

CEFR by unit A1

Classroom language page

| Skills Area | Goal | Lesson |
|-------------|---|------------------------------|
| Listening | Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning. | Classroom Language page (CL) |
| | Can understand instructions addressed carefully and slowly to them and follow short, simple directions. | CL |
| Speaking | Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions. | CL |

Unit 1

| Skills Area | Goal | Lesson |
|-------------|--|-------------------------------|
| Listening | Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning. | A, B, C |
| Reading | Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required. | A, B, C |
| | Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. | A, C |
| Speaking | Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. | GS (Getting started), A, B, C |
| | Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | A, B |
| | Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them in clear, slow and repeated speech. | A, B |
| | Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions. | A, B |
| | Can make an introduction and use basic greeting and leave-taking expressions. | A, C |
| | Can ask how people are and react to news. | A, C |
| | Can ask and answer questions about themselves and other people, where they live, people they know, things they have. | A, B |
| | Can produce simple mainly isolated phrases about people and places. | GS, A, B, C |
| | Can describe themselves, what they do and where they live. | A |
| Writing | Can ask for or pass on personal details in written form. | C |
| | Can write simple isolated phrases and sentences. | A, B, C |
| | Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. | C |

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Unit 2

| Skills Area | Goal | Lesson |
|------------------|--|-------------|
| Listening | Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning. | A, B, C |
| Reading | Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required. | A, C |
| | Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. | A, C |
| Speaking | Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. | GS, A, B, C |
| | Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | GS, A, B, C |
| | Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them in clear, slow and repeated speech. | C |
| | Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions. | GS, A, B, C |
| | Can handle numbers, quantities, cost and time. | GS, B, C |
| | Can ask and answer questions about themselves and other people, where they live, people they know, things they have. | A, B, C |
| | Can reply in an interview to simple direct questions spoken very slowly and clearly in direct, non-idiomatic speech about personal details. | C |
| | Can produce simple mainly isolated phrases about people and places. | GS, A, B, C |
| | Can describe themselves, what they do and where they live. | A, C |
| Writing | Can ask for or pass on personal details in written form. | C |
| | Can write numbers and dates, own name, nationality, address, age, date of birth or of arrival in the country, etc. such as on a hotel registration form. | C |
| | Can write simple isolated phrases and sentences. | A |

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Unit 3

| Skills Area | Goal | Lesson |
|------------------|--|-------------|
| Listening | Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning. | A, B, C |
| Reading | Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required. | A, B, C |
| | Can understand short, simple messages on postcards. | C |
| | Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations. | C |
| | Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. | A, B, C |
| Speaking | Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. | GS, A, B, C |
| | Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | GS, A, B, C |
| | Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them in clear, slow and repeated speech. | C |
| | Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions. | GS, A, B, C |
| | Can ask people for things, and give people things. | C |
| | Can handle numbers, quantities, cost and time. | B, C |
| | Can ask and answer questions about themselves and other people, where they live, people they know, things they have. | GS, A, B |
| | Can indicate time by such phrases as next week, last Friday, in November, three o'clock, etc. | B |
| | Can reply in an interview to simple direct questions spoken very slowly and clearly in direct, non-idiomatic speech about personal details. | A |
| | Can produce simple mainly isolated phrases about people and places. | GS, A, B |
| Writing | Can ask for or pass on personal details in written form. | C |
| | Can write a short, simple postcard. | C |
| | Can write simple isolated phrases and sentences. | A, B, C |
| | Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. | C |

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Unit 4

| Skills Area | Goal | Lesson |
|---|--|--|
| Listening | Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning. | A, B, C |
| Reading | Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required. | A, B, C |
| | Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. | A, B, C |
| Speaking | Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. | GS, A, B, C |
| | Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | GS, A, B, C |
| | Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them in clear, slow and repeated speech. | C |
| | Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions. | GS, A, B, C |
| | Can make an introduction and use basic greeting and leave-taking expressions. | C |
| | Can ask and answer questions about themselves and other people, where they live, people they know, things they have. | GS, A, B, C |
| | Can reply in an interview to simple direct questions spoken very slowly and clearly in direct, non-idiomatic speech about personal details. | A |
| | Can produce simple mainly isolated phrases about people and places. | GS, A, B, C |
| | Can describe themselves, what they do and where they live. | A, B |
| | Writing | Can ask for or pass on personal details in written form. |
| Can write simple isolated phrases and sentences. | | A, C |
| Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. | | C |

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Unit 5

| Skills Area | Goal | Lesson |
|-------------|--|-------------|
| Listening | Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning. | A, B, C |
| | Can understand instructions addressed carefully and slowly to them and follow short, simple directions. | A, C |
| Reading | Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required. | A, B, C |
| | Can understand short, simple messages on postcards. | C |
| | Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. | A, B, C |
| | Can follow short, simple written directions. | C |
| Speaking | Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. | GS, A, B, C |
| | Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | GS, A, B, C |
| | Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them in clear, slow and repeated speech. | B, C |
| | Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions. | GS, A, B, C |
| | Can ask and answer questions about themselves and other people, where they live, people they know, things they have. | A, B, C |
| | Can reply in an interview to simple direct questions spoken very slowly and clearly in direct, non-idiomatic speech about personal details. | B |
| | Can produce simple mainly isolated phrases about people and places. | GS, A, B, C |
| | Can describe themselves, what they do and where they live. | A, B, C |
| Writing | Can ask for or pass on personal details in written form. | C |
| | Can write a short, simple postcard. | C |
| | Can write simple isolated phrases and sentences. | A, B, C |
| | Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. | C |

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Unit 6

| Skills Area | Goal | Lesson |
|------------------|--|-------------|
| Listening | Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning. | A, B, C |
| Reading | Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required. | A, B, C |
| | Can understand short, simple messages on postcards. | C |
| | Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. | A, B, C |
| Speaking | Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. | GS, A, B, C |
| | Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | GS, A, B, C |
| | Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them in clear, slow and repeated speech. | C |
| | Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions. | GS, A, B, C |
| | Can ask people for things, and give people things. | C |
| | Can handle numbers, quantities, cost and time. | B |
| | Can ask and answer questions about themselves and other people, where they live, people they know, things they have. | GS, A, B |
| | Can indicate time by such phrases as next week, last Friday, in November, three o'clock, etc. | B |
| | Can reply in an interview to simple direct questions spoken very slowly and clearly in direct, non-idiomatic speech about personal details. | A, B |
| | Can produce simple mainly isolated phrases about people and places. | GS, A, B, C |
| | Can describe themselves, what they do and where they live. | B |
| Writing | Can ask for or pass on personal details in written form. | C |
| | Can write a short, simple postcard. | C |
| | Can write simple isolated phrases and sentences. | A, B |
| | Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. | C |

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Unit 7

| Skills Area | Goal | Lesson |
|------------------|--|-------------|
| Listening | Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning. | A, B, C |
| Reading | Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required. | A, B, C |
| | Can understand short, simple messages on postcards. | C |
| | Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations. | C |
| | Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. | A, B, C |
| Speaking | Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. | GS, A, B, C |
| | Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | GS, A, B, C |
| | Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them in clear, slow and repeated speech. | C |
| | Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions. | GS, A, B, C |
| | Can ask people for things, and give people things. | A, C |
| | Can handle numbers, quantities, cost and time. | A, C |
| | Can ask and answer questions about themselves and other people, where they live, people they know, things they have. | GS, A, B |
| | Can produce simple mainly isolated phrases about people and places. | GS, B |
| | Can describe themselves, what they do and where they live. | B |
| | Can write a short, simple postcard. | C |
| | Can write simple isolated phrases and sentences. | B, C |
| | Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. | C |

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Unit 8

| Skills Area | Goal | Lesson |
|------------------|--|-------------|
| Listening | Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning. | A, B, C |
| Reading | Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required. | A, B, C |
| | Can understand short, simple messages on postcards. | A, C |
| | Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. | A, B |
| Speaking | Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. | GS, A, B, C |
| | Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | GS, A, B, C |
| | Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them in clear, slow and repeated speech. | C |
| | Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions. | GS, A, B, C |
| | Can handle numbers, quantities, cost and time. | C |
| | Can ask and answer questions about themselves and other people, where they live, people they know, things they have. | GS, A, B, C |
| | Can indicate time by such phrases as next week, last Friday, in November, three o'clock, etc. | A, C |
| | Can produce simple mainly isolated phrases about people and places. | GS, A, B, C |
| | Can write a short, simple postcard. | C |
| | Can write simple isolated phrases and sentences. | A, B, C |
| | Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. | A, B |

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Unit 9

| Skills Area | Goal | Lesson |
|------------------|--|-------------|
| Listening | Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning. | A, B, C |
| Reading | Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required. | A, B, C |
| | Can understand short, simple messages on postcards. | C |
| | Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. | A, B, C |
| Speaking | Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. | GS, A, B, C |
| | Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | GS, A, B, C |
| | Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them in clear, slow and repeated speech. | C |
| | Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions. | GS, A, B, C |
| | Can make an introduction and use basic greeting and leave-taking expressions. | C |
| | Can ask how people are and react to news. | C |
| | Can ask people for things, and give people things. | C |
| | Can ask and answer questions about themselves and other people, where they live, people they know, things they have. | GS, A, B, C |
| | Can indicate time by such phrases as next week, last Friday, in November, three o'clock, etc. | B |
| | Can reply in an interview to simple direct questions spoken very slowly and clearly in direct, non-idiomatic speech about personal details. | A, B |
| | Can produce simple mainly isolated phrases about people and places. | GS, A, B, C |
| | Can write a short, simple postcard. | C |
| | Can write simple isolated phrases and sentences. | A, B |
| | Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. | C |

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Unit 10

| Skills Area | Goal | Lesson |
|-------------|--|-------------|
| Listening | Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning. | A, B, C |
| | Can understand instructions addressed carefully and slowly to them and follow short, simple directions. | C |
| Reading | Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required. | A, B, C |
| | Can understand short, simple messages on postcards. | C |
| | Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. | B |
| Speaking | Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. | GS, A, B, C |
| | Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | GS, A, B, C |
| | Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them in clear, slow and repeated speech. | C |
| | Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions. | GS, A, B, C |
| | Can ask people for things, and give people things. | C |
| | Can handle numbers, quantities, cost and time. | A, C |
| | Can ask and answer questions about themselves and other people, where they live, people they know, things they have. | GS, A, B, C |
| | Can indicate time by such phrases as next week, last Friday, in November, three o'clock, etc. | C |
| | Can reply in an interview to simple direct questions spoken very slowly and clearly in direct, non-idiomatic speech about personal details. | A |
| | Can produce simple mainly isolated phrases about people and places. | GS, A, B, C |
| | Can describe themselves, what they do and where they live. | A |
| | Can write a short, simple postcard. | A, C |
| | Can write simple isolated phrases and sentences. | A, B |
| | Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. | B, C |

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Unit 11

| Skills Area | Goal | Lesson |
|---|---|--|
| Listening | Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning. | A, B, C |
| Reading | Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required. | A, B, C |
| | Can understand short, simple messages on postcards. | C |
| | Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations. | B |
| | Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. | A, B, C |
| Speaking | Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. | GS, A, B, C |
| | Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | GS, A, B, C |
| | Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions. | GS, A, B, C |
| | Can ask and answer questions about themselves and other people, where they live, people they know, things they have. | GS, A, B, C |
| | Can indicate time by such phrases as next week, last Friday, in November, three o'clock, etc. | A |
| | Can produce simple mainly isolated phrases about people and places. | GS, A, B, C |
| | Can describe themselves, what they do and where they live. | A, B, C |
| | Writing | Can ask for or pass on personal details in written form. |
| Can write a short, simple postcard. | | C |
| Can write simple isolated phrases and sentences. | | GS, A, B |
| Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. | | C |

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Unit 12

| Skills Area | Goal | Lesson |
|------------------|--|-------------|
| Listening | Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning. | A, B, C |
| Reading | Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required. | A, B, C |
| | Can understand short, simple messages on postcards. | C |
| | Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. | A, B, C |
| Speaking | Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. | GS, A, B, C |
| | Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | GS, A, B, C |
| | Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them in clear, slow and repeated speech. | C |
| | Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions. | GS, A, B, C |
| | Can handle numbers, quantities, cost and time. | C |
| | Can ask and answer questions about themselves and other people, where they live, people they know, things they have. | GS, A, B, C |
| | Can indicate time by such phrases as next week, last Friday, in November, three o'clock, etc. | A, B, C |
| | Can reply in an interview to simple direct questions spoken very slowly and clearly in direct, non-idiomatic speech about personal details. | B |
| | Can produce simple mainly isolated phrases about people and places. | GS, A, B, C |
| | Can describe themselves, what they do and where they live. | B |
| Writing | Can ask for or pass on personal details in written form. | C |
| | Can write a short, simple postcard. | C |
| | Can write simple isolated phrases and sentences. | A, B |
| | Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. | C |