

AMERICAN EMPOWER

CEFR overview A2

| Skills area | Goal | Lesson |
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| Listening | Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly. (OVERALL ORAL COMPREHENSION) | W, 1A, 1B, 1C, 1D, 2B, 2C, 2D, 3A, 3B, 3C, 3D, 4A, 4B, 4C, 4D, 5B, 5C, 5D, 6A, 6B, 6C, 6D, 7A, 7C, 7D, 8A, 8B, 8C, 8D, 9A, 9B, 9C, 9D, 10A, 10B, 10C, 10D, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 12D |
| | Can follow in outline short, simple social exchanges, conducted very slowly and clearly. (UNDERSTANDING CONVERSATION BETWEEN OTHER PEOPLE) | W, 1A, 1B, 1D, 2B, 3C, 4A, 5B, 7A, 7C, 7D, 8C, 8D, 9A, 9B, 9C, 10A, 11B, 11D, 12A, 12C |
| | Can understand basic instructions on times, dates and numbers, etc., and on routine tasks and assignments to be carried out. (UNDERSTANDING ANNOUNCEMENTS AND INSTRUCTIONS) | W |
| | Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly. (UNDERSTANDING AUDIO MEDIA AND RECORDINGS) | 1C, 2C, 2D, 3A, 3B, 3D, 4B, 4C, 4D, 5C, 5D, 6A, 6B, 6C, 6D, 8A, 8B, 9D, 10C, 10D, 11A, 11C, 12B, 12D |
| | Can extract important information from short broadcasts (e.g. the weather forecast, concert announcements, sports results), provided people talk clearly. (UNDERSTANDING AUDIO MEDIA AND RECORDINGS) | 10B |
| | Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly. (UNDERSTANDING AUDIO MEDIA AND RECORDINGS) | 5C, 7C, 8C, 9C, 11C, 12C |
| | Can follow changes of topic of factual TV news items, and form an idea of the main content. (WATCHING TV, FILM AND VIDEO) | 1C, 2C, 3C, 4C, 5C, 6C, 7C, 8C, 9C, 10C, 11C, 12C |
| Reading | Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (OVERALL READING COMPREHENSION) | 1B, 1D, 2A, 2B, 2D, 3A, 3B, 3D, 4A, 4B, 4D, 5A, 5D, 6B, 6D, 7A, 7B, 7D, 8A, 8B, 8D, 9B, 9D, 10A, 10B, 10D, 11A, 11B, 11D, 12A, 12B, 12D |
| | Can understand short, simple personal letters. (READING CORRESPONDENCE) | 3D, 4B, 9D, 12D |
| | Can understand very simple formal emails and letters (e.g. confirmation of a booking or online purchase). (READING CORRESPONDENCE) | 7D |
| | Can understand texts describing people, places, everyday life and culture, etc., provided they use simple language. (READING FOR INFORMATION AND ARGUMENT) | 2A, 2D, 3A, 3B, 4A, 5A, 5D, 6B, 6D, 7B, 8A, 9B, 11A, 11D, 12B, 12D |
| | Can understand information given in illustrated brochures and maps (e.g. the principal attractions of a city). (READING FOR INFORMATION AND ARGUMENT) | 11B, 12A |

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| | Can understand a short factual description or report within their own field, provided simple language is used and that it does not contain unpredictable detail. (READING FOR INFORMATION AND ARGUMENT) | 8B, 8D, 10B |
| | Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people. (READING FOR INFORMATION AND ARGUMENT) | 1B, 1D, 2B, 4D, 10A, 10D |
| | Can understand simple, brief instructions, provided they are illustrated and not presented in continuous text. (READING INSTRUCTIONS) | 4D, 8B |
| | Can follow a simple recipe, especially if there are pictures to illustrate the most important steps. (READING INSTRUCTIONS) | 4B |
| | Can understand short narratives and descriptions of someone's life composed in simple language. (READING AS A LEISURE ACTIVITY) | 2A, 2B, 3A, 3B, 6B, 6D, 7A, 8A, 8D, 12B |
| | Can understand much of the information provided in a short description of a person (e.g. a celebrity). (READING AS A LEISURE ACTIVITY) | 1B, 1D, 11A |
| Speaking | Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc., as a short series of simple phrases and sentences linked into a list. (OVERALL ORAL PRODUCTION) | 1B, 2A, 5A, 5B, 6A, 8A, 8B, 9B, 10A, 12A |
| | Can describe their family, living conditions, educational background, present or most recent job. (SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE) | 6A |
| | Can describe people, places and possessions in simple terms. (SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE) | 1B, 2A, 5A, 5B, 6A, 9B, 10A |
| | Can express what they are good at and not so good at (e.g. sports, games, skills, subjects). (SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE) | 8A |
| | Can briefly describe what they plan to do on the weekend or during the holidays. (SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE) | 12A |
| | Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. (OVERALL ORAL INTERACTION) | W, 1GS, 1B, 1C, 1D, 2GS, 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, 7D, 8GS, 8A, 8B, 8C, 8D, 9GS, 9A, 9B, 9C, 9D, 10GS, 10A, 10B, 10C, 10D, 11GS, 11A, 11B, 11C, 11D, 12GS, 12A, 12B, 12C, 12D |
| | Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of their own accord. (OVERALL ORAL INTERACTION) | W, 1A, 1D, 2C, 7C, 8C |
| | Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of their own accord, though they can be made to understand if the interlocutor will take the trouble. (CONVERSATION) | W, 1A, 1D, 2C, 7C, 8C |
| | Can use simple, everyday, polite forms of greeting and address. (CONVERSATION) | W, 1D |

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| | Can converse in simple language with peers, colleagues or members of a host family, asking questions and understanding answers relating to most routine matters. (CONVERSATION) | 1A, 1B, 1D, 2B, 2D, 3GS, 3A, 3B, 3C, 3D, 4GS, 4A, 4B, 4C, 4D, 5GS, 5A, 5B, 5D, 6GS, 6A, 6B, 6D, 7GS, 7A, 7B, 7D, 8GS, 8A, 8B, 8C, 8D, 9GS, 9A, 9B, 9D, 10GS, 10A, 10B, 10C, 10D, 11GS, 11A, 11B, 11C, 11D, 12GS, 12A, 12B, 12C, 12D |
| | Can make and respond to invitations, suggestions and apologies. (CONVERSATION) | 3C, 7C, 12B |
| | Can express how they are feeling, using very basic stock expressions. (CONVERSATION) | 8C, 12C |
| | Can state what they like and dislike. (CONVERSATION) | 4A, 4B, 7B, 9C, 9D, 11C, 11D |
| | Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. (INFORMAL DISCUSSION) | 3C, 3D |
| | Can discuss what to do, where to go and make arrangements to meet. (INFORMAL DISCUSSION) | 3C, 3D |
| | Can express opinions in a limited way. (INFORMAL DISCUSSION) | 2GS, 3B, 4B, 5GS, 5B, 5D, 7GS, 7B, 7D, 8GS, 8B, 9GS, 9A, 10A, 10B, 11GS, 11C, 11D, 12A, 12B |
| | Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next. (GOAL-ORIENTED COOPERATION) | 2C, 3C, 3D, 5A, 10C |
| | Can ask for and provide everyday goods and services. (OBTAINING GOODS AND SERVICES) | 1C, 2C, 4A, 4C, 9C, 12C |
| | Can get simple information about travel, use public transport (e.g. buses, trains, taxis), ask and give directions, and buy tickets. (OBTAINING GOODS AND SERVICES) | 12C |
| | Can ask about things and make simple transactions in shops, post offices or banks. (OBTAINING GOODS AND SERVICES) | 4A, 9C |
| | Can give and receive information about quantities, numbers, prices, etc. (OBTAINING GOODS AND SERVICES) | 12C |
| | Can make simple purchases by stating what is wanted and asking the price. (OBTAINING GOODS AND SERVICES) | 2C, 4A, 9C |
| | Can order a meal. (OBTAINING GOODS AND SERVICES) | 4C |
| | Can communicate in simple and routine tasks requiring a simple and direct exchange of information. (INFORMATION EXCHANGE) | W, 1A, 1B, 1C, 1D, 2B, 3GS, 3A, 3B, 3C, 3D, 4GS, 4A, 4B, 4C, 4D, 5A, 5C, 5D, 6A, 6B, 6D, 7A, 8A, 8B, 8C, 8D, 9GS, 9A, 9B, 9D, 10GS, 10A, 10C, 10D, 11A, 11B, 11C, 11D, 12GS, 12A, 12C, 12D |
| | Can exchange limited information on familiar and routine operational matters. (INFORMATION EXCHANGE) | W, 1A, 1B, 1C, 1D, 2B, 3GS, 3A, 3B, 3C, 3D, 4GS, 4A, 4B, 4C, 4D, 5A, 5C, 5D, 6A, 6B, 6D, 7A, 8A, 8B, 8C, 8D, 9GS, 9A, 9B, 9D, 10GS, 10A, 10B, 10C, 10D, 11A, 11B, 11C, 11D, 12GS, 12A, 12C, 12D |

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| | Can ask and answer questions about what they do at work and in their free time. (INFORMATION EXCHANGE) | 2B, 3A, 3B, 3C, 4GS, 4B, 4C, 4D, 8A, 8B, 9B, 10GS, 10A, 10B, 10D, 11C, 12GS, 12C, 12D |
| | Can ask for and give directions referring to a map or plan. (INFORMATION EXCHANGE) | 5C |
| | Can ask for and provide personal information. (INFORMATION EXCHANGE) | W, 1A, 1B, 1C, 3B, 6A, 6B, 6D |
| | Can ask and answer simple questions about an event (e.g. ask where and when it took place, who was there and what it was like). (INFORMATION EXCHANGE) | 7A, 8D, 11B |
| | Can, given repetition and clarifications, participate in a short, simple phone conversation with a known person on a predictable topic, e.g. arrival times, arrangements to meet. (USING TELECOMMUNICATIONS) | 6C |
| | Can understand a simple message (e.g. "My flight is late. I will arrive at ten o'clock."), confirm details of the message and pass it on by phone to other people concerned. (USING TELECOMMUNICATIONS) | 6C |
| | Can recall and rehearse an appropriate set of phrases from their repertoire. (PLANNING) | 3C |
| | Can indicate that they did not follow. (ASKING FOR CLARIFICATION) | 1C, 5C, 10C |
| | Can express their reactions to a work, reporting their feelings and ideas in simple language. (EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS) | 1B, 2A, 2B, 3A, 4B, 5A, 5D, 7A, 7B, 7D, 9B, 10B, 10D, 11A, 11B, 11D, 12A, 12B |
| | Can state in simple language which aspects of a work especially interested them. (EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS) | 2A, 2B |
| Writing | Can produce a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because". (OVERALL WRITTEN PRODUCTION) | 1A, 1D, 2A, 4D, 5B, 5D, 6D, 8A, 8B, 8D, 9A, 11D |
| | Can produce a series of simple phrases and sentences about their family, living conditions, educational background, or present or most recent job. (CREATIVE WRITING) | 1A, 1D, 2A, 5B, 5D, 8A, 8B, 9A |
| | Can create short, simple imaginary biographies and simple poems about people. (CREATIVE WRITING) | 6D |
| | Can create diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like "and", "but" and "because". (CREATIVE WRITING) | 4D, 5D, 8D |
| | Can compose an introduction to a story or continue a story, provided they can consult a dictionary and references (e.g. tables of verb tenses in a course book). (CREATIVE WRITING) | 6D, 8D |
| | Can give their impressions and opinions about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions. (REPORTS AND ESSAYS) | 11D |
| | Can compose short, simple formulaic notes relating to matters in areas of immediate need. (OVERALL WRITTEN INTERACTION) | 2D, 3D, 7D, 9D, 10D, 12D |
| | Can convey personal information of a routine nature, for example in a short email or letter introducing themselves. (CORRESPONDENCE) | 7D, 12D |
| | Can compose very simple personal letters expressing thanks and apology. (CORRESPONDENCE) | 9D |

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| | Can compose short, simple notes, emails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement). (CORRESPONDENCE) | 3D |
| | Can fill in personal and other details on most everyday forms (e.g. to open a bank account, or to send a letter by recorded delivery). (NOTES, MESSAGES AND FORMS) | 2D |
| | Can make brief positive or negative comments online about embedded links and media using a repertoire of basic language, though they will generally have to refer to an online translation tool and other resources. (ONLINE CONVERSATION AND DISCUSSION) | 10D |