

EMPOWER SECOND EDITION

CEFR overview B1+

Skills area	Goal	Lesson
Listening	Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. (OVERALL ORAL COMPREHENSION)	1A, 1B, 1C, 1D, 2A, 2C, 2D, 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, 10C, 10D
	Can follow much of everyday conversation and discussion, provided it is clearly articulated in standard language or in a familiar variety. (UNDERSTANDING CONVERSATION BETWEEN OTHER PEOPLE)	1B, 1C, 1D, 2C, 2D, 3B, 3C, 4C, 5C, 6C, 7B, 7C, 7D, 8A, 8C, 9A, 9C, 9D, 10A, 10C
	Can understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (UNDERSTANDING AUDIO MEDIA AND RECORDINGS)	1A, 2A, 3D, 4A, 4B, 4D, 5A, 5B, 5D, 6A, 6B, 6D, 7A, 8A, 8B, 8D, 9B, 10D
	Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures and news reports when the delivery is relatively slow and clear. (WATCHING TV, FILM AND VIDEO)	1C, 2C, 3C, 4C, 5C, 6C, 7C, 8C, 9C, 10C
Reading	Can read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension. (B1) (OVERALL READING COMPREHENSION)	1A, 1B, 1D, 2A, 2B, 2D, 3A, 3B, 3D, 4A, 4B, 4D, 5A, 5B, 5D, 6A, 6B, 6D, 7A, 7D, 8A, 8B, 8D, 9A, 9D, 10B, 10D
	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (READING FOR ORIENTATION)	1A, 1B, 2B, 2D, 3A, 4A, 4B, 4D, 5A, 5B, 5D, 6A, 6B, 7A, 7D, 8A, 8B, 9D, 10D
	Can scan through straightforward, factual texts in magazines, brochures or on the web, identify what they are about and decide whether they contain information that might be of practical use. (READING FOR ORIENTATION)	1B, 1D, 2A, 4D, 7A, 10B
	Can understand straightforward, factual texts on subjects relating to their interests or studies. (READING FOR INFORMATION AND ARGUMENT)	3B, 3D, 4A, 4B, 5A, 5B, 6A, 7D, 8A, 8D, 10D
	Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor). (READING FOR INFORMATION AND ARGUMENT)	1A, 1B, 1D, 2A, 2B, 3A, 3B, 4B, 6B, 6D, 7A, 8B, 9A, 9D, 10B
	Can identify the main conclusions in clearly signalled argumentative texts. (READING FOR INFORMATION AND ARGUMENT)	5D
	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. (READING FOR INFORMATION AND ARGUMENT)	5D

	Can identify the meaning of unfamiliar words from the context on topics related to their field and interests. (IDENTIFYING CUES AND INFERRING)	1B, 6A, 8A
Speaking	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points. (B1) (OVERALL ORAL PRODUCTION)	1A, 2A, 3A, 3B, 3C, 3D, 4B, 5B, 6B, 6D, 7GS, 8GS, 8B, 9A, 9B, , 10GS, 10B
	Can clearly express feelings about something experienced and give reasons to explain those feelings. (SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE)	1A, 2A, 3A, 3B, 3C, 4B, 6B, 6D, 7GS, 8B, 9A, 9B, 10GS, 10B
	Can explain the main points in an idea or problem with reasonable precision. (SUSTAINED MONOLOGUE: GIVING INFORMATION)	9A
	Can communicate with some confidence on familiar routine and non-routine matters related to their interests and professional field. (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 exchange, check and confirm information, deal with less routine situations and explain why something is a problem. (OVERALL ORAL INTERACTION)	1C, 2A, 2B, 4C, 6A, 6B, 8B, 9A, 9C
	Can express thoughts on more abstract, cultural topics such as films, books, music, etc. (OVERALL ORAL INTERACTION)	1A, 1B, 2A, 4A, 4B, 5A, 5B, 6B, 6C, 6D, 7A, 7B, 8A, 8B, 8D, 9A, 9B, 9D, 10GS, 10A, 10B
	Can start up a conversation and help keep it going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinions on familiar subjects. (CONVERSATION)	2C, 3C, 6C, 7C, 10C
	Can have relatively long conversations on subjects of common interest, provided the interlocutor makes an effort to support understanding. (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 express their thoughts about abstract or cultural topics such as music or films. (INFORMAL DISCUSSION)	1A, 1B, 2A, 4A, 4B, 5A, 5B, 6B, 6C, 6D, 7A, 7B, 8A, 8B, 8D, 9A, 9B, 9D, 10GS, 10A, 10B
	Can explain why something is a problem. (INFORMAL DISCUSSION)	1C, 2C, 5C, 10C
	Can give brief comments on the views of others. (INFORMAL DISCUSSION)	1C, 2C, 6B, 6C, 6D, 7A, 7B, 8C, 9A, 9C, 9D
	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. (INFORMAL DISCUSSION)	1C, 2A, 2C, 4C, 6C, 7A, 7C, 8C, 9C
	Can explain why something is a problem, discuss what to do next, and compare and contrast alternatives. (GOAL-ORIENTED COOPERATION)	2C, 4C, 6C, 7A, 7C, 8C, 9C

	Can give brief comments on the views of others. (GOAL-ORIENTED COOPERATION)	2C, 7A, 8C
	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within their field with some confidence. (INFORMATION EXCHANGE)	1A, 1B, 2A, 2B, 3A, 3B, 4A, 5A, 5B, 6A, 6B, 8B, 9A, 9C, 10D
	Can carry out a prepared interview, checking and confirming information, though they may occasionally have to ask for repetition if the other person's response is rapid or extended. (INTERVIEWING AND BEING INTERVIEWED)	2B
	Can define the features of something concrete for which they can't remember the word. (COMPENSATING)	9B
	Can ask for further details and clarifications from other group members in order to move a discussion forward. (ASKING FOR CLARIFICATION)	1A, 2A, 4A, 8GS, 9B
Writing	Can produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. (B1) (OVERALL WRITTEN PRODUCTION)	6D, 7B, 8A, 8D, 9D, 1D, 3D, 4B, 4D, 5D
	Can clearly signal chronological sequence in narrative text. (CREATIVE WRITING)	3D, 8A
	Can give a simple review of a film, book or TV programme using a limited range of language. (CREATIVE WRITING)	6D
	Can produce short, simple essays on topics of interest. (REPORTS AND ESSAYS)	4B
	Can produce a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, and give and justify their opinion. (REPORTS AND ESSAYS)	1D, 5D, 9D
	Can convey information and ideas on abstract as well as concrete topics, check information, and ask about or explain problems with reasonable precision. (OVERALL WRITTEN INTERACTION)	2D, 7D, 8D, 10D
	Can compose personal letters giving news and expressing thoughts about abstract or cultural topics such as music or film. (CORRESPONDENCE)	7D, 10D
	Can compose letters expressing different opinions and giving detailed accounts of personal feelings and experiences. (CORRESPONDENCE)	2D, 8D
	Can summarise in writing the information and arguments contained in texts on subjects of general or personal interest. (PROCESSING TEXT IN WRITING)	8D