

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: Life, 2nd Edition, 2019

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
1 Lifestyle pages 9–20 VIDEO: My local park page 18 ► REVIEW page 20	present simple adverbs and expressions of frequency present simple and present continuous	everyday routines wordbuilding: collocations with <i>do, play</i> and <i>go</i> word focus: <i>feel</i> medical problems	talking about illness	/s/, /z/ or /vz/ one or two syllables?
2 Competitions pages 21–32 VIDEO: Mongolian horse racing page 30 ► REVIEW page 32	verbs for rules -ing form	sport wordbuilding: suffixes word focus: <i>like</i>	talking about interests	/ŋ/ silent letters
3 Transport pages 33–44 VIDEO: Indian Railways page 42 ► REVIEW page 44	comparatives and superlatives as ... as comparative modifiers	ways of travelling transport nouns wordbuilding: compound nouns transport adjectives transport verbs taking transport	going on a journey	<than< th=""> sentence stress intonation </than<>
4 Challenges pages 45–56 VIDEO: A microadventure page 54 ► REVIEW page 56	past simple past continuous and past simple	risks and challenges personal qualities wordbuilding: verbs and nouns	telling a story	/d/, /t/ or /td/ was/were intonation for responding
5 The environment pages 57–68 VIDEO: Recycling Cairo page 66 ► REVIEW page 68	quantifiers articles: <i>a/an, the</i> or no article	materials recycling results and figures word focus: <i>take</i>	phoning about an order	/də/ or /ði:/ sounding friendly
6 Stages in life pages 69–80 VIDEO: Steel drums page 78 ► REVIEW page 80	to + infinitive future forms: <i>going to, will</i> and present continuous	life events describing age celebrations word focus: <i>get</i> wordbuilding: synonyms	inviting, accepting and declining	/ta/ contracted forms emphasizing words

Listening	Reading	Critical thinking	Speaking	Writing
someone talking about a national park near a city a radio interview about long life	a quiz about how well you sleep an article about centenarians an article about how nature is good for you	giving examples	finding out about lifestyle your current life making a town healthier	text type: filling in a form writing skill: information on forms
someone describing an Ironman competition three people talking about competitive sports	an article about crazy competitions an article about female wrestlers in Bolivia	reading between the lines	explaining the rules of a competition talking about your sport preferences your opinions about Olympic sports	text type: an advert or notice writing skill: checking your writing
someone describing a photo of a woman travelling by train in India two people discussing the pros and cons of types of transport a documentary about animal transport	an article about solutions to transport problems an article about the fate of the rickshaw in Kolkata	opinions for and against	talking about and comparing journeys advice on transport a presentation about a pedicab company	text type: notes and messages writing skill: writing in note form
a caver talking about his hobby an impossible decision	an article about adventurers an article about different types of challenges	looking for evidence	asking about your past events you remember telling a story	text type: a short story writing skill: structure your writing
extract from a documentary about a house of recycled materials news about environmental projects	an article about e-rubbish an article about a boat made of plastic bottles, the <i>Plastiki</i> an online order	close reading	recycling where you are general knowledge quiz changing attitudes and behaviour	a quiz text type: emails writing skill: formal words
differences between the generations a news item about Mardi Gras	an article about how a couple changed their life an article about how Mardi Gras is celebrated around the world an article about coming-of-age ceremonies	analysing the writer's view	plan the trip of a lifetime your favourite festival planning a celebration describing annual events	text type: a description writing skill: descriptive adjectives

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
7 Work pages 81–92	present perfect and past simple present perfect with <i>for</i> and <i>since</i> prepositions of place and movement	language to describe jobs jobs wordbuilding: suffixes parts of a building word focus: <i>make</i> or <i>do</i> job adverts	a job interview	intrusive /w/
VIDEO: My working life page 90 ► REVIEW page 92				
8 Technology pages 93–104	zero and first conditional defining relative clauses	internet verbs wordbuilding: dependent prepositions instructions	finding out how something works	linking
VIDEO: Ancient languages, modern technology page 102 ► REVIEW page 104				
9 Holidays pages 105–116	past perfect simple subject questions	holiday collocations wordbuilding: <i>-ed</i> / <i>-ing</i> adjectives word focus: <i>place</i>	requesting and suggesting	'd number of syllables /dʒə/
VIDEO: Living in Venice page 114 ► REVIEW page 116				
10 Products pages 117–128	the passive (present and past simple) <i>used to</i>	wordbuilding: word forms describing design websites	giving your opinion	stress in different word forms /s/ or /z/
Video: Wind turbines page 126 ► REVIEW page 128				
11 History pages 129–140	reported speech reporting verbs (<i>say</i> and <i>tell</i>)	wordbuilding: verb + preposition communication ancient history word focus: <i>one</i>	giving a short presentation	pausing
VIDEO: The Golden Record page 138 ► REVIEW page 140				
12 Nature pages 141–152	second conditional <i>anywhere, everyone, nobody, something, etc.</i>	extreme weather nature word focus: <i>start</i>	finding a solution	<i>would / wouldn't / 'd</i>
VIDEO: Cambodia animal rescue page 150 ► REVIEW page 152				
COMMUNICATION ACTIVITIES page 153 ► GRAMMAR SUMMARY page 156 ► AUDIOSCRIPTS page 181				

Listening	Reading	Critical thinking	Speaking	Writing
a description of a job in a steel factory an interview with a scientist two people giving instructions	an article about new jobs in an area an article about modern-day cowboys	analysing comparisons in a text	describing past experiences giving directions job satisfaction a job interview	text type: a CV writing skill: missing out words in CVs
a documentary about the importance of technology a science programme about a new invention	an explorer's blog an article about biomimetics	the writer's sources	planning a trip important inventions design an invention for everyday life favourite technology	text type: a paragraph writing skills: connecting words
three people talk about their holidays an interview with a tour guide	a holiday story an article about the two sides of Paris	the author's purpose	a story about a holiday planning the holiday of a lifetime a place you know	text type: an email requesting information writing skill: formal expressions
a description of a producer and his products a programme about a product from the past	an article about some famous logos an article about having less 'stuff'	fact or opinion?	some famous products talk about things you used to do in the past using less stuff planning a new website	text type: a review writing skill: giving your opinion
a historian talking about Scott's hut at the Antarctic a message in a bottle	the history of video gaming an article about stealing history	emotion words	planning a time capsule opinions about games reporting a message a museum in your town	a message in a bottle text type: a biography writing skill: punctuation in direct speech
a description of a photo and the life of a storm chaser a documentary about a photographer	an article about a science blog an article about Jane Goodall	close reading	hopes and dreams questions with <i>any</i> interview questions	text type: an article writing skill: planning an article