

## **Level A2**

**Level A2** is where the majority of descriptors stating social functions are to be found, like use simple everyday polite forms of greeting and address; react to news; handle very short social exchanges; ask and answer personal and work questions; make and respond to invitations; discuss and make arrangements to meet; make and accept offers. Here too are to be found descriptors on getting out and about like: make simple transactions; ask for basic information, i.e. about travel; use public transport; ask and give directions, ask for and provide everyday goods and services.

### **Global**

Students can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

## **Self Assessment for Learners**

### **Listening**

I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.

### **Reading**

I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.

### **Spoken Interaction**

I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.

### **Spoken Production**

I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.

### **Writing**

I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

## **Illustrative Proficiency Scales**

### **Listening Proficiency**

Students at this level can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated, such as phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) . They can generally identify the topic of discussion around them and understand simple directions by foot or public transport. They can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters and also identify main points of TV news items and form an idea of the main content where visual supports the commentary.

### **Reading Proficiency**

Students at this level can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. They can understand basic types of standard routine correspondence (enquiries, orders, letters of confirmation etc.) on familiar topics and short simple personal correspondence. They can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables and understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings. Students can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. And can understand regulations when expressed in simple language. They infer the overall meaning of short texts to derive the probable meaning of unknown words from the context.

### **Writing Proficiency**

Students at this level can write short, simple, formulaic notes relating to matters in areas of immediate need using simple connectors. They can write very simple personal correspondence expressing thanks and apology and write about everyday aspects of their environment, e.g. people, places, a job or study experience in linked sentences. Students can write very short, basic descriptions of events, past activities and personal experiences and simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Students can write short, simple imaginary biographies and simple poems about people and pick out and reproduce key words and phrases from a short text within the learner's competence. Students can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in their oral vocabulary and can copy short sentences on everyday subjects.

## Speaking Proficiency

Students at this level can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary, often with hesitation and false starts. They can manage simple, routine exchanges without undue effort; and ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. They can perform routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time and handle very short social exchanges but rarely keep conversation going of his/her own accord. They can make themselves understood in an interview and communicate ideas and information on familiar topics, provided they can ask for clarification.

Students can give a simple description or presentation of people and other familiar scenarios and deliver short, rehearsed announcements. They can sustain monologues if they are short stories and basic descriptions of people, events, experiences and their environment. Students can infer meaning of unknown words from the overall meaning of utterances. They can use simple techniques to start, maintain and end a short conversation, ask for attention, clarification and indicate when they are following. They can use gesture for clarification and ask for confirmation if a form is correct and start again when communication breaks down. Students can link groups of words with simple connectors like “and” and “because”. Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.

## **Learner Outcomes**

Students at this level will be able to use the following:

### **Functions and notions**

Describing habits and routines  
Describing past experiences  
Describing people, places and things  
Obligation and Necessity  
Suggestions, advice, invitations and offers  
Requests and Arrangements to meet people

### **Grammar**

Adjectives – comparative, superlative, Demonstrative, -ed and -ing  
Adverbs of frequency  
Adverbial phrases of time, place and frequency including word order  
Articles – with countable and uncountable nouns  
Countable: and Uncountables: much/many  
Determiners  
Future time (will and going to)  
Present Continuous for future arrangements  
Imperatives  
Modals – can/could  
Modals – possibility, obligation and necessity  
Past simple, Past continuous and Used to  
Possessives and Possessive pronouns  
Prepositional phrases and Prepositions of time  
Present Simple, Continuous and Perfect  
Questions  
Gerunds and Infinitives  
Conditionals – Zero and First  
Phrasal verbs - common

### **Discourse Markers**

Connecting words expressing cause and effect, contrast  
Linkers: sequential past time

### **Vocabulary**

Adjectives – personality, description and feelings  
Food and drink  
Things in the town, travel and services

### **Topics**

Education, Hobbies, Pastimes and Holidays  
Leisure Activities and Shopping  
Work and jobs

### **Learner Training**

Vocabulary acquisition, storage and recording  
Becoming more comfortable with monolingual dictionary  
Awareness of note taking skills  
Awareness of skimming and scanning reading skills  
Increased awareness on how to infer the meaning of unknown words using context  
Increased familiarity with phonemic chart – layout, voiced/unvoiced, individual vowel sounds

### **Study Skills**

Record and revise vocabulary regularly  
Choose the right place and time to study  
Create a timetable to study and weekly goals  
Use folders, dividers, colour pens, highlighters  
Organise revision get-togethers.  
Use video and voice recorder for fluency and pronunciation practice.

