

CEFR B2 Competency level

contents and competences

It is important to point out that each level builds on the knowledge and skills learned in the previous levels.

Candidates can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in their field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of English quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

General linguistic range

Candidates have a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words and using some complex sentence forms to do so.

Speaking

Candidates can present clear, detailed descriptions on a wide range of subjects related to their field of interest. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Listening

Candidates can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. They can understand most news and current affair topics.

Reading and writing

Candidates can read articles and reports concerned with contemporary problems in which writers adopt particular stances or viewpoints. Can understand contemporary literary prose. Can write clear, detailed texts on a wide range of subjects related to their interests. Can write essays or reports, passing on information or giving reasons in support of or against a particular point of view.

Further details

Vocabulary range and control

Candidates have a good range of vocabulary for matters connected to their field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. Vocabulary at this level includes but is not limited to:

- problem solving situations, drawing conclusions and making recommendations
- keeping conversations going
- wellbeing
- relationships
- arts and creativity
- careers and professions
- the media
- wishes and regrets
- money and business

Grammatical accuracy

Candidates show a relatively high degree of grammatical control. They do not make mistakes which lead to misunderstanding. Structures at this level include but are not limited to:

- future continuous
- future perfect
- be and get used to
- third conditional
- provided that, as long as, on condition that
- reported speech and reporting verbs
- wish, it's high or about time, if only
- inversion
- gerund after prepositions
- determiners with countable and uncountable nouns
- linking words and text organisers

Sociolinguistic range

Candidates can with some effort keep up with and contribute to group discussions, even when speech is fast and colloquial. Can express themselves appropriately in situations and avoid crass errors of formulation.

Spoken fluency

Candidates can produce stretches of language with a fairly even tempo. Although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of English quite possible without imposing strain on either party.

Phonological control

Pronunciation is clearly intelligible even if occasional mispronunciations occur.

Orthographic control

Candidates can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.

Additional information on modules

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| <i>Speaking module:</i> | <ul style="list-style-type: none">- 2 candidates or a group of 3 in case of odd numbered candidates- Up to 15 minutes- 1 solo task- 1 pair or group-of-three task- 1 prepared solo task |
| <i>Listening module:</i> | <ul style="list-style-type: none">- Up to 45 minutes- 1 closed task- 2 open tasks |
| <i>Reading and writing module:</i> | <ul style="list-style-type: none">- Up to 90 minutes- 5 open tasks |