

CEFR by unit A2

Unit 1

Skills Area	Goal	Lesson
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 speech is clearly and slowly articulated.	A, B, C, D
	Can generally identify the topic of a discussion around them that is conducted slowly and clearly.	A, B, C, D
	Can understand and extract the essential information from short recorded passages.	
Reading	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	A, B, D
	Can identify specific information in simple written material such as letters, brochures and short newspaper or online articles.	B, D
Speaking	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.	A, B, C, D
	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	A, B, C, D
	Can handle very short social exchanges.	C
	Can participate in short conversations in routine contexts on topics of interest.	A, D
	Can deal with common aspects of everyday living such as travel: tourist information, public transport and accommodation, and shopping: buying tickets, simple transactions in shops, post offices or banks.	C
	Can ask for and provide personal information e.g. about habits, routines, pastimes and past activities.	A, B, D
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	C
	Can tell a story or give a short, basic description of e.g. <ul style="list-style-type: none"> • everyday aspects of their environment including people, places, a job or study experience; • events and activities; • plans and arrangements, habits and routines, past activities and personal experiences; • objects and possessions, including comparisons; • what they like or dislike about something; • their family, living conditions, educational background, present or most recent job; • people and places. 	Getting Started (GS), A
Writing	Can write short, simple formulaic notes relating to matters in areas of immediate need.	D
	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	D

CEFR by unit A2

	Can write a series of simple phrases and sentences about everyday/personal matters, e.g. family, people, places, a job or study experience, living conditions, educational background, present or most recent job.	D
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CEFR by unit A2

Unit 2

Skills Area	Goal	Lesson
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 speech is clearly and slowly articulated.	A, B, C, D
	Can generally identify the topic of a discussion around them that is conducted slowly and clearly.	A, B, C, D
	Can catch the main point in short, clear, simple messages and announcements.	D
	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	D
Reading	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	A, B, D
	Can understand basic types of standard routine letters and emails (enquiries, orders, letters of confirmation, etc.) on familiar topics.	D
	Can identify specific information in simple written material such as letters, brochures and short newspaper or online articles.	A, B, D
Speaking	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.	A, B, C, D
	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	A, B, C, D
	Can handle very short social exchanges.	C
	Can participate in short conversations in routine contexts on topics of interest.	A
	Can say what they like and dislike.	A
	Can manage simple, routine tasks, e.g. <ul style="list-style-type: none"> • asking for and providing things; • getting simple information; • discussing what to do next; • making and responding to suggestions; • asking for and giving directions. 	C
	Can give and receive information about quantities, numbers, prices, etc.	C
	Can ask for and provide personal information e.g. about habits, routines, pastimes and past activities.	A, B, D
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	B

CEFR by unit A2

	<p>Can tell a story or give a short, basic description of e.g.</p> <ul style="list-style-type: none"> • everyday aspects of their environment including people, places, a job or study experience; • events and activities; • plans and arrangements, habits and routines, past activities and personal experiences; • objects and possessions, including comparisons; • what they like or dislike about something; • their family, living conditions, educational background, present or most recent job; • people and places. 	GS
Writing	Can write short, simple formulaic notes relating to matters in areas of immediate need.	D
	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	D
	Can write a series of simple phrases and sentences about everyday/personal matters, e.g. family, people, places, a job or study experience, living conditions, educational background, present or most recent job.	D

CEFR by unit A2

Unit 3

Skills Area	Goal	Lesson
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 speech is clearly and slowly articulated.	A, B, C, D
	Can generally identify the topic of a discussion around them that is conducted slowly and clearly.	A, B, C, D
	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	D
Reading	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	A, B, D
	Can understand basic types of standard routine letters and emails (enquiries, orders, letters of confirmation, etc.) on familiar topics.	D
	Can identify specific information in simple written material such as letters, brochures and short newspaper or online articles.	A, B, D
Speaking	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.	A, B, C, D
	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	A, B, C, D
	Can handle very short social exchanges.	C
	Can participate in short conversations in routine contexts on topics of interest.	C, D
	Can make and respond to invitations and apologies.	C
	Can ask for and provide personal information e.g. about habits, routines, pastimes and past activities.	GS, A, B, D
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	B
	Can tell a story or give a short, basic description of e.g. <ul style="list-style-type: none"> • everyday aspects of their environment including people, places, a job or study experience; • events and activities; • plans and arrangements, habits and routines, past activities and personal experiences; • objects and possessions, including comparisons; • what they like or dislike about something; • their family, living conditions, educational background, present or most recent job; • people and places. 	GS, D
Writing	Can write short, simple formulaic notes relating to matters in areas of immediate need.	D
	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	D
	Can write very simple personal letters or emails, etc.	D

CEFR by unit A2

Unit 4

Skills Area	Goal	Lesson
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 speech is clearly and slowly articulated.	A, B, C, D
	Can generally identify the topic of a discussion around them that is conducted slowly and clearly.	A, B, C, D
	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	D
Reading	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	A, B, D
	Can understand basic types of standard routine letters and emails (enquiries, orders, letters of confirmation, etc.) on familiar topics.	B
	Can identify specific information in simple written material such as letters, brochures and short newspaper or online articles.	A, B, D
Speaking	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.	A, B, C, D
	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	A, B, C, D
	Can handle very short social exchanges.	C
	Can participate in short conversations in routine contexts on topics of interest.	A, B
	Can say what they like and dislike.	A, B
	Can make simple purchases by stating what is wanted and asking the price.	A
	Can ask for and provide personal information e.g. about habits, routines, pastimes and past activities.	GS, B, D
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	B, D
	Can tell a story or give a short, basic description of e.g. <ul style="list-style-type: none"> • everyday aspects of their environment including people, places, a job or study experience; • events and activities; • plans and arrangements, habits and routines, past activities and personal experiences; • objects and possessions, including comparisons; • what they like or dislike about something; • their family, living conditions, educational background, present or most recent job; • people and places. 	GS
	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	D

CEFR by unit A2

	Can write a series of simple phrases and sentences about everyday/personal matters, e.g. family, people, places, a job or study experience, living conditions, educational background, present or most recent job.	D
	Can use the most frequently occurring connectors to link simple sentences and phrases in order to tell a story or describe something as a simple list of points.	D

CEFR by unit A2

Unit 5

Skills Area	Goal	Lesson
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 speech is clearly and slowly articulated.	A, B, C, D
	Can generally identify the topic of a discussion around them that is conducted slowly and clearly.	A, B, C, D
	Can understand simple directions relating to how to get from X to Y, by foot or public transport.	C
	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	D
Reading	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	A, B, D
	Can identify specific information in simple written material such as letters, brochures and short newspaper or online articles.	A, B, D
Speaking	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.	A, B, C, D
	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	A, B, C, D
	Can handle very short social exchanges.	C
	Can participate in a discussion about everyday practical issues in a simple way.	D
	Can ask for and provide personal information e.g. about habits, routines, pastimes and past activities.	B
	Can give and follow simple directions and instructions e.g. explain how to get somewhere.	C
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	GS, A, B, D
	Can tell a story or give a short, basic description of e.g. <ul style="list-style-type: none"> • everyday aspects of their environment including people, places, a job or study experience; • events and activities; • plans and arrangements, habits and routines, past activities and personal experiences; • objects and possessions, including comparisons; • what they like or dislike about something; • their family, living conditions, educational background, present or most recent job; • people and places. 	GS, A, B
Writing	Can write short, simple formulaic notes relating to matters in areas of immediate need.	D
	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	B, D

CEFR by unit A2

	Can write a series of simple phrases and sentences about everyday/personal matters, e.g. family, people, places, a job or study experience, living conditions, educational background, present or most recent job.	B, D
	Can use the most frequently occurring connectors to link simple sentences and phrases in order to tell a story or describe something as a simple list of points.	D

CEFR by unit A2

Unit 6

Skills Area	Goal	Lesson
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 speech is clearly and slowly articulated.	A, B, C, D
	Can generally identify the topic of a discussion around them that is conducted slowly and clearly.	A, B, C, D
	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	B, D
Reading	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	B, D
	Can identify specific information in simple written material such as letters, brochures and short newspaper or online articles.	B, D
	Can locate specific information in lists and isolate the information required.	D
Speaking	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.	A, B, C, D
	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	A, B, C, D
	Can handle very short social exchanges.	C
	Can use simple everyday polite forms of greeting, address, farewells, introductions and giving thanks.	C
	Can participate in short conversations in routine contexts on topics of interest.	C
	Can ask for and provide personal information e.g. about habits, routines, pastimes and past activities.	A, B, D
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	A, B, C, D
	Can exchange limited information on familiar and routine operational matters.	C
	Can tell a story or give a short, basic description of e.g. <ul style="list-style-type: none"> • everyday aspects of their environment including people, places, a job or study experience; • events and activities; • plans and arrangements, habits and routines, past activities and personal experiences; • objects and possessions, including comparisons; • what they like or dislike about something; • their family, living conditions, educational background, present or most recent job; • people and places. 	GS, A, B, D
Writing	Can write short, simple formulaic notes relating to matters in areas of immediate need.	D

CEFR by unit A2

	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	D
	Can write very short, basic descriptions of events, past activities and personal experiences.	D
	Can write a series of simple phrases and sentences about everyday/personal matters, e.g. family, people, places, a job or study experience, living conditions, educational background, present or most recent job.	D
	Can use the most frequently occurring connectors to link simple sentences and phrases in order to tell a story or describe something as a simple list of points.	D

CEFR by unit A2

Unit 7

Skills Area	Goal	Lesson
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 speech is clearly and slowly articulated.	A, B, C, D
	Can generally identify the topic of a discussion around them that is conducted slowly and clearly.	A, B, C, D
	Can catch the main point in short, clear, simple messages and announcements.	C
Reading	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	A, B, D
	Can understand basic types of standard routine letters and emails (enquiries, orders, letters of confirmation, etc.) on familiar topics.	D
	Can identify specific information in simple written material such as letters, brochures and short newspaper or online articles.	A, B, D
	Can locate specific information in lists and isolate the information required.	D
Speaking	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.	A, B, C, D
	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	A, B, C, D
	Can handle very short social exchanges.	C
	Can use simple everyday polite forms of greeting, address, farewells, introductions and giving thanks.	C
	Can participate in short conversations in routine contexts on topics of interest.	C
	Can say what they like and dislike.	D
	Can ask for and provide personal information e.g. about habits, routines, pastimes and past activities.	A, B, C
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	GS, A, D
	Can tell a story or give a short, basic description of e.g. <ul style="list-style-type: none"> • everyday aspects of their environment including people, places, a job or study experience; • events and activities; • plans and arrangements, habits and routines, past activities and personal experiences; • objects and possessions, including comparisons; • what they like or dislike about something; • their family, living conditions, educational background, present or most recent job; • people and places. 	GS, B
Writing	Can write short, simple formulaic notes relating to matters in areas of immediate need.	D

CEFR by unit A2

	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	D
	Can write very simple personal letters or emails, etc.	D
	Can use the most frequently occurring connectors to link simple sentences and phrases in order to tell a story or describe something as a simple list of points.	D

CEFR by unit A2

Unit 8

Skills Area	Goal	Lesson
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 speech is clearly and slowly articulated.	A, B, C, D
	Can generally identify the topic of a discussion around them that is conducted slowly and clearly.	A, B, C, D
	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	A, B
Reading	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	A, B, D
	Can understand basic types of standard routine letters and emails (enquiries, orders, letters of confirmation, etc.) on familiar topics.	D
	Can identify specific information in simple written material such as letters, brochures and short newspaper or online articles.	A, B, D
Speaking	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.	A, B, C, D
	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	A, B, C, D
	Can handle very short social exchanges.	C
	Can participate in short conversations in routine contexts on topics of interest.	C
	Can express how they feel in simple terms.	C
	Can participate in a discussion about everyday practical issues in a simple way.	B
	Can ask for and provide personal information e.g. about habits, routines, pastimes and past activities.	A, B, D
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	GS, A, B, C, D
	Can exchange limited information on familiar and routine operational matters.	C
	Can tell a story or give a short, basic description of e.g. <ul style="list-style-type: none"> • everyday aspects of their environment including people, places, a job or study experience; • events and activities; • plans and arrangements, habits and routines, past activities and personal experiences; • objects and possessions, including comparisons; • what they like or dislike about something; • their family, living conditions, educational background, present or most recent job; • people and places. 	GS, B

CEFR by unit A2

Writing	Can write short, simple formulaic notes relating to matters in areas of immediate need.	D
	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	D
	Can write very short, basic descriptions of events, past activities and personal experiences.	D
	Can write a series of simple phrases and sentences about everyday/personal matters, e.g. family, people, places, a job or study experience, living conditions, educational background, present or most recent job.	D
	Can use the most frequently occurring connectors to link simple sentences and phrases in order to tell a story or describe something as a simple list of points.	D

CEFR by unit A2

Unit 9

Skills Area	Goal	Lesson
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 speech is clearly and slowly articulated.	A, B, C, D
	Can generally identify the topic of a discussion around them that is conducted slowly and clearly.	A, B, C, D
Reading	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	B, D
	Can understand basic types of standard routine letters and emails (enquiries, orders, letters of confirmation, etc.) on familiar topics.	B, D
	Can identify specific information in simple written material such as letters, brochures and short newspaper or online articles.	B, D
Speaking	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.	A, B, C, D
	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	A, B, C, D
	Can handle very short social exchanges.	C
	Can participate in short conversations in routine contexts on topics of interest.	C
	Can say what they like and dislike.	C
	Can deal with common aspects of everyday living such as travel: tourist information, public transport and accommodation, and shopping: buying tickets, simple transactions in shops, post offices or banks.	C
	Can give and receive information about quantities, numbers, prices, etc.	C
	Can make simple purchases by stating what is wanted and asking the price.	C
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	GS, A, B, C, D
	Can exchange limited information on familiar and routine operational matters.	C

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	<p>Can tell a story or give a short, basic description of e.g.</p> <ul style="list-style-type: none"> • everyday aspects of their environment including people, places, a job or study experience; • events and activities; • plans and arrangements, habits and routines, past activities and personal experiences; • objects and possessions, including comparisons; • what they like or dislike about something; • their family, living conditions, educational background, present or most recent job; • people and places. 	GS, B
Writing	Can write short, simple formulaic notes relating to matters in areas of immediate need.	D
	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	D
	Can write very simple personal letters or emails, etc.	D

CEFR by unit A2

Unit 10

Skills Area	Goal	Lesson
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 speech is clearly and slowly articulated.	B, C, D
	Can generally identify the topic of a discussion around them that is conducted slowly and clearly.	B, C, D
	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	A, B, D
Reading	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	A, B, D
	Can understand short simple personal letters.	D
	Can identify specific information in simple written material such as letters, brochures and short newspaper or online articles.	A, B, D
Speaking	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.	A, B, C, D
	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	A, B, C, D
	Can handle very short social exchanges.	C
	Can participate in short conversations in routine contexts on topics of interest.	B
	Can manage simple, routine tasks, e.g. <ul style="list-style-type: none"> • asking for and providing things; • getting simple information; • discussing what to do next; • making and responding to suggestions; • asking for and giving directions. 	C
	Can ask for and provide personal information e.g. about habits, routines, pastimes and past activities.	A, B, D
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	A, B
	Can exchange limited information on familiar and routine operational matters.	A

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	<p>Can tell a story or give a short, basic description of e.g.</p> <ul style="list-style-type: none"> • everyday aspects of their environment including people, places, a job or study experience; • events and activities; • plans and arrangements, habits and routines, past activities and personal experiences; • objects and possessions, including comparisons; • what they like or dislike about something; • their family, living conditions, educational background, present or most recent job; • people and places. 	GS
Writing	Can write short, simple formulaic notes relating to matters in areas of immediate need.	D
	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	D
	Can write a series of simple phrases and sentences about everyday/personal matters, e.g. family, people, places, a job or study experience, living conditions, educational background, present or most recent job.	D
	Can use the most frequently occurring connectors to link simple sentences and phrases in order to tell a story or describe something as a simple list of points.	D

CEFR by unit A2

Unit 11

Skills Area	Goal	Lesson
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 speech is clearly and slowly articulated.	A, B, C, D
	Can generally identify the topic of a discussion around them that is conducted slowly and clearly.	A, B, C, D
Reading	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	A, B, D
	Can identify specific information in simple written material such as letters, brochures and short newspaper or online articles.	A, B, D
Speaking	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.	A, B, C, D
	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	A, B, C, D
	Can handle very short social exchanges.	C
	Can participate in short conversations in routine contexts on topics of interest.	C
	Can say what they like and dislike.	D
	Can agree and disagree with others.	C, D
	Can ask for and provide personal information e.g. about habits, routines, pastimes and past activities.	A, B
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	A, B
	Can tell a story or give a short, basic description of e.g. <ul style="list-style-type: none"> • everyday aspects of their environment including people, places, a job or study experience; • events and activities; • plans and arrangements, habits and routines, past activities and personal experiences; • objects and possessions, including comparisons; • what they like or dislike about something; • their family, living conditions, educational background, present or most recent job; • people and places. 	GS
	Writing	Can write short, simple formulaic notes relating to matters in areas of immediate need.
Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .		D
Can write very short, basic descriptions of events, past activities and personal experiences.		D

CEFR by unit A2

Unit 12

Skills Area	Goal	Lesson
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 speech is clearly and slowly articulated.	A, B, C, D
	Can generally identify the topic of a discussion around them that is conducted slowly and clearly.	A, B, C, D
	Can understand simple directions relating to how to get from X to Y, by foot or public transport.	C
	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	B
Reading	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	A, B, D
	Can understand basic types of standard routine letters and emails (enquiries, orders, letters of confirmation, etc.) on familiar topics.	D
	Can identify specific information in simple written material such as letters, brochures and short newspaper or online articles.	A, B, D
Speaking	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.	A, B, C, D
	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	A, B, C, D
	Can handle very short social exchanges.	C
	Can participate in short conversations in routine contexts on topics of interest.	C
	Can participate in a discussion about everyday practical issues in a simple way.	A, B
	Can agree and disagree with others.	B
	Can manage simple, routine tasks, e.g. <ul style="list-style-type: none"> • asking for and providing things; • getting simple information; • discussing what to do next; • making and responding to suggestions; • asking for and giving directions. 	B, D
	Can deal with common aspects of everyday living such as travel: tourist information, public transport and accommodation, and shopping: buying tickets, simple transactions in shops, post offices or banks.	C
	Can ask for and provide personal information e.g. about habits, routines, pastimes and past activities.	GS
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	A, B, C
	Can exchange limited information on familiar and routine operational matters.	C

CEFR by unit A2

	<p>Can tell a story or give a short, basic description of e.g.</p> <ul style="list-style-type: none"> • everyday aspects of their environment including people, places, a job or study experience; • events and activities; • plans and arrangements, habits and routines, past activities and personal experiences; • objects and possessions, including comparisons; • what they like or dislike about something; • their family, living conditions, educational background, present or most recent job; • people and places. 	GS, B
Writing	Can write short, simple formulaic notes relating to matters in areas of immediate need.	D
	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	D
	Can write very simple personal letters or emails, etc.	D
	Can use the most frequently occurring connectors to link simple sentences and phrases in order to tell a story or describe something as a simple list of points.	D