

# CEFR B2+ Forward 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 a wide range of fairly demanding, long texts, and recognise implicit meaning. Can express themselves fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text, showing controlled use of organisational patterns.

### **General linguistic range**

Candidates can express themselves clearly and without much sign of having to restrict what they want to say.

### **Speaking**

Candidates can express themselves fluently and spontaneously without much obvious searching for expressions. They can use language flexibly and effectively for social and professional purposes. Can formulate ideas and opinions with precision and relate their contribution to those of other speakers. Can keep up with animated discussions between highly proficient speakers. Can present and respond to complex lines of argument convincingly.

### **Listening**

Candidates can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. Can understand conversations likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. Can understand familiar and unfamiliar topics. Can keep up with an animated conversation between speakers of English. Can follow the essentials of lectures, talks and reports and other forms of academic and professional presentations which are propositionally and linguistically complex.

## Reading and writing

Candidates can understand long and complex texts, appreciating distinctions of style. Can understand specialised articles and longer technical instructions. Can express themselves in clear, well-structured text, expressing points of view at some length. Can write clear descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. They can write detailed expositions of complex subjects, underlining what they consider to be the salient issues. Can write different kinds of texts in a style appropriate to the reader in mind.

### Further details

## Vocabulary range and control

Candidates have a wide 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:

- prefixes and suffixes
- words with similar meanings
- mediation
- challenges
- virtual reality and artificial intelligence (AI)
- attitudes and moods
- ways of
- formal and informal language

## Grammatical accuracy

Candidates have good grammatical control. Non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. Structures at this level include but are not limited to:

- cleft sentences for emphasis
- participle clauses
- modal verbs and modality
- emphasis of comparatives and superlatives
- quantifiers
- mixed conditionals
- dependent prepositions

## **Sociolinguistic range**

Candidates can express themselves confidently, clearly and politely in a formal or informal register. Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting details.

## **Spoken fluency**

Candidates can produce stretches of language with a fairly even tempo. They can sometimes be hesitant as they search for patterns and expressions. 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**

Candidates can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly. Can recognise common words when pronounced in a different regional variety from the ones they are accustomed to.

## **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**

### ***Speaking module:***

- 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

### ***Listening module:***

- Up to 45 minutes
- 3 open tasks

### ***Reading and writing module:***

- Up to 90 minutes
- 5 open tasks