Do your personal best with English!



PERSONAL BEST B2 – CEFR Companion volume with New Descriptors MAPPING¹

The following mapping is based on the Personal Best B2 Student's Book.

¹For practical reasons, some new descriptors of the CEFR have been left out, such as those related to sign language or those that were already present in the former version of the Framework.



Personal Best					
A1	A2	B1	B2	C1	C2
		U	nit 1		
Reading as a leisure activity		Can read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazines, more straightforward novels, history books, biographies, travelogues, guides, lyrics, poems), using appropriate reference sources selectively.			p. 10
Online interactio	n	her contributions	nline exchanges, linking to previous ones in th ultural implications and	e thread,	p. 11, Ex. 8 (adaptable to the online forum)
Linguistic compe phonological co		stress correctly a clearly; accent te	e appropriate intonatio nd articulate individual ends to be influenced b ne speaks, but has little	sounds y other	p. 5, p. 9
Building on mult repertoire	cultural	Can generally int	erpret cultural cues app	propriately.	р. б





Unit 2

Reading as a leisure activity	Can read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazines, more straightforward novels, history books, biographies, travelogues, guides, lyrics, poems), using appropriate reference sources selectively.	p. 12, p. 15, p. 16
Online interaction	Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses.	p. 11 (activity 8, prepare and practise), p. 19 (Personal Best Activity, adaptable to the forum)
Overall Mediation	Can further develop other people's ideas, pose questions that invite reactions from different perspectives and propose solutions or next steps.	p. 11 (Personal Best activity)
Linguistic competence: phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility.	p. 13, p. 17
Building on multicultural repertoire	Can generally interpret cultural cues appropriately.	p. 13, p.114

Personal Best					
A1	A2	B1	B2	C1	C2
		\mathcal{U}_{r}	rit 3		
Reading as	a leisure activity	Can read for pleasu independence, ada to different texts (e straightforward now travelogues, guides	ure with a large degree of apting style and speed of read .g. magazines, more vels, history books, biographi s, lyrics, poems), using nce sources selectively.	ding	22, p. 26, p. 28
Online inte	eraction	her contributions to	Can engage in online exchanges, linking his/ her contributions to previous ones in the thread, understanding cultural implications and reacting appropriately.		
Overall Me	diation	ideas and facilitate showing appreciati encouraging peopl	oportive environment for sha discussion of delicate issues on of different perspectives, le to explore issues and g the way he/she expresses	(activit	p. 23 y 7, adapted to [,] small groups)
Linguistic o phonologio	competence: cal control	stress correctly and clearly; accent tend	appropriate intonation, place d articulate individual sounds ds to be influenced by other speaks, but has little or no e		p. 23, p. 27 linking
Building or repertoire	n multicultural	Can generally inter	pret cultural cues appropriat	ely.	p. 23



Personal Best					
A1	A2	B1	B2	C1	C2
		U	nit 4		
Reading a	as a leisure activity	independence, a reading to differe straightforward r travelogues, guio	asure with a large degre idapting style and speed ent texts (e.g. magazines novels, history books, bio des, lyrics, poems), using rence sources selectively	of s, more ographies,	30, p. 33, p. 34
Overall M	ediation	ideas and facilita showing appreci encouraging peo	supportive environment te discussion of delicate ation of different perspe ople to explore issues ar ing the way he/she expr	e issues, (ectives, nd	p. 37 Ex. 9, adapted to groups)
	competence: gical control	stress correctly a clearly; accent te	e appropriate intonation and articulate individual s ends to be influenced by he speaks, but has little	other	p. 31, p. 35
Building c multicultu	on ural repertoire	communicating	nd explain particular way in his/her own and othe nisunderstanding they g	er cultures,	p. 30 (Ex. 2)



Personal Best					
A1	A2	B1	B2	C1	C2
		U	nit 5		
Reading as	s a leisure activity	independence, ad reading to differe straightforward ne	sure with a large degree o dapting style and speed of nt texts (e.g. magazines, m ovels, history books, biogr es, lyrics, poems), using ap s selectively.	nore aphies,	40, p. 44, p. 46
Online inte	eraction	her contributions	lline exchanges, linking his to previous ones in the th Itural implications and rea	read, a	p. 47 (Ex. 7, daptable to the forum)
Overall Me	ediation	ideas and facilitat showing apprecia encouraging peo	apportive environment for e discussion of delicate iss ition of different perspecti ple to explore issues and s he/she expresses things.	iues, practice ves, ensitively (C	Communication 5A, adapted to groups), p. 172 Communication ice 5C, adapted to groups)
	competence: ical control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility.		nds her	p. 41, p. 45



Personal Best					
A1	A2	B1	B2	C1	C:
		Ur	rit 6		
Reading a	as a leisure activity	Can read for plea pendence, adapt different texts (e. novels, history bo	asure with a large degre ing style and speed of re g. magazines, more stra poks, biographies, travel ems), using appropriate ely.	eading to ightforward ogues,	p. 48, p. 51, p. 52
Overall M	ediation	reliably, e.g. the s in complex but v	iled information and arg significant point(s) conta vell-structured texts with essional, academic and	iined nin his/	p. 160, 166 (Communication Practice 6C)
		backgrounds, cre giving support, a: goals, comparing	oratively with people fro eating a positive atmosp sking questions to ident g options for how to ach gestions for what to do	here by ify common nieve them ad	p. 161, 167 (Communication Practice 6D, lapted to groups)
-	competence: jical control	stress correctly a clearly; accent te	e appropriate intonatior nd articulate individual s ands to be influenced by he speaks, but has little o	ounds other	p. 49, p. 53



Personal Best					
A1	A2	B1	B2	C1	C2
		Un	it 7		
Reading a	as a leisure activity	independence, au reading to differe straightforward n travelogues, guid	isure with a large degree dapting style and speed nt texts (e.g. magazines, ovels, history books, bio es, lyrics, poems), using ence sources selectively	of p more graphies,	. 58, p. 62, b. 63, p. 64
Online in	teraction	her contributions	nline exchanges, linking to previous ones in the Iltural implications and re	thread, to t	3, adapted he forum)
Overall M	lediation	backgrounds, cre giving support, as common goals, c	pratively with people from Pating a positive atmosphesions to identif Swing questions to identif Comparing options for he d offering suggestions for	nere by y pw to	. 63 (Ex. 6)
-	c competence: gical control	stress correctly a clearly; accent te	e appropriate intonation, nd articulate individual so nds to be influenced by ne speaks, but has little c pility.	other	o. 59, p. 63



Personal Best					
A1	A2	B1	B2 ●	C1	C2
		U	nit 8		
Reading a	as a leisure activity	Can read for ple independence, a reading to differa straightforward r travelogues, guio	asure with a large degree idapting style and speed ent texts (e.g. magazines novels, history books, bic des, lyrics, poems), using rence sources selectively	of , more graphies,	p. 69, p. 70
Overall M	lediation	backgrounds, cr by giving suppor common goals,	oratively with people fro eating a positive atmospl t, asking questions to ide comparing options for h d offering suggestions fo	here entify low to	9, adapted to groups)
		reliably, e.g. the in complex but v	ailed information and arg significant point(s) conta vell-structured texts with essional, academic and	ined (Com in his/ F	p. 161, 167 munication Practice 8A)
	c competence: gical control	stress correctly a clearly; accent te	e appropriate intonation and articulate individual s ends to be influenced by he speaks, but has little o	ounds other	p. 67, p. 71



A1	A2	B1	B2	C1	C2
		Ur	ut 9		
Reading	as a leisure activity	Can read for plea independence, au reading to differe straightforward n travelogues, guid	asure with a large degree of dapting style and speed of ent texts (e.g. magazines, r ovels, history books, biog les, lyrics, poems), using ence sources selectively.	f more	p. 80, p. 82
Online in	iteraction	her contributions	nline exchanges, linking h s to previous ones in the t ultural implications and re	hread, to	8, adapted the forum)
Overall M	1 ediation	reliably, e.g. the s in complex but w	iled information and argu ignificant point(s) contain vell-structured texts withir essional, academic and pe	ed (Com his/ p	p. 162, 168 munication ractice 9C)
	c competence: gical control	stress correctly a clearly; accent te	e appropriate intonation, j nd articulate individual so ends to be influenced by c ne speaks, but has little or	unds other	p. 79, p. 81



A1	A2	B1	B2	C1	C2
		Uni	t 10		
Reading a	s a leisure activity	independence, ada reading to differen straightforward no travelogues, guide:	ure with a large degree c apting style and speed of t texts (e.g. magazines, n vels, history books, biogr s, lyrics, poems), using nce sources selectively.	nore	p. 87, p. 88
Overall M	ediation	ideas and facilitate showing appreciati encouraging peop	oportive environment for discussion of delicate is ion of different perspecti le to explore issues and g the way he/she express	sues, ves,	8, adapted to groups)
-	competence: ical control	stress correctly and clearly; accent ten	appropriate intonation, p d articulate individual sou ds to be influenced by of e speaks, but has little or	unds ther	p. 85, p. 89



A1 A2 B1 B2 C1 C2

Unit 11

Reading as a leisure activity	Can read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazines, more straightforward novels, history books, biographies, travelogues, guides, lyrics, poems), using appropriate reference sources selectively.	p. 94, p. 98
Online interaction	Can engage in online exchanges between several participants, effectively linking his/her contributions to previous ones in the thread, provided a moderator helps manage the discussion.	p. 101 (Ex. 7, adapted to the forum)
Overall Mediation	Can establish a supportive environment for sharing ideas and facilitate discussion of delicate issues, showing appreciation of different perspectives, encouraging people to explore issues and sensitively adapting the way he/she expresses things. Can build upon others' ideas, making suggestions for ways forward.	p. 97 (Ex. 9)
	Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within his/her fields of professional, academic and personal interest.	p. 99 (Personal Best activity), p. 173 (Communication practice 11C)
Linguistic competence: phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility.	p. 95, p. 99





Reading as a leisure activity	Can read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazines, more straightforward novels, history books, biographies, travelogues, guides, lyrics, poems), using appropriate reference sources selectively.	p. 105, p. 106
Online interaction	Can engage in online exchanges, linking his/ her contributions to previous ones in the thread, understanding cultural implications and reacting appropriately.	p. 103 (Personal Best activity)
Overall Mediation	Can establish a supportive environment for sharing ideas and facilitate discussion of delicate issues, showing appreciation of different perspectives, encouraging people to explore issues and sensitively adapting the way he/she expresses things.	p. 109 (Ex. 9)
Linguistic competence: phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility.	p. 103, p. 107
Building on multicultural repertoire	Can generally interpret cultural cues appropriately.	p. 109 (skill box), p. 173 (Communication practice 12D)

