CEFR Level A1

**Level A1** is 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 at this level can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. They can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

**Listening**
Students are able to understand simple, standard speech which is very slow and is carefully articulated and can recognise familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings when people speak slowly and clearly.

**Reading**
Students can understand very short, simple texts, for example on notices and posters or in catalogues, picking up familiar names and basic phrases one at a time and rereading as required.

**Spoken Interaction**
They 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 with formulation. They can ask and answer simple questions in areas of immediate need or on very familiar topics.

**Spoken Production**
Students at this level can use simple phrases and sentences to describe what they do, where they live and people they know.

**Writing**
At this level, students can write a short, simple message or postcard, for example sending holiday greetings. They can fill in forms with personal details, for example entering name, nationality and address on a hotel registration form.
Listening Proficiency Scales
Students can understand everyday expressions dealing with simple and concrete everyday needs, in clear, slow and repeated speech. They can follow speech which is very slow and carefully articulated, with long pauses for them to get the meaning and can understand questions and instructions and follow short, simple directions. They can understand numbers, prices and times.

Reading Proficiency Scales
At this level, students can understand the general idea of simple informational texts and short simple descriptions, especially if they contain pictures which help to explain the text. They can understand very short, simple texts, putting together familiar names, words and basic phrases, by, for example, rereading parts of the text. They can follow short, simple written instructions, especially if they contain pictures. They are able to recognise familiar names, words and very simple phrases on simple notices in the most common everyday situations. They can understand short, simple messages, e.g. on postcards.

Speaking Proficiency Scales
Students at this level can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication. They have a very basic range of simple expressions about personal details and needs of a concrete type. They have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. They show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of their language group. They can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc. They can link words or groups of words with very basic linear connectors like ‘and’ or ‘then’.

Writing Proficiency Scales
They can write simple notes to friends, can describe where they live and can fill in forms with personal details. They are able to write simple isolated phrases and sentences and can write a short simple postcard. They can write short letters and messages with the help of a dictionary.
**Level A1 Learner Outcomes**

Students 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 prices

**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”
- Past Simple
- Possessive adjectives
- Possessive s
- Prepositions, common
- Prepositions of place
- Prepositions of time, including in/on/at
- Present continuous
- Present simple
- Pronouns: simple, personal
- Questions
- There is/are
- To be, including question +negatives
- Verb + ing: like/hate/love

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

**Topics**
- Family life
- Hobbies and pastimes
- Holidays
- Leisure activities
- Shopping
- Work and jobs

**Discourse Markers**
- Connecting words, and, but, because
Learner Outcomes: Examples

Functions/notions
Understanding and using numbers
We have three cats and one dog.
My father is 45 years old.
There are 500 people in our village.
Understanding and Using Prices
How much does the room cost? 45 Euros per night.
The train ticket to York is 7 pounds 50.
I spend about 50 dollars a day.

Telling the time
What’s the time? A quarter to seven.
Do you have the time please?
Can you tell me the time, please? It’s 9.45. (nine forty-five)
The train leaves at three o’clock.

Directions
Go to the end of the street and turn right.
Where is the supermarket? It’s straight ahead.

Greetings
Hi John, how are you today?
Good evening, Mr Jones.
This is Mary. Pleased to meet you.

Giving personal information
My name is Carlos.
I am from the north of China.
I live in Beirut.
I have two sisters and one brother.

Describing habit and routines
My brother goes to work at 8 o’clock.
I get the bus to college every day.
I always go swimming on Tuesdays.

Discourse markers
Connecting words (and, but, because)
She lives in Switzerland and she goes skiing a lot.
I don’t like Indian food but I like Chinese.
I go to bed early because my job starts at 7.00.

Verb forms
To be (including questions and negatives)
We are from South America.
No I’m not tired.
France is a wonderful country.
I am a psychology student.
Are you French? No I’m not.

Have got (British)
Have you got any money?
I’ve got all of his CDs
We’ve got lots of time.

Imperatives (+/-)
Sit down, please.
Go away!
Don’t talk to the driver.
Don’t spend too much money.

Questions
Is she from Egypt?
Do you like dancing?
The hotel is on the left.
What is your name?
Why are we waiting?
What time is it?
How much does it cost?
When did you arrive?

Present
Present simple
She eats fruit every day.
We go to the beach on Sundays.
They live near Edinburgh.

Present continuous
Ibrahim is studying medicine at Bristol University.
John’s working in France now.
It’s raining again.
Past
Past simple
After the meal we went to a club.
She fell and broke her leg.
I lived in Paris for 6 months.
Past simple (to be)
It was very good.
I moved to Madrid when I was 15.
We were happy there.
Future
Going to
We are going to make a pizza this evening.
They’re going to visit London tomorrow.
Are you going to study this weekend?
I’d like
I’d like a cup of coffee.
I’d like to go home.
Verb + -ing like/hate/love
I love swimming.
I don’t like waiting for buses.
I hate being late.
I like sitting in the sun and doing nothing.
Modals
Can/can’t (ability)
I can’t swim.
He can speak Spanish, French and Italian.
She can play chess.
Can/could (functional)
Can/could I use your phone?
Can/could I have a return?
Can I help?
Nouns
How much/many and very common countable and uncountable
How much money do you have?
How many sisters do you have?
Do you like cheese?
I bought an apple and some bread.
Mira has very short hair.
There is/there are
There’s a bank near the station.
There are a lot of seats at the front.
Is there a supermarket near here?
Pronouns
Simple personal
I bought a dictionary.
They live in Newcastle.
Sorry, I dropped it.
Possessives
Possessive adjectives
This is my seat.
Is this your pen?
That’s our house.
Possessive ‘s
It’s Mary’s turn to buy coffee.
The girl’s hair was bright red.
This is the students’ room.
Possessive pronouns
This is my laptop.
That is her coat.
No. It’s mine.
Is that their car?
Prepositions and prepositional phrases
Prepositions, common
He is sitting at the table.
We went to Sardinia last year.
He comes from Scotland
Prepositional phrases (time and movement)
The holidays begin in July.
They like to play football in the evening.
On Tuesdays she goes to college.
Prepositions of place
Our shop is on the High Street.
They live in Reading.
Prepositions of time, including in/on/at
I’ll see you in December.
It starts at 6 o’clock.
They lived there for ten years.
My sister is coming on Tuesday.
**Articles**

**Definite, indefinite**
She has a dog, but I don’t have a pet.
I’d like an apple juice, please.
Your jacket is on the chair.
I live by the sea.

**Determiners**

**Basic (e.g. any, some, a lot of)**
I need a lot of sleep.
Do you have any cheese?
I’d like some vegetables, please.

**Adjectives**

**Common**
She is wearing a red skirt.
That’s a beautiful phone.

**Demonstrative**
This pizza is really good.
What did that man say?
Those oranges look very nice.
These people want to talk to us.

**Comparative, superlative**
She’s taller than Michelle.
I am better at writing.
Tom is the oldest in the class.

**Adverbs**

**Adverbs of frequency**
We always go shopping on Saturdays.
We sometimes meet Susan here.
I never go to the gym after work.

**Intensifiers**

**Very basic (very, really)**
She’s a very tall girl.
John is a really good friend.

**Lexis**

**Nationalities and countries**
Pedro is Spanish but he works in France.
She comes from China but her husband is English.

**Personal information**
She’s married and has three children.

I am 26 years old, single and I work in a bank.
He’s an engineer.

**Food and drink**
I like fresh fruit for breakfast.
Vegetables are good for you.
What kind of coffee do you want?
I have a cup of tea every morning.
I don’t like fish.

**Things in the town, shops and shopping**
Where is the supermarket?
How much does this cost?
Where is the nearest internet cafe?
Where can I buy a . . . ?
I’m looking for a bank/chemist.

**Travel and services vocabulary**
Does this bus go to the town centre?
I want to buy a phone.
Where is the train station?

**Verbs, basic**
He is a student.
They live in Brighton
I work in a factory.

**Clothes**
You can’t wear jeans at work.
I bought a new T-shirt.
I don’t like wearing skirts or dresses.
I prefer jeans.
My father wears a suit and tie to work.
Is it cotton?
I lost my new leather jacket.

**Colours**
My favourite colours are red and green.
He always wears black.
The houses near the sea are all blue or pink.
Dimensions
My room is very small.
It’s a long street.
Scottish mountains are not very high.

Ways of travelling
My friends get the bus to work but I take the train.
I usually fly to France, but sometimes drive.

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

Learner Training

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