

EMPOWER SECOND EDITION

CEFR overview C1

Skills area	Goal	Lesson
Listening	Can understand enough to follow extended discourse on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the variety is unfamiliar. (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 recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. (OVERALL ORAL COMPREHENSION)	4C, 5A, 6C, 7C, 7D, 8A, 9C, 10A, 10B, 10C
	Can follow extended discourse even when it is not clearly structured and when relationships are only implied and not signalled explicitly. (OVERALL ORAL COMPREHENSION)	1C, 2C, 3C, 4C, 5C
	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex, unfamiliar topics. (UNDERSTANDING CONVERSATION BETWEEN OTHER PEOPLE)	1A, 1C, 2B, 2C, 3C, 3D, 4A, 4C, 4D, 5C, 5D, 6C, 6D, 7C, 8B, 8C, 8D, 9B, 9C, 9D, 10B, 10C
	Can identify the attitude of each participant in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in varieties that are familiar. (UNDERSTANDING CONVERSATION BETWEEN OTHER PEOPLE)	1C, 2C, 3C, 4C, 5C
	Can understand a wide range of recorded and broadcast material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between people. (UNDERSTANDING AUDIO MEDIA AND RECORDINGS)	1A, 1B, 1D, 2A, 2D, 3A, 3B, 4B, 5A, 5B, 6A, 6B, 7A, 7B, 7D, 8A, 9A, 10A, 10D
	Can understand nuances and implied meaning in most films, plays and TV programmes, provided these are delivered in standard language or a familiar variety. (WATCHING TV, FILM AND VIDEO)	1C, 2C, 3C, 4C, 5C, 6C, 7C, 8C, 9C, 10C
Reading	Can understand in detail lengthy, complex texts, whether or not these relate to their own area of speciality, provided they can reread difficult sections. (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 understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided there are opportunities for rereading and they have access to reference tools. (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 understand any correspondence given the occasional use of a dictionary. (READING CORRESPONDENCE)	6B, 6D

	Can understand implicit as well as explicit attitudes, emotions and opinions expressed in emails, discussion forums, vlogs/blogs, etc., provided there are opportunities for rereading and they have access to reference tools. (READING CORRESPONDENCE)	1D, 2B
	Can understand slang, idiomatic expressions and jokes in private correspondence. (READING CORRESPONDENCE)	1D
	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. (READING FOR INFORMATION AND ARGUMENT)	1A, 1B, 2A, 2B, 2D, 3A, 3B, 3D, 4A, 4B, 4D, 5A, 5B, 5D, 6A, 6D, 7A, 7B, 7D, 8A, 8B, 8D, 9A, 9B, 9D, 10A, 10B, 10D
	Can read contemporary literary texts and non-fiction produced in the standard form of the language or a familiar variety with little difficulty and with appreciation of implicit meanings and ideas. (READING AS A LEISURE ACTIVITY)	1A, 1B, 1D, 2A, 2B, 3A, 3B, 3D, 4A, 4B, 4D, 5A, 5B, 6A, 6B, 7A, 7B, 8A, 8B, 9A, 10A, 10B, 10D
Speaking	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. (OVERALL ORAL PRODUCTION)	1A, 1C, 2A, 2B, 3A, 3B, 4B, 5B, 6A, 6B, 6C, 7A, 8A, 8B, 9A, 9B, 10A, 10B
	Can give clear, detailed descriptions of complex subjects. (SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE)	1A, 1C, 2A, 2B, 3A, 3B, 4B, 5B, 6A, 8A, 8B, 9B, 10A, 10B
	Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding them off with an appropriate conclusion. (SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE)	1A, 1C, 3B, 4B, 6B, 10A
	Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively. (SUSTAINED MONOLOGUE: PUTTING A CASE)	9B
	Can develop an argument systematically in well-structured language, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately. (SUSTAINED MONOLOGUE: PUTTING A CASE)	9B
	Can give a clear, well-structured presentation on a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. (ADDRESSING AUDIENCES)	6C, 9A
	Can structure a longer presentation appropriately in order to help the audience follow the sequence of ideas and understand the overall argumentation. (ADDRESSING AUDIENCES)	6C, 7A, 9A
	Can speculate or hypothesise in presenting a complex subject, comparing and evaluating alternative proposals and arguments. (ADDRESSING AUDIENCES)	9A
	Can express themselves fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. (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 use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. (CONVERSATION)	1C, 2C, 3C, 4C, 5C, 6C, 7C, 8C, 9C, 10B, 10C
	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. (INFORMAL DISCUSSION)	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 argue a formal position convincingly, responding to questions and comments and answering complex lines of counter-argument fluently, spontaneously and appropriately. (FORMAL DISCUSSION)	4C
	Can restate, evaluate and challenge contributions from other participants about matters within their academic or professional competence. (FORMAL DISCUSSION)	4C
	Can make critical remarks or express disagreement diplomatically. (FORMAL DISCUSSION)	4C
	Can frame a discussion to decide on a course of action with a partner or group, reporting on what others have said, and summarising, elaborating and weighing up multiple points of view. (GOAL-ORIENTED COOPERATION)	1A, 5A, 5B
	Can negotiate complex or sensitive transactions in public, professional or academic life. (OBTAINING GOODS AND SERVICES)	8C, 9C
	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well. (INTERVIEWING AND BEING INTERVIEWED)	4D, 5C, 10C
	Can exploit their range of vocabulary options creatively so as to readily and effectively use circumlocution in almost all situations. (COMPENSATING)	1C, 3C
	Can select a suitable phrase from a readily available range of discourse functions to preface their remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking. (TURN-taking)	10C
	Can convey clearly and fluently in well-structured language the significant ideas in long, complex texts, whether or not they relate to their own fields of interest, including evaluative aspects and most nuances. (OVERALL MEDIATION)	1B, 2B, 4B, 5B, 6B, 9A
	Can summarise long, demanding texts. (PROCESSING TEXT IN SPEECH)	4B, 6B
	Can exploit information and arguments from a complex text to discuss a topic, glossing with evaluative comments, adding their opinion, etc. (PROCESSING TEXT IN SPEECH)	1B, 2B, 5B, 9A
	Can describe in detail a personal interpretation of a work, outlining their reactions to certain features and explaining their significance. (EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS)	1D, 2A, 3B, 4A, 4B, 5A, 5B, 6A, 6B, 7A, 7B, 8A, 8B, 9A, 9D, 10A, 10B, 10D

	Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern, and reinforcing the message by repeating the key aspects in different ways. (BREAKING DOWN COMPLICATED INFORMATION)	3C
Writing	Can produce clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. (OVERALL WRITTEN PRODUCTION)	1D, 2B, 2D, 3A, 3B, 3D, 4D, 5D, 6B, 7D, 8D, 9D, 10D
	Can employ the structure and conventions of a variety of genres, varying the tone, style and register according to addressee, text type and theme. (OVERALL WRITTEN PRODUCTION)	1D, 2D, 3D, 4D, 5D, 7D, 8D, 9D, 10D
	Can produce clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. (CREATIVE WRITING)	1D, 2B, 3A, 3B, 3D, 4D, 6B, 8D
	Can give a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works. (CREATIVE WRITING)	10D
	Can produce clear, well-structured expositions of complex subjects, underlining the relevant salient issues. (REPORTS AND ESSAYS)	2D, 5D, 7D, 9D
	Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. (REPORTS AND ESSAYS)	2D, 5D, 7D, 9D
	Can express themselves with clarity and precision, relating to the addressee flexibly and effectively. (OVERALL WRITTEN INTERACTION)	6D
	Can, with good expression and accuracy, compose formal correspondence such as letters of clarification, application, recommendation, reference, complaint, sympathy and condolence. (CORRESPONDENCE)	6D