

## **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.

## **Level B1**

**Level B1** is perhaps most categorised by two features. The first feature is the ability to maintain interaction and get across what you want to, in a range of contexts, for example: generally follow the main points of extended discussion around them, express the main point they want to make comprehensibly; keep going comprehensibly, with some pausing for grammatical and lexical planning and repair, especially in longer stretches of free production. The second feature is the ability to cope flexibly with problems in everyday life and less routine situations likely to arise in a variety of scenarios.

### **Global**

Students can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

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

#### **A2 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.

#### **B1 Listening**

I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

#### **A2 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.

#### **B1 Reading**

I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal correspondence.

#### **A2 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.

#### **B1 Spoken Interaction**

I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

#### **A2 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.

#### **B2 Spoken Production**

I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

#### **A2 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.

#### **B1 Writing**

I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions. I can write straightforward connected text on topics, which are familiar, or of personal interest.

## A2

### 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  
Increasingly 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.

## B1 Learner Outcomes

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

### Functions:

Checking understanding  
Describing experiences and events  
Describing feelings and emotion  
Describing places  
Expressing opinions; language of agreeing and disagreeing  
Initiating and closing conversation Managing interaction  
(interrupting,  
changing topic, resuming or continuing)

### Grammar

Adverbs  
Broader range of intensifiers such as too, enough  
Comparatives and superlatives  
Complex question tags  
Conditionals, 2nd and 3rd  
Connecting words expressing cause and effect, contrast  
etc.  
Future continuous  
Modals - must/can't deduction Modals – might, may, will,  
probably  
Modals – should have/might have/etc  
Modals: must/have to  
Past continuous  
Past perfect  
Past simple and Past tense responses  
Phrasal verbs, extended  
Present perfect continuous  
Present perfect/past simple  
Reported speech (range of tenses)

### Discourse Markers

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

### Vocabulary

Collocation  
Colloquial language  
Things in the town, shops and shopping  
Travel and services

### Topics

Books and Literatures  
Education  
Film  
Leisure activities  
Media  
News, lifestyles and current affairs

### Learner Training

Increase vocabulary through word building  
Vocabulary acquisition, storage and recording  
Use of grammar reference  
Use of monolingual dictionary  
Inferring meaning of unknown words via context

### 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-together.

**Syllabus:** Pre-Intermediate

**CEFR Level:** A2/B1

**Coursebook:** English File 4th Edition

Week	Units	Language Focus	Skills Focus
1 and 2	1A 1B 1C	<u>Grammar</u> : word order in questions, present simple, present continuous  <u>Vocabulary</u> : common verb phrases, spelling and numbers, describing people, describing appearance and personality, clothes, prepositions of place	<u>Practical English</u> : Hotel problems, calling the reception  <u>Speaking</u> : Describing a photograph
Progress test 1			
3 and 4	2A 2B 2C	<u>Grammar</u> : past simple (regular and irregular), past continuous, time sequencers and connectors  <u>Vocabulary</u> : holidays, prepositions of time and place	<u>Writing</u> : My favourite photo – write a description
Progress test 2			
5 and 6	3A 3B 3C	<u>Grammar</u> : be going to (for plans and predictions), present continuous (for future arrangements), defining relative clauses  <u>Vocabulary</u> : airports, verbs with prepositions (arrive in, arrive at), expressions for paraphrasing (like, for example)	<u>Practical English</u> : Restaurant problems, conversations that take place at a restaurant  <u>Writing</u> : An informal e-mail
Progress test 3			
7 and 8	4A 4B 4C	<u>Grammar</u> : present perfect + yet/just/already, present perfect or past simple?, something, anything, nothing  <u>Vocabulary</u> : housework, comparing make and do, shopping, adjectives ending with -ing and -ed	<u>Listening</u> : Street interviews about shopping preferences
Progress test 4			

9 and 10	5A 5B 5C	<u>Grammar</u> : comparative adjectives and adverbs, superlatives (+ ever + present perfect), quantifiers (too, not enough)	<u>Practical English</u> : Problems when shopping, conversations in a shop, trying on and asking about clothes
Progress test 5		<u>Vocabulary</u> : time expressions (spend time, take time), describing a town or a city, health and the body	<u>Writing</u> : Describing the area where you live
11 and 12	6A 6B 6C	<u>Grammar</u> : will/won't (predictions), will / won't (decisions, offers, promises), review of past, present, and future verb forms	<u>Listening</u> : Street interviews
Progress test 6	MCT	<u>Vocabulary</u> : opposite verbs, verb + back, adjectives + prepositions  <b>Mid Course Test</b>	
13 and 14	7A 7B 7C	<u>Grammar</u> : uses of the infinitive with to, uses of the gerund, have to/don't have to/ must/mustn't	<u>Practical English</u> : At the pharmacy, feeling ill, going to a pharmacy, and conversations at a pharmacy
Progress test 7		<u>Vocabulary</u> : Verb patterns with the gerund and infinitive, modifiers (a bit, really)	
15 and 16	8A 8B 8C	<u>Grammar</u> : should, first conditional, possessive pronouns	<u>Writing</u> : write a response to give advice to someone's problems
Progress test 8		<u>Vocabulary</u> : collocations with get, confusing verbs (look/look like, win/earn, bring/take), adverbs of manner	
17 and 18	9A 9B	<u>Grammar</u> : second conditional, present perfect with for and since, present perfect or past simple (second review)	<u>Practical English</u> : asking for and providing directions, talking about public transportation routes

Progress test 9	9C	<u>Vocabulary</u> : animals, phobias and words related to fear, biographies and describing people's life stories	
19 and 20	10A	<u>Grammar</u> : passive voice, used to, might	<u>Speaking &amp; Writing</u> : prepare a questionnaire
	10B		
Progress test 10	10C	<u>Vocabulary</u> : verbs related to inventions and discovery, school subjects, noun formation from other word types	
21 and 22	11A	<u>Grammar</u> : expressing movement, word order of phrasal verbs, so/neither + auxiliary verb	<u>Practical English</u> : talking about the future, telephone conversations
	11B		
Progress test 11	11C	<u>Vocabulary</u> : sports, phrasal verbs, talking about similarities	
23 and 24	12A	<u>Grammar</u> : past perfect, reported speech, questions without auxiliaries	<u>Speaking &amp; Writing</u> : A general knowledge quiz.
	12B		
Progress test 12	12C	<u>Vocabulary</u> : useful verb phrasal, say or tell (and other reporting verbs), revision of pre-intermediate vocabulary	
End of course test	ECT	<b>End of Course Test</b>	

