

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