



face2face Advanced: Common European Framework (CEF) C1 Unit Maps

Note

The competence 'can understand a wide range of recorded and broadcast audio material, including some which use non-standard dialects and identify finer points of detail such as implicit attitudes and relationships between speakers' is practised throughout the course on the interactive CD-ROM. The competence 'can relate own contribution to those of other speakers' is practised throughout the course in the Student's Book. The competence 'can plan what is to be said and the means to say it, considering the effect on the recipients' is practised in all the *Get ready ... Get it right!* activities. The competence 'can use consistent and helpful layout, paragraphing and punctuation, and accurate spelling' is practised in all the *Accurate Writing* exercises in the Student's Book and Workbook. The competence 'can plan what is to be written and the means to express it, considering the reader' is practised in all the Workbook Reading and Writing Portfolio writing exercises.

UNIT 1

SKILL	COMPETENCE	LESSON
Listening	can follow extended speech on abstract and complex topics beyond his/her own field	C
	can follow extended speech which is not clearly structured and when the message is not given explicitly	B
	can recognise a wide range of idiomatic expressions and colloquialisms, appreciating shifts in register	A, C
	can easily follow complex instructions in group discussions and debates, even when the topic is complex and unfamiliar	A, C
	can understand a wide range of recorded and broadcast audio material, including some which use non-standard dialects and identify finer points of detail such as implicit attitudes and relationships between speakers	C
Reading	can understand in detail lengthy or complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections	A, B, WBP
	can identify finer points of detail including attitudes and implied as well as stated opinions	A, B, WBP
	can quickly identify the content and relevance of texts on a wide range of topics, deciding whether closer study is worthwhile	A, B, WBP
Speaking	can contribute to complex interactions between third parties in group discussions even on abstract, complex, unfamiliar topics	B
	can argue convincingly, responding to questions and answering complex counter arguments fluently, spontaneously and appropriately	B
	can give clear, detailed descriptions and presentations of complex subjects	C
	can backtrack when he/she encounters a difficulty, and reformulate what he/she wants to say without interrupting the flow of speech	C
	can participate fully in an interview, as either interviewer or interviewee	A
	can vary intonation and place sentence stress correctly in order to express finer shades of meaning	B
	can ask follow-up questions for clarification	A, B
	can plan what is to be said and the means to say it, considering the effect on the recipients	C

Key

A = Student's Book Lesson A WBA = Workbook Lesson A WBP = Workbook Reading and Writing Portfolio

**UNIT 1, continued**

SKILL	COMPETENCE	LESSON
Writing	can write clear, well-structured expositions of complex subjects, highlighting the relevant important issues	WBP
	can expand and support points of view at some length with subsidiary points, reasons and relevant examples	WBP

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UNIT 2

SKILL	COMPETENCE	LESSON
Listening	can follow extended speech on abstract and complex topics beyond his/her own field	A, B, C
	can recognise a wide range of idiomatic expressions and colloquialisms, appreciating shifts in register	A
	can easily follow complex instructions in group discussions and debates, even when the topic is complex and unfamiliar	B
	can easily follow most lectures, discussions and debates	C
	can understand a wide range of recorded and broadcast audio material, including some which use non-standard dialects and identify finer points of detail such as implicit attitudes and relationships between speakers	A
Reading	can understand in detail lengthy or complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections	A, WBA, WBP
	can understand any correspondence given the occasional use of a dictionary	WBP
	can identify finer points of detail including attitudes and implied as well as stated opinions	B
	can scan quickly through long or complex texts, locating relevant details	A, B, WBP
	can quickly identify the content and relevance of texts on a wide range of topics, deciding whether closer study is worthwhile	A, C
Speaking	can contribute to complex interactions between third parties in group discussions even on abstract, complex, unfamiliar topics	A, B
	can argue convincingly, responding to questions and answering complex counter arguments fluently, spontaneously and appropriately	A
	can give clear, detailed descriptions and presentations of complex subjects	A, B
	can give elaborate descriptions and narratives, developing particular points and rounding off with an appropriate conclusion	C
	can ask follow-up questions for clarification	B
	can plan what is to be said and the means to say it, considering the effect on the recipients	C
	can produce well-structured speech, using organisational patterns, connectors and cohesive devices	B
Writing	can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind	C, WBP
	can expand and support points of view at some length with subsidiary points, reasons and relevant examples	WBP
	can express him/herself with clarity and precision, relating to the addressee flexibly and effectively	WBP
	can take detailed notes during a lecture	C

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UNIT 3

SKILL	COMPETENCE	LESSON
Listening	can follow extended speech on abstract and complex topics beyond his/her own field	A
	can follow extended speech which is not clearly structured and when the message is not given explicitly	A, B
	can recognise a wide range of idiomatic expressions and colloquialisms, appreciating shifts in register	A, B
	can easily follow complex instructions in group discussions and debates, even when the topic is complex and unfamiliar	B
Reading	can understand in detail lengthy or complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections	A, WBP
	can understand any correspondance given the occasional use of a dictionary	WBB
	can scan quickly through long or complex texts, locating relevant details	A, WBP
	can quickly identify the content and relevance of texts on a wide range of topics, deciding whether closer study is worthwhile	B
Speaking	can contribute to complex interactions between third parties in group discussions even on abstract, complex, unfamiliar topics	A, B
	can argue convincingly, responding to questions and answering complex counter arguments fluently, spontaneously and appropriately	A, B
	can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage	C
	can vary intonation and place sentence stress correctly in order to express finer shades of meaning	C
	can ask follow-up questions for clarification	A
	can plan what is to be said and the means to say it, considering the effect on the recipients	C
Writing	can write clear, well-structured expositions of complex subjects, highlighting the relevant important issues	WBP
	can expand and support points of view at some length with subsidiary points, reasons and relevant examples	WBP
	can express him/herself with clarity and precision, relating to the addressee flexibly and effectively	WBP

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UNIT 4

SKILL	COMPETENCE	LESSON
Listening	can follow extended speech on abstract and complex topics beyond his/her own field	B, C
	can follow extended speech which is not clearly structured and when the message is not given explicitly	A
	can easily follow most lectures, discussions and debates	A, B, C
	can understand complex technical information	B
	can understand a wide range of recorded and broadcast audio material, including some which use non-standard dialects and identify finer points of detail such as implicit attitudes and relationships between speakers	B
Reading	can understand in detail lengthy or complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections	A, B, C, WBB, WBC, WBP
	can identify finer points of detail including attitudes and implied as well as stated opinions	B, C, WBC, WBP
	can scan quickly through long or complex texts, locating relevant details	A, B, WBP
	can quickly identify the content and relevance of texts on a wide range of topics, deciding whether closer study is worthwhile	C, WBC
Speaking	can contribute to complex interactions between third parties in group discussions even on abstract, complex, unfamiliar topics	A
	can argue convincingly, responding to questions and answering complex counter arguments fluently, spontaneously and appropriately	A, C
	can give clear, detailed descriptions and presentations of complex subjects	B
	can give elaborate descriptions and narratives, developing particular points and rounding off with an appropriate conclusion	C
	can ask follow-up questions for clarification	A, B
	can plan what is to be said and the means to say it, considering the effect on the recipients	C
	can produce well-structured speech, using organisational patterns, connectors and cohesive devices	B
Writing	can write clear, well-structured expositions of complex subjects, highlighting the relevant important issues	C, WBP
	can expand and support points of view at some length with subsidiary points, reasons and relevant examples	WBP
	can express him/herself with clarity and precision, relating to the addressee flexibly and effectively	C, WBP

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UNIT 5

SKILL	COMPETENCE	LESSON
Listening	can follow extended speech on abstract and complex topics beyond his/her own field	A, B
	can follow extended speech which is not clearly structured and when the message is not given explicitly	B
	can recognise a wide range of idiomatic expressions and colloquialisms, appreciating shifts in register	B, C
	can easily follow complex instructions in group discussions and debates, even when the topic is complex and unfamiliar	C
	can easily follow most lectures, discussions and debates	C
Reading	can understand in detail lengthy or complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections	A, B, WBA, WBB, WBP
	can identify finer points of detail including attitudes and implied as well as stated opinions	A, WBP
	can scan quickly through long or complex texts, locating relevant details	A, WBP
	can quickly identify the content and relevance of texts on a wide range of topics, deciding whether closer study is worthwhile	B
Speaking	can contribute to complex interactions between third parties in group discussions even on abstract, complex, unfamiliar topics	B
	can argue convincingly, responding to questions and answering complex counter arguments fluently, spontaneously and appropriately	A, B
	can backtrack when he/she encounters a difficulty, and reformulate what he/she wants to say without interrupting the flow of speech	C
	can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage	A, C
	can handle interjections well, responding spontaneously and almost effortlessly	C
	can select from a wide range of discourse in order to get the floor, or to gain time and keep the floor whilst thinking	C
	can ask follow-up questions for clarification	A, B, C
	can plan what is to be said and the means to say it, considering the effect on the recipients	C
Writing	can write clear, well-structured expositions of complex subjects, highlighting the relevant important issues	WBP
	can express him/herself with clarity and precision, relating to the addressee flexibly and effectively	WBP

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UNIT 6

SKILL	COMPETENCE	LESSON
Listening	can follow extended speech on abstract and complex topics beyond his/her own field	A, B, C
	can follow extended speech which is not clearly structured and when the message is not given explicitly	A, B
	can recognise a wide range of idiomatic expressions and colloquialisms, appreciating shifts in register	A, B
	can easily follow complex instructions in group discussions and debates, even when the topic is complex and unfamiliar	A
	can easily follow most lectures, discussions and debates	C
	can understand complex technical information	C
	can understand a wide range of recorded and broadcast audio material, including some which use non-standard dialects and identify finer points of detail such as implicit attitudes and relationships between speakers	C
Reading	can understand in detail lengthy or complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections	A, B, WBB, WBC
	can understand any correspondence given the occasional use of a dictionary	WBP
	can identify finer points of detail including attitudes and implied as well as stated opinions	A, WBC, WBP
	can scan quickly through long or complex texts, locating relevant details	A, B, C, WBP
Speaking	can contribute to complex interactions between third parties in group discussions even on abstract, complex, unfamiliar topics	A, B
	can give clear, detailed descriptions and presentations of complex subjects	A
	can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage	C
	can give elaborate descriptions and narratives, developing particular points and rounding off with an appropriate conclusion	B, C
	can ask follow-up questions for clarification	A
	can plan what is to be said and the means to say it, considering the effect on the recipients	C
	can produce well-structured speech, using organisational patterns, connectors and cohesive devices	C
Writing	can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind	C
	can express him/herself with clarity and precision, relating to the addressee flexibly and effectively	WBP
	can express him/herself with clarity and precision in personal correspondence	WBP
	can use language effectively, including emotional, allusive and joking usage	WBP

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UNIT 7

SKILL	COMPETENCE	LESSON
Listening	can follow extended speech on abstract and complex topics beyond his/her own field	A, B
	can follow extended speech which is not clearly structured and when the message is not given explicitly	B
	can recognise a wide range of idiomatic expressions and colloquialisms, appreciating shifts in register	C
	can easily follow most lectures, discussions and debates	A
	can understand complex technical information	A
	can understand a wide range of recorded and broadcast audio material, including some which use non-standard dialects and identify finer points of detail such as implicit attitudes and relationships between speakers	A, C
Reading	can understand in detail lengthy or complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections	A, B, WBP
	can identify finer points of detail including attitudes and implied as well as stated opinions	A, WBP
	can scan quickly through long or complex texts, locating relevant details	A, B
Speaking	can contribute to complex interactions between third parties in group discussions even on abstract, complex, unfamiliar topics	A, B
	can argue convincingly, responding to questions and answering complex counter arguments fluently, spontaneously and appropriately	A, B
	can give clear, detailed descriptions and presentations of complex subjects	A, B
	can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage	C
	can participate fully in an interview, as either interviewer or interviewee	C
	can vary intonation and place sentence stress correctly in order to express finer shades of meaning	C
	can ask follow-up questions for clarification	A, C
	can adjust what he/she says to the situation and the recipient and adopt a level of formality appropriate to the circumstances	C
	can plan what is to be said and the means to say it, can considering the effect on the recipients	C
Writing	can write clear, well-structured expositions of complex subjects, highlighting the relevant important issues	WBP

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UNIT 8

SKILL	COMPETENCE	LESSON
Listening	can follow extended speech on abstract and complex topics beyond his/her own field	A, B
	can follow extended speech which is not clearly structured and when the message is not given explicitly	A, C
	can recognise a wide range of idiomatic expressions and colloquialisms, appreciating shifts in register	C
	can understand a wide range of recorded and broadcast audio material, including some which use non-standard dialects and identify finer points of detail such as implicit attitudes and relationships between speakers	B
Reading	can understand in detail lengthy or complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections	A, B, WBP
	can understand any correspondance given the occasional use of a dictionary	WBP
	can identify finer points of detail including attitudes and implied as well as stated opinions	A, B, C, WBP
Speaking	can contribute to complex interactions between third parties in group discussions even on abstract, complex, unfamiliar topics	B, C
	can argue convincingly, responding to questions and answering complex counter arguments fluently, spontaneously and appropriately	C
	can give clear, detailed descriptions and presentations of complex subjects	A, B, C
	can participate fully in an interview, as either interviewer or interviewee	C
	can ask follow-up questions for clarification	A, B
Writing	can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind	WBP
	can write clear, well-structured expositions of complex subjects, highlighting the relevant important issues	C
	can use language effectively, including emotional, allusive and joking usage	WBP

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UNIT 9

SKILL	COMPETENCE	LESSON
Listening	can follow extended speech on abstract and complex topics beyond his/her own field	B, C
	can easily follow complex instructions in group discussions and debates, even when the topic is complex and unfamiliar	A
	can easily follow most lectures, discussions and debates	B, C
	can understand a wide range of recorded and broadcast audio material, including some which use non-standard dialects and identify finer points of detail such as implicit attitudes and relationships between speakers	B
Reading	can understand in detail lengthy or complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections	A, B, C, WBB, WBP
	can understand any correspondence given the occasional use of a dictionary	WBA
	can identify finer points of detail including attitudes and implied as well as stated opinions	A, B
	can understand in detail lengthy, complex instructions or procedures	WBP
	can scan quickly through long or complex texts, locating relevant details	WBP
Speaking	can contribute to complex interactions between third parties in group discussions even on abstract, complex, unfamiliar topics	A, B
	can argue convincingly, responding to questions and answering complex counter arguments fluently, spontaneously and appropriately	C
	can give clear, detailed descriptions and presentations of complex subjects	A, C
	can ask follow-up questions for clarification	B
	can adjust what he/she says to the situation and the recipient and adopt a level of formality appropriate to the circumstances	C
	can plan what is to be said and the means to say it, considering the effect on the recipients	C
	can produce well-structured speech, using organisational patterns, connectors and cohesive devices	C
Writing	can write clear, well-structured expositions of complex subjects, highlighting the relevant important issues	WBP

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UNIT 10

SKILL	COMPETENCE	LESSON
Listening	can follow extended speech on abstract and complex topics beyond his/her own field	A, B
	can follow extended speech which is not clearly structured and when the message is not given explicitly	C
	can recognise a wide range of idiomatic expressions and colloquialisms, appreciating shifts in register	C
	can understand a wide range of recorded and broadcast audio material, including some which use non-standard dialects and identify finer points of detail such as implicit attitudes and relationships between speakers	A
Reading	can understand in detail lengthy or complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections	A, B, C, WBC, WBP
	can identify finer points of detail including attitudes and implied as well as stated opinions	B, WBC, WBP
	can scan quickly through long or complex texts, locating relevant details	A, WBP
Speaking	can contribute to complex interactions between third parties in group discussions even on abstract, complex, unfamiliar topics	B, C
	can argue convincingly, responding to questions and answering complex counter arguments fluently, spontaneously and appropriately	C
	can give clear, detailed descriptions and presentations of complex subjects	A, C
	can give elaborate descriptions and narratives, developing particular points and rounding off with an appropriate conclusion	B
	can ask follow-up questions for clarification	A
	can plan what is to be said and the means to say it, considering the effect on the recipients	C
Writing	can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind	WBP
	can write clear, well-structured expositions of complex subjects, highlighting the relevant important issues	C

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