12
use a variety of strategies to achieve comprehension, including listening for main points and checking comprehension by using contextual clues	1B 1C 1D	2A 2C 2D	3B 3C 3D	4A 4C 4D	5B 5C 5D	6B 6C	7A 7C 7D	8A 8C 8D	9B 9C 9D	10A 10C 10D	11A 11B 11C	12A
generally follow complex lectures, talks and reports and other forms of presentation					5C							
keep up with an animated conversation between native speakers		2D					7C		9B	10C	11D	12C

* refers to descriptors for B1

1A = **face2face** Upper Intermediate Student's Book unit 1 lesson A



Reading

A language user at B2 can:	1	2	3	4	5	6	7	8	9	10	11	12
understand articles on current problems in which the writers express specific attitudes and points of view	1A 1C WBP1	2B WBP2	3C WB3C			WBP6	7B 7C WB7C	8C	9C	10B 10C WBP10		12C
quickly grasp the content and significance of news, articles and reports on topics connected with his/her interests or job, and decide if closer reading is worthwhile	1C WB1C	2C	WBP3	4C WB4C	5A 5B WB5C	WB6C	WB7C	WB8C WBP8	WBP9		WB11C	12B WB12C
scan quickly through long and complicated texts, locating relevant details	1A	2B WB2C	3C	WBP4	5A		7B 7C	WB8C WBP8	9A 9C	10B 10C WB10C	WB11C	
understand in a narrative the motives for the characters' actions and their consequences for the development of the plot				4B WB4C					WB9C			WBP12
understand reviews dealing with the content and criticism of cultural topics (films, theatre, books, concerts) and summarise the main points				4B 4C		6A			WBP9			
read correspondence relating to his/her field of interest and readily grasp the essential meaning		WBP2					WBP7				11C WBP11	WBP12
understand in detail texts within his/her field of interest or academic and professional speciality	1C		3B		5C WBP5		7C					12C
understand specialised articles outside his/her own field with the occasional help of a dictionary					5C	6C WBP6	7C					12C
guess the meaning of single unknown words from their context*						6C						

* refers to descriptors for B1

1A = **face2face** Upper Intermediate Student's Book unit 1 lesson A

WB1A = **face2face** Upper Intermediate Workbook unit 1 lesson A

WBP1 = **face2face** Upper Intermediate Workbook Reading and Writing Portfolio 1



Speaking

A language user at B2 can:	1	2	3	4	5	6	7	8	9	10	11	12
engage in extended conversation in a participatory fashion on most general topics	1B 1C 1D	2A 2B 2D	3A 3C 3D	4C 4D	5A 5B 5C	6A	7A 7B 7D	8A 8C	9A 9B 9C 9D	10C 10D	11C 11D	12B 12C
initiate, maintain and end discourse naturally with effective turn-taking	1A 1B 1D	2B 2C 2D	3A 3B 3C 3D	4A 4B 4C 4D	5A 5B 5C 5D	6A 6B 6C 6D	7A 7B 7C 7D	8A 8B 8D	9A 9B	10A 10B 10D	11A 11B	12A 12B
exchange detailed factual information on matters within his/her field of interest	1D				5C	6C	7B 7C	8C	9B			
account for and sustain his/her opinions by providing relevant arguments, etc.		2A 2C 2D	3A 3C		5B 5D	6A	7B	8A 8C	9B 9C	10C	11C	12C
express his/her thoughts about abstract and cultural topics such as music and films*				4B					9B 9C			12B
take an active part in discussions, evaluate proposals and respond to hypotheses		2D	3C		5C 5D					10C	11C 11D	12A
help a discussion along on familiar ground, confirming comprehension, etc.		2D			5D				9C 9D		11C	
convey degrees of emotion and highlight the personal significance of events		2B	3A 3B 3D	4C 4D		6B	7A	8A 8B	9C	10A 10C 10D	11A 11B	12C
use stock phrases to gain time and keep the turn		2D		4C	5D						11D	
carry out a prepared interview, checking information and following up replies*	1A						7C	8B				

* refers to descriptors for B1

1A = **face2face** Upper Intermediate Student's Book unit 1 lesson A

WB1A = **face2face** Upper Intermediate Workbook unit 1 lesson A

WBP1 = **face2face** Upper Intermediate Workbook Reading and Writing Portfolio 1



Speaking, continued

A language user at B2 can:	1	2	3	4	5	6	7	8	9	10	11	12
take initiatives in an interview and expand and develop ideas	1C		3A 3C	4B			7D		9A		11A 11B	
summarise and give his/her opinion on a short story, article, talk, discussion or interview, and answer further questions in detail*		2C	3C		5C	6C	7B					
give clear detailed descriptions on subjects related to his/her field of interest	1B					6B					11C	
give detailed accounts of experiences describing feelings and reactions*	1C		3B	4D			7A					
give detailed presentations and respond to a series of follow-up questions											11D	
explain a viewpoint giving the advantages and disadvantages of various options		2C			5A 5D					10C		
narrate a story*			3B	4A 4B 4C								
summarise the plot and sequence of events in an extract from a film or play									9B			
summarise short extracts from news items, etc. containing opinions and discussion		2D			5D		7C					
construct a chain of reasoned argument linking ideas logically						6A					11D	12C
speculate about causes, consequences and hypothetical situations			3A 3B 3C			6B		8A 8B				12B
use some cohesive devices to link his/her utterances into clear, coherent discourse				4B 4C								

* refers to descriptors for B1

1A = **face2face** Upper Intermediate Student's Book unit 1 lesson A

WB1A = **face2face** Upper Intermediate Workbook unit 1 lesson A

WBP1 = **face2face** Upper Intermediate Workbook Reading and Writing Portfolio 1



Writing

A language user at B2 can:	1	2	3	4	5	6	7	8	9	10	11	12
write clear and detailed texts on various subjects related to his/her field of interest	WBP1			WBP4	WBP5	WBP6		WBP8		WBP10		WBP12
write about events and experiences in a detailed and easily readable way		WBP2						WBP8	WBP9			
write reports and essays which develop an argument, giving reasons for or against a point of view, and explaining the advantages and disadvantages of various options	WBP1	WBP2			WBP5				WBP9			
develop an argument, emphasising decisive points and including supporting details		WBP2									WBP11	WBP12
write letters conveying degrees of emotion, highlighting the personal significance of events and commenting on the correspondent's news and views						WBP6						
express news and views in writing and relate to those of others			WBP3									
write a review									WBP9			
convey factual information to friends/colleagues or ask for information*							WBP7			WBP10	WBP11	WBP12
make a note of 'favourite mistakes' and consciously monitor his/her work for them	This competence is practised in all the Workbook Portfolio writing tasks.											
take notes on important points during a lecture on a familiar topic				4C 4D	5C			8C				12C

* refers to descriptors for B1

1A = **face2face** Upper Intermediate Student's Book unit 1 lesson A

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WBP1 = **face2face** Upper Intermediate Workbook Reading and Writing Portfolio 1