

### **Level A1**

**Level A1** is considered the lowest level of generative language use – the point at which the learner can interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying purely on a very finite rehearsed, lexically organised repertoire of situation-specific phrases.

#### **Global**

Students can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

### **Self-Assessment for Learners**

#### **Listening**

I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.

#### **Reading**

I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.

#### **Spoken Interaction**

I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.

#### **Spoken Production**

I can use simple phrases and sentences to describe where I live and people I know.

#### **Writing**

I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.

## Learner Outcomes

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

### Functions:

Directions  
Describing habits and routines  
Giving personal information  
Greetings  
Telling the time  
Understanding and using numbers  
Understanding and using price

### Grammar

Adjectives: common and demonstrative  
Adverbs of frequency  
Comparatives and superlatives  
Going to  
How much/how many and very common uncountable nouns  
I'd like Imperatives (+/-) Intensifiers - very basic  
Modals: can/can't/could/couldn't  
Past simple of "to be" and Past Simple  
Possessive s and adjectives  
Prepositions, common  
Prepositions of place and time  
Present simple and Present continuous  
Pronouns: simple, personal  
Questions There is/are  
To be, including question + negatives  
Verb + ing: like/hate/love

### Vocabulary

Food and drink  
Nationalities and countries  
Personal information  
Things in the town, shops and shopping  
Verbs – basic

### Discourse Markers

Connecting words, and, but, because

### Topics

Family life  
Hobbies and pastimes  
Holidays Leisure activities  
Shopping  
Work and jobs

### Learner Training

Familiarity with bilingual dictionary  
Awareness of style - formal / informal. Awareness of communication aims  
Names of activities - listening, vocabulary, grammar, reading etc. Awareness of register - informal / formal.  
Accuracy vs fluency  
Classroom language (e.g. "what do you call...?" / "what does ..... mean?")  
Vocabulary storage techniques  
Recognition of many phonemic symbols Recognition of stress mark  
Phonetic symbols for individual problem 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.

**Syllabus:** Beginner

**CEFR Level:** A1

**Coursebook:** English File 4<sup>th</sup> Edition

Weeks	Units	Language Focus	Skills Focus
1  Progress test 1	1A  1B	<u>Grammar</u> : verb to be (I & you), verb to be (he, she, it)  <u>Vocabulary</u> : numbers, days of the week, countries	Reading the alphabet, checking into a hotel, and booking a table.
2  Progress test 2	2A  2B	<u>Grammar</u> : verb to be (we, you, they), Wh- and How questions with 'be'  <u>Vocabulary</u> : nationalities, phone numbers, larger numbers	Reading introductions, stating phone numbers, and completing an application form
3  Progress test 3	3A  3B	<u>Grammar</u> : singular and plural nouns, the indefinite article, demonstratives (this, that, these, those)  <u>Vocabulary</u> : small everyday objects, souvenirs	Understanding prices and buying lunch
4  Progress test 4	4A  4B	<u>Grammar</u> : possessive adjectives (my, your), possessive apostrophe, adjectives  <u>Vocabulary</u> : people around you, family,	Speaking and writing about people you know such as friends and family, listening to people in street interviews, reading about other people and their lives
5  Progress test 5	5A  5B	<u>Grammar</u> : present simple for I, you, we, they; positive, negative, and question forms  <u>Vocabulary</u> : food, drink, common verb phrases (eat, look, read)	Telling the time, listening to a description of a night out, reading a text about Japanese-style diets and describing your routine

6	6A 6B	<p><u>Grammar</u>: present simple for he, she, it; positive, negative, and question forms</p> <p><u>Vocabulary</u>: jobs, places of work, describing a typical day</p>	Saying the date, listening to a telephone conversation, reading an advertisement for a city, and listening to street interviews
Progress test 6			
7	7A 7B	<p><u>Grammar</u>: word order in questions (comparing 'be' and present simple), imperative forms, object pronouns (me, him, etc.)</p> <p><u>Vocabulary</u>: sports, common verb phrases (go out, walk, relax)</p>	Saying the date and listening to a telephone conversation about travels plans
Progress test 7			
8	8A 8B	<p><u>Grammar</u>: can for ability, using love/like/hate with the gerund</p> <p><u>Vocabulary</u>: verb phrases for use in daily life and activities (such as hobbies)</p>	Reading a text advertising a city, understanding street interviews, talking about your free time
Progress test 8			
9	9A 9B	<p><u>Grammar</u>: present continuous and comparing the usage with present simple</p> <p><u>Vocabulary</u>: verb phrases for travel, clothes</p>	Inviting and offering using 'would you like to...?' and 'would you like a...?', listening to a meeting between old friends.
Progress test 9			
10	10A	<u>Grammar</u> : there's a..., there are some..., past simple with the verb to	Talking about what you're doing at the moment, understanding street

Progress test 10	10B	be  <u>Vocabulary</u> : hotels and holiday accommodation, prepositions of place and time	interviews, and reading a text about a couple's trip to Barcelona.
11  Progress test	11A 11B	<u>Grammar</u> : past simple for regular and irregular verbs (do, get, go, have)  <u>Vocabulary</u> : regular and irregular verbs	Asking for and listening to directions
12  Progress test 12  End of course test	12A 12B	<u>Grammar</u> : revision of past simple <u>Pron</u> : Revision of Vowel Sounds  <i>End of course test</i>	Reading a text about Jordan.  Listening comprehension: Street Interviews