

CEFR by unit B2

Unit 1

Skills Area	Goal	Lesson
Listening	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics, including technical discussions in their field of specialisation.	A
	Can 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.	A, D
	Can keep up with an animated conversation but may find it difficult to participate effectively in a discussion with several expert speakers who do not modify their language in any way.	A, B, C
	Can understand detailed instructions reliably.	C
Reading	Can read correspondence relating to their field of interest and readily grasp the essential meaning.	A, B, C
	Can scan quickly through long and complex texts, locating relevant details.	A, C
	Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics.	A
	Can understand specialised articles outside their field, provided they can use a dictionary occasionally.	A
Speaking	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	GS (Getting started), A, B, C, D
	Can convey degrees of emotion and highlight the personal significance of events and experiences.	GS, A, B, C, D
	In informal discussion at B2 learners can: <ul style="list-style-type: none"> • express their ideas and opinions with precision • evaluate alternative proposals • present and respond to complex lines of argument convincingly • account for and sustain their opinions by providing relevant explanations, arguments and comments. 	GS, A, B, C, D
	Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	A, C, D
	Can understand and exchange complex and detailed information and advice on the full range of matters related to their occupational role.	A, C
	Can give a clear, detailed description of how to carry out a procedure	C
	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	A, D
	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	A, B, D

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	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	A, B
	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	GS, A, B
	Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.	GS, A, B, C, D
	Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression	B
	Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.	A, B
Writing	Can write clear, detailed descriptions of real or imaginary events and experiences in clear connected text, following established conventions of the genre concerned.	D
	Can use a variety of linking words and cohesive devices efficiently.	D

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Unit 2

Skills Area	Goal	Lesson
Listening	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics, including technical discussions in their field of specialisation.	A, B, C, D
	Can 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.	A, B, C
	Can keep up with an animated conversation but may find it difficult to participate effectively in a discussion with several expert speakers who do not modify their language in any way.	A, B, C
Reading	Can scan quickly through long and complex texts, locating relevant details.	A, B, D
	Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics.	A, B, D
	Can understand specialised articles outside their field, provided they can use a dictionary occasionally.	A, B,
Speaking	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	GS, A, B, C
	Can convey degrees of emotion and highlight the personal significance of events and experiences.	GS, A, B, C
	In informal discussion at B2 learners can: <ul style="list-style-type: none"> • express their ideas and opinions with precision • evaluate alternative proposals • present and respond to complex lines of argument convincingly • account for and sustain their opinions by providing relevant explanations, arguments and comments. 	GS, A, B, C
	Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	GS, A, B, C
	Can understand and exchange complex and detailed information and advice on the full range of matters related to their occupational role.	GS, A
	Can give a clear, detailed description of how to carry out a procedure	B
	Can synthesise and report information and arguments from a number of sources.	A, B
	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	GS, A, B
	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	GS, A
	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	D
	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	GS, A, C

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	Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.	A, B, C, D
	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	A, B
	Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression	B,
	Can 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.	A, B
	Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.	GS, A, B, D
Writing	Can use a variety of linking words and cohesive devices efficiently.	D
	Can evaluate different ideas or solutions to a problem explaining the advantages and disadvantages of various options.	D
	Can synthesise information and arguments from a number of sources.	D

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Unit 3

Skills Area	Goal	Lesson
Listening	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics, including technical discussions in their field of specialisation.	A, B
	Can 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.	A, B
	Can keep up with an animated conversation but may find it difficult to participate effectively in a discussion with several expert speakers who do not modify their language in any way.	B, C, D
Reading	Can read correspondence relating to their field of interest and readily grasp the essential meaning.	A, B
	Can scan quickly through long and complex texts, locating relevant details.	A, B, D
	Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics.	A, B, D
	Can understand specialised articles outside their field, provided they can use a dictionary occasionally.	D
Speaking	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	GS, A, B, C, D
	Can convey degrees of emotion and highlight the personal significance of events and experiences.	GS, A, B, C, D
	In informal discussion at B2 learners can: <ul style="list-style-type: none"> • express their ideas and opinions with precision • evaluate alternative proposals • present and respond to complex lines of argument convincingly • account for and sustain their opinions by providing relevant explanations, arguments and comments. 	GS, A, B, C, D
	Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	GS, B, D
	Can understand and exchange complex and detailed information and advice on the full range of matters related to their occupational role.	B, D
	Can synthesise and report information and arguments from a number of sources.	A
	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	A, B, D
	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	GS, A, B, C, D
	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	B, C

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	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	GS, A, B, C, D
	Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.	GS, A, B, C, D
	Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression	A, B, D
	Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.	A, B, D
Writing	Can use a variety of linking words and cohesive devices efficiently.	D
	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	D
	Can synthesise information and arguments from a number of sources.	D

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Unit 4

Skills Area	Goal	Lesson
Listening	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics, including technical discussions in their field of specialisation.	A, B, D
	Can 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.	A, B, D
	Can keep up with an animated conversation but may find it difficult to participate effectively in a discussion with several expert speakers who do not modify their language in any way.	A, C
Reading	Can read correspondence relating to their field of interest and readily grasp the essential meaning.	A, B, D
	Can scan quickly through long and complex texts, locating relevant details.	A, B
	Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics.	A, B, D
	Can obtain information, ideas and opinions from highly specialised sources within their field.	A
	Can understand specialised articles outside their field, provided they can use a dictionary occasionally.	B
Speaking	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	GS, A, B, C, D
	Can convey degrees of emotion and highlight the personal significance of events and experiences.	GS, A, B, C, D
	In informal discussion at B2 learners can: <ul style="list-style-type: none"> • express their ideas and opinions with precision • evaluate alternative proposals • present and respond to complex lines of argument convincingly • account for and sustain their opinions by providing relevant explanations, arguments and comments. 	GS, A, B, C, D
	Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	GS, A, B, C, D
	Can understand and exchange complex and detailed information and advice on the full range of matters related to their occupational role.	A, D
	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	B, C, D
	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	B, D
	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	D

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	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	A, C, D
	Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.	GS, A, B, C, D
	Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression	A, B
	Can 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.	C
	Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.	GS, A, B, C, D
Writing	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	D
	Can write clear, detailed descriptions of real or imaginary events and experiences in clear connected text, following established conventions of the genre concerned.	D
	Can use a variety of linking words and cohesive devices efficiently.	D
	Can evaluate different ideas or solutions to a problem explaining the advantages and disadvantages of various options.	D
	Can synthesise information and arguments from a number of sources.	D

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Unit 5

Skills Area	Goal	Lesson
Listening	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics, including technical discussions in their field of specialisation.	A, B, D
	Can 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.	A, D
	Can keep up with an animated conversation but may find it difficult to participate effectively in a discussion with several expert speakers who do not modify their language in any way.	B, C
	Can understand detailed instructions reliably.	B
Reading	Can read correspondence relating to their field of interest and readily grasp the essential meaning.	A, B, D
	Can scan quickly through long and complex texts, locating relevant details.	A, B
	Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics.	A, B, D
	Can obtain information, ideas and opinions from highly specialised sources within their field.	A, B
	Can understand specialised articles outside their field, provided they can use a dictionary occasionally.	A, B
Speaking	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	A, B, C, D
	Can convey degrees of emotion and highlight the personal significance of events and experiences.	A, B, C, D
	In informal discussion at B2 learners can: <ul style="list-style-type: none"> • express their ideas and opinions with precision • evaluate alternative proposals • present and respond to complex lines of argument convincingly • account for and sustain their opinions by providing relevant explanations, arguments and comments. 	A, B, C, D
	Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	B
	Can understand and exchange complex and detailed information and advice on the full range of matters related to their occupational role.	B
	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	A
	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	B
	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	B

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	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	A, B, C
	Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.	A, B, C
	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	B, C
	Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression	B
	Can 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.	B, C
	Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.	GS, A, B, C, D
Writing	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	D
	Can write clear, detailed descriptions of real or imaginary events and experiences in clear connected text, following established conventions of the genre concerned.	D
	Can use a variety of linking words and cohesive devices efficiently.	D
	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	D
	Can evaluate different ideas or solutions to a problem explaining the advantages and disadvantages of various options.	D
	Can synthesise information and arguments from a number of sources.	D

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Unit 6

Skills Area	Goal	Lesson
Listening	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics, including technical discussions in their field of specialisation.	B
	Can 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.	A, D
	Can keep up with an animated conversation but may find it difficult to participate effectively in a discussion with several expert speakers who do not modify their language in any way.	C, D
Reading	Can read correspondence relating to their field of interest and readily grasp the essential meaning.	A, B
	Can scan quickly through long and complex texts, locating relevant details.	A, B
	Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics.	A, B
	Can obtain information, ideas and opinions from highly specialised sources within their field.	D
	Can understand specialised articles outside their field, provided they can use a dictionary occasionally.	B,
Speaking	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	GS, A, B, C, D
	Can convey degrees of emotion and highlight the personal significance of events and experiences.	GS, A, B, C, D
	In informal discussion at B2 learners can: <ul style="list-style-type: none"> • express their ideas and opinions with precision • evaluate alternative proposals • present and respond to complex lines of argument convincingly • account for and sustain their opinions by providing relevant explanations, arguments and comments. 	GS, A, B, C, D
	Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	GS, A, B, C, D
	Can synthesise and report information and arguments from a number of sources.	A, B
	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	A, B, C, D
	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	A, C, D
	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	B, D
	Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.	A, B, C, D

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	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	A, B, D
	Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression	B, D
	Can 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.	A, B, C, D
	Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.	GS, A, B, C, D
Writing	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	D
	Can write clear, detailed descriptions of real or imaginary events and experiences in clear connected text, following established conventions of the genre concerned.	D
	Can use a variety of linking words and cohesive devices efficiently.	D
	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	D

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Unit 7

Skills Area	Goal	Lesson
Listening	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics, including technical discussions in their field of specialisation.	A, B, C, D
	Can 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.	A, B, C, D
	Can keep up with an animated conversation but may find it difficult to participate effectively in a discussion with several expert speakers who do not modify their language in any way.	A, B, C
Reading	Can read correspondence relating to their field of interest and readily grasp the essential meaning.	A, B
	Can scan quickly through long and complex texts, locating relevant details.	A, B
	Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics.	A, B
	Can obtain information, ideas and opinions from highly specialised sources within their field.	A
	Can understand specialised articles outside their field, provided they can use a dictionary occasionally.	A, D
Speaking	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	GS, A, B, C, D
	Can convey degrees of emotion and highlight the personal significance of events and experiences.	GS, A, B, C, D
	In informal discussion at B2 learners can: <ul style="list-style-type: none"> • express their ideas and opinions with precision • evaluate alternative proposals • present and respond to complex lines of argument convincingly • account for and sustain their opinions by providing relevant explanations, arguments and comments. 	GS, A, B, C, D
	Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	A, B, D
	Can understand and exchange complex and detailed information and advice on the full range of matters related to their occupational role.	D,
	Can give a clear, detailed description of how to carry out a procedure	B
	Can synthesise and report information and arguments from a number of sources.	A, B
	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	A, B, C, D

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	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	A, B, C, D
	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	A, B, D
	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	A, B, C, D
	Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.	GS, A, B, C, D
	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	B, C
	Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression	A, B, C
	Can 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.	B, C,
	Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.	GS, A, B, C, D
Writing	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	D
	Can write clear, detailed descriptions of real or imaginary events and experiences in clear connected text, following established conventions of the genre concerned.	D
	Can use a variety of linking words and cohesive devices efficiently.	D
	Can synthesise information and arguments from a number of sources.	D

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Unit 8

Skills Area	Goal	Lesson
Listening	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics, including technical discussions in their field of specialisation.	A, B
	Can 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.	A, B, C
	Can keep up with an animated conversation but may find it difficult to participate effectively in a discussion with several expert speakers who do not modify their language in any way.	A, B, C, D
Reading	Can read correspondence relating to their field of interest and readily grasp the essential meaning.	A, B, D
	Can scan quickly through long and complex texts, locating relevant details.	A, D
	Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics.	A, B,
	Can obtain information, ideas and opinions from highly specialised sources within their field.	A, D
	Can understand specialised articles outside their field, provided they can use a dictionary occasionally.	A, D
Speaking	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	GS, A, B, C, D
	Can convey degrees of emotion and highlight the personal significance of events and experiences.	GS, A, B, C, D
	In informal discussion at B2 learners can: <ul style="list-style-type: none"> • express their ideas and opinions with precision • evaluate alternative proposals • present and respond to complex lines of argument convincingly • account for and sustain their opinions by providing relevant explanations, arguments and comments. 	GS, A, B, C, D
	Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	A, B, C
	Can understand and exchange complex and detailed information and advice on the full range of matters related to their occupational role.	A, C
	Can synthesise and report information and arguments from a number of sources.	A, B
	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	A, B, C
	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	A, B, C

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	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	A, B, C
	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	A, B, C
	Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.	GS, A, B, C, D
	Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression	A, C
	Can 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.	A
	Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.	GS, A, B, C, D
	Can write a review of a film, book or play.	D
	Can use a variety of linking words and cohesive devices efficiently.	D
	Can synthesise information and arguments from a number of sources.	D

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Unit 9

Skills Area	Goal	Lesson
Listening	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics, including technical discussions in their field of specialisation.	A, D
	Can 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.	A, B, D
	Can keep up with an animated conversation but may find it difficult to participate effectively in a discussion with several expert speakers who do not modify their language in any way.	A, B, C
	Can understand detailed instructions reliably.	C
Reading	Can read correspondence relating to their field of interest and readily grasp the essential meaning.	A, B, D
	Can scan quickly through long and complex texts, locating relevant details.	A, B, D
	Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics.	A, B, D
	Can obtain information, ideas and opinions from highly specialised sources within their field.	B
	Can understand specialised articles outside their field, provided they can use a dictionary occasionally.	A, D
Speaking	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	GS, A, B, C, D
	Can convey degrees of emotion and highlight the personal significance of events and experiences.	GS, A, B, C, D
	In informal discussion at B2 learners can: <ul style="list-style-type: none"> • express their ideas and opinions with precision • evaluate alternative proposals • present and respond to complex lines of argument convincingly • account for and sustain their opinions by providing relevant explanations, arguments and comments. 	GS, A, B, C, D
	Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	A
	Can understand and exchange complex and detailed information and advice on the full range of matters related to their occupational role.	D
	Can synthesise and report information and arguments from a number of sources.	A, C
	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	A, B

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	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	GS, A, B, C, D
	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	A, B, D
	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	A, B, D
	Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.	A, B, C, D
	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	B, C
	Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression	B, C, D
	Can 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.	B, C
	Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.	GS, A, B, C, D
	Can write clear, detailed descriptions of real or imaginary events and experiences in clear connected text, following established conventions of the genre concerned.	D
	Can use a variety of linking words and cohesive devices efficiently.	D
	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	D
	Can evaluate different ideas or solutions to a problem explaining the advantages and disadvantages of various options.	D
	Can synthesise information and arguments from a number of sources.	D

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Unit 10

Skills Area	Goal	Lesson
Listening	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics, including technical discussions in their field of specialisation.	A, B, C, D
	Can 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.	A, C, D
	Can keep up with an animated conversation but may find it difficult to participate effectively in a discussion with several expert speakers who do not modify their language in any way.	A, C
Reading	Can read correspondence relating to their field of interest and readily grasp the essential meaning.	A, B, D,
	Can scan quickly through long and complex texts, locating relevant details.	A, B, D
	Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics.	A, B
	Can obtain information, ideas and opinions from highly specialised sources within their field.	B
	Can understand specialised articles outside their field, provided they can use a dictionary occasionally.	A, B, D
Speaking	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	GS, A, B, C, D
	Can convey degrees of emotion and highlight the personal significance of events and experiences.	GS, A, B, C, D
	In informal discussion at B2 learners can: <ul style="list-style-type: none"> • express their ideas and opinions with precision • evaluate alternative proposals • present and respond to complex lines of argument convincingly • account for and sustain their opinions by providing relevant explanations, arguments and comments. 	GS, A, B, C, D
	Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	A, B, C, D
	Can understand and exchange complex and detailed information and advice on the full range of matters related to their occupational role.	A, B, C
	Can synthesise and report information and arguments from a number of sources.	A, B
	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	A, C
	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	GS, A, B, C, D

CEFR by unit B2

	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	A, B, C
	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	C,
	Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.	A, B, C
	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	B, C
	Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression	B, C
	Can 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.	B, C
	Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.	GS, A, B, C, D
Writing	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	D
	Can write clear, detailed descriptions of real or imaginary events and experiences in clear connected text, following established conventions of the genre concerned.	D
	Can use a variety of linking words and cohesive devices efficiently.	D