

AMERICAN EMPOWER

CEFR overview B2

Skills area	Goal	Lesson
Listening	Can understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in standard language or a familiar variety, including technical discussions in their field of specialization. (OVERALL ORAL COMPREHENSION)	1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 3D, 4A, 4B, 4C, 4D, 5A, 5B, 5C, 5D, 6A, 6B, 6C, 6D, 7A, 7B, 7C, 7D, 8A, 8B, 8C, 8D, 9A, 9B, 9C, 9D, 10A, 10B, 10C, 10D
	Can with some effort catch much of what is said around them, but may find it difficult to participate effectively in discussion with several users of the target language who do not modify their language in any way. (UNDERSTANDING CONVERSATION BETWEEN OTHER PEOPLE)	1A, 1C, 2B, 2C, 3B, 3C, 3D, 4C, 5B, 5C, 6B, 6C, 6D, 7A, 7C, 8A, 8C, 8D, 9C, 10A, 10C, 10D
	Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety. (UNDERSTANDING CONVERSATION BETWEEN OTHER PEOPLE)	4A, 9A
	Can follow chronological sequence in extended informal discourse, e.g. in a story or anecdote. (UNDERSTANDING CONVERSATION BETWEEN OTHER PEOPLE)	2A, 2B, 2D, 10A, 10B
	Can understand most documentaries and most other recorded or broadcast material delivered in the standard form of the language and can identify mood, attitude, etc. (UNDERSTANDING AUDIO MEDIA AND RECORDINGS)	1B, 1D, 3A, 3B, 4A, 4B, 4D, 5A, 5D, 6A, 7A, 7B, 7D, 8A, 8B, 9B, 9D, 10B
Reading	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. (OVERALL READING COMPREHENSION)	1A, 1B, 1D, 2A, 2B, 2D, 3A, 3B, 3D, 4A, 4B, 4D, 5A, 5B, 5D, 6A, 6B, 6D, 7A, 7B, 7D, 8A, 8B, 8D, 9A, 9B, 9D, 10A, 10B, 10D
	Can read correspondence relating to their field of interest and readily grasp the essential meaning. (READING CORRESPONDENCE)	4D, 7D
	Can understand what is said in a personal email or posting even where some colloquial language is used. (READING CORRESPONDENCE)	6A, 7D
	Can scan quickly through long and complex texts, locating relevant details. (READING FOR ORIENTATION)	1A, 1D, 2A, 2B, 2D, 3A, 3B, 3D, 4A, 4B, 5A, 5B, 5D, 6A, 6B, 6D, 7A, 7B, 7D, 8A, 8B, 8D, 9A, 9B, 9D, 10A, 10D
	Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. (READING FOR ORIENTATION)	1A, 1B, 1D, 2A, 2B, 2D, 3A, 3B, 4B, 4D, 5A, 5D, 6A, 6B, 7A, 7B, 8A, 8B, 8D, 9A, 9B, 9D, 10A, 10D

	Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted. (READING FOR INFORMATION AND ARGUMENT)	1A, 1D, 3A, 3B, 3D, 4B, 5A, 5B, 5D, 6A, 6B, 7A, 7B, 8A, 8B, 8D, 9A, 9B, 9D, 10B
	Can recognize when a text provides factual information and when it seeks to convince readers of something. (READING FOR INFORMATION AND ARGUMENT)	2B, 8A
	Can recognize different structures in discursive text: contrasting arguments, problem–solution presentation and cause–effect relationships. (READING FOR INFORMATION AND ARGUMENT)	5D, 8D, 9D
	Can understand lengthy, complex instructions in their field, including details on conditions and warnings, provided they can reread difficult sections. (READING INSTRUCTIONS)	2B, 2D
	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. (READING AS A LEISURE ACTIVITY)	1A, 1B, 1D, 2A, 3A, 3B, 4A, 5A, 5B, 6A, 6B, 6D, 7A, 7B, 8B, 8D, 9A, 9B, 9D, 10A, 10D
Speaking	Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples. (OVERALL ORAL PRODUCTION)	1A, 1B, 1C, 2A, 3A, 3B, 4A, 4B, 4C, 5B, 6A, 7B, 9B, 10B, 10D
	Can give clear, detailed descriptions on a wide range of subjects related to their field of interest. (SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE)	1A, 2A, 3A, 3B, 4A, 4B, 5B, 6A, 10B
	Can describe the personal significance of events and experiences in detail. (SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE)	1B, 2A, 4A, 4B, 5B, 10D
	Can communicate detailed information reliably. (SUSTAINED MONOLOGUE: GIVING INFORMATION)	1C, 4C, 7B, 9B, 10B
	Can give a clear, detailed description of how to carry out a procedure. (SUSTAINED MONOLOGUE: GIVING INFORMATION)	1C
	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with users of the target language, quite possible without imposing strain on either party. (OVERALL ORAL INTERACTION)	1GS, 1A, 1B, 1C, 1D, 2GS, 2A, 2B, 2C, 2D, 3GS, 3A, 3B, 3C, 3D, 4GS, 4A, 4B, 4C, 4D, 5GS, 5A, 5B, 5C, 5D, 6GS, 6A, 6B, 6C, 6D, 7GS, 7A, 7B, 7C, 7D, 8GS, 8A, 8B, 8C, 8D, 9GS, 9A, 9B, 9C, 9D, 10GS, 10A, 10B, 10C, 10D
	Can highlight the personal significance of events and experiences, and account for and sustain views clearly by providing relevant explanations and arguments. (OVERALL ORAL INTERACTION)	1GS, 1A, 1B, 1C, 1D, 2GS, 2A, 2B, 2C, 2D, 3GS, 3A, 3B, 3C, 3D, 4GS, 4A, 4B, 4C, 4D, 5GS, 5A, 5B, 5C, 5D, 6GS, 6A, 6B, 6C, 6D, 7GS, 7A, 7B, 7C, 7D, 8GS, 8A, 8B, 8C, 8D, 9GS, 9A, 9B, 9C, 9D, 10GS, 10A, 10B, 10C, 10D
	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. (CONVERSATION)	1GS, 1A, 1B, 1C, 1D, 2GS, 2A, 2B, 2C, 2D, 3GS, 3A, 3B, 3C, 3D, 4GS, 4A, 4B, 4C, 4D, 5GS, 5A, 5B, 5C, 5D, 6GS, 6A, 6B, 6C, 6D, 7GS, 7A, 7B,

		7C, 7D, 8GS, 8A, 8B, 8C, 8D, 9GS, 9A, 9B, 9C, 9D, 10GS, 10A, 10B, 10C, 10D
	Can convey degrees of emotion and highlight the personal significance of events and experiences. (CONVERSATION)	1B, 2C, 6C, 8C, 9A, 10B, 10C
	Can take an active part in informal discussion in familiar contexts, commenting, putting a point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (INFORMAL DISCUSSION)	2C, 3B, 3C, 4A, 4B, 4C, 5A, 5C, 5D, 6A, 6B, 7A, 7C, 8A, 8B, 9A, 10A, 10B
	Can account for and sustain their opinions in discussion by providing relevant explanations, arguments and comments. (INFORMAL DISCUSSION)	4A, 5A, 5C, 5D, 6A, 6B, 7A, 7C, 8A, 8B, 9A, 10A, 10B
	Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches. (GOAL-ORIENTED COOPERATION)	5C, 6A, 7C
	Can pass on detailed information reliably. (INFORMATION EXCHANGE)	2B, 4A, 6A, 8B, 9A, 10A, 10B
	Can take the initiative in an interview, and expand and develop ideas with little help or prodding from an interviewer. (INTERVIEWING AND BEING INTERVIEWED)	1B, 5B
	Can plan what is to be said and the means to say it, considering the effect on the recipient(s). (PLANNING)	1A, 1D, 2A, 2B, 3B, 4A, 4B, 5B, 5C, 7A, 8A, 10B
	Can correct slips and errors that they become conscious of, or that have led to misunderstandings. (MONITORING AND REPAIR)	9C
	Can intervene appropriately in discussion, exploiting appropriate language to do so. (TURN-taking)	10C
	Can initiate, maintain and end discourse appropriately with effective turn-taking. (TURN-taking)	1C
	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. (COOPERATING)	1C, 3C
	Can ask for explanation or clarification to ensure they understand complex, abstract ideas. (ASKING FOR CLARIFICATION)	9C
	Can formulate follow-up questions to a member of a group to clarify an issue that is implicit or poorly articulated. (ASKING FOR CLARIFICATION)	1A, 2B, 3A, 5B
	Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within their fields of professional, academic and personal interest. (OVERALL MEDIATION)	2A, 4A, 6A, 8B, 9A, 10A, 10B
	Can describe their emotional response to a work and elaborate on the way in which it has evoked this response. (EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS)	1A, 1D, 2A, 2D, 3A, 4A, 4B, 5A, 6A, 6B, 7B, 8A, 8B, 10A, 10B
	Can intervene when necessary to set a group back on task with new instructions or to encourage more even participation. (MANAGING INTERACTION)	3C

Writing	Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesizing and evaluating information and arguments from a number of sources. (OVERALL WRITTEN PRODUCTION)	1D, 2D, 3D, 5D, 6D, 8D, 9D, 10D
	Can give clear, detailed descriptions on a variety of subjects related to their field of interest. (CREATIVE WRITING)	1D, 2D, 6D, 10D
	Can give a review of a film, book or play. (CREATIVE WRITING)	8D
	Can produce an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. (REPORTS AND ESSAYS)	3D, 5D, 9D
	Can express news and views effectively in writing, and relate to those of others. (OVERALL WRITTEN INTERACTION)	4D, 7D
	Can use formality and conventions appropriate to the context when writing personal and professional letters and emails. (CORRESPONDENCE)	4D, 7D
	Can compose non-routine professional letters, using appropriate structure and conventions, provided these are restricted to matters of fact. (CORRESPONDENCE)	7D
	Can interpret and present reliably in writing detailed information from diagrams and visually organized data in their fields of interest. (EXPLAINING DATA IN WRITING)	3D
	Can take accurate notes in meetings and seminars on most matters likely to arise within their field of interest. (NOTE-TAKING)	1B, 10B