

## **CEFR Level A2**

At the **A2 level** students are beginning to be able to function in social situations. They are able to use simple everyday polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in their free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers. They can also function 'out and about'. They can make simple transactions in shops, post offices or banks; get simple information about travel; use public transport, ask for basic information, ask and give directions, and buy tickets.

### **Global**

Students at this level 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). They can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. They can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.

### **Listening**

They can understand clear, slow, standard speech related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography and employment) and can catch the main point in short, clear, simple messages and announcements.

### **Reading**

Students are able to understand short, simple texts containing high frequency vocabulary and shared international expressions. They can find specific, predictable information in simple everyday material such as advertisements, prospectuses and timetables.

### **Spoken Interaction**

At A2 level, students can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. They can handle very short social exchanges, even though they cannot usually keep the conversation going of their own accord.

### **Spoken Production**

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

### **Writing**

They can write short, simple notes and messages relating to matters in areas of immediate need, linking a series of simple phrases and sentences with simple connectors like 'and', 'but' and 'because'. They can write a very simple personal letter, for example thanking someone for something.

**Listening Proficiency Scales**

At the A2 level, students can identify the main point of TV news items reporting. They can understand enough to manage simple, routine exchanges without too much effort and can generally identify the topic of discussion around them which is conducted slowly and clearly. They can generally understand clear, standard speech on familiar matters, although in a real life situation they might have to ask for repetition or reformulation. They can understand enough to be able to meet concrete needs in everyday life, provided that speech is clear and slow, and can understand phrases and expressions related to immediate needs. Students can handle simple business in shops, post offices or banks and can understand simple directions relating to how to get from A to B, on foot or by public transport. They can understand the essential information from short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly. They are able to identify the main point of TV news items reporting events, accidents, etc, where the visual material supports the commentary and can catch the main point in short, clear, simple messages and announcements.

**Reading Proficiency Scales**

They can understand short, simple texts containing the most common words, including some shared international words, those written in common everyday language and those related to their job. They can find specific information in simple everyday material such as advertisements, brochures, menus and timetables. They can identify specific information in simple written material such as letters, brochures and short newspaper articles describing familiar topics and can understand simple instructions on equipment encountered in everyday life, such as a public telephone. They can understand everyday signs and notices in public places, such as streets, restaurants, railway stations and in workplaces.

**Speaking Proficiency scales**

Students at the A2 level can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts. They can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. They are able to use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. They have a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations. They have sufficient vocabulary for the expression of basic communicative needs and for coping with simple survival needs. They can control a narrow repertoire dealing with concrete everyday need and use some simple structures correctly, but still systematically make basic mistakes such as tense confusion and forget to mark agreement. Nevertheless, it is usually clear what they are trying to say. 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. They can expand learned phrases through simple recombinations of their elements, can tell a story or describe something in a simple list of points and can link groups of words with simple connectors like 'and', 'but' and 'because'. Students at this level can handle very short social exchanges, using everyday polite forms of greeting and address. They can make and respond to invitations, suggestions and apologies, can ask for attention and can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.

**Writing Proficiency Scales**

They can give short, basic descriptions of events and activities and can write very simple personal letters expressing thanks and apology. They are able to write short, simple notes and messages relating to matters of everyday life, can describe plans and arrangements and can explain what they like or dislike about something. They can describe their family, living conditions, schooling, present or most recent job and can describe past activities and personal experiences.

## Level A2 Learner Outcomes

### Students will be able to use the following:

#### **Functions/notions**

Describing habits and routines  
 Describing people  
 Describing things  
 Requests  
 Suggestions  
 Advice  
 Invitations  
 Present continuous for arrangements  
 Obligations and necessity  
 Describing places  
 Describing past experiences and storytelling

#### **Discourse markers**

Linkers: sequential – past time

#### **Verb forms**

Imperatives (+/-)  
 Present  
 Present simple  
 Present continuous  
 Past  
 Past simple  
 Past continuous  
 Used to  
 Future  
 Going to  
 Present continuous for the future (arrangements)  
 Future time (will & going to)  
 Present Perfect  
 Gerund and infinitive  
 To + infinitive (to express purpose)  
 Verb + to + infinitive  
 Conditionals  
 Zero and first conditional  
 Phrasal verbs, common  
 Modals: can, could  
 Modals: Possibility: may, might  
 Possibly, probably, perhaps  
 Modals: Obligation & Necessity  
 Must/mustn't

Have to  
 Should  
 Nouns: Countable and uncountable, much and many  
 Possessives 's and s'  
 Prepositions of time: on/at/in  
 Prepositional phrases (place, time and movement)  
 Articles  
 Basic determiners (e.g. any, some, a lot of)  
 Wider range (e.g. all, none, not (any), enough, (a) few)  
 Demonstrative adjectives  
 Adjectives ending in '-ed' and '-ing'  
 Comparative and Superlative adjectives  
 Use of 'than' and definite article  
 Adverbs of frequency  
 Simple adverbs of place, manner and time  
 Adverbial phrases of time, place and frequency including word order  
 Very basic intensifiers (very, really)  
 Basic intensifiers (quite, so, a bit)

#### **Lexis**

Food and drink  
 Things in the town, shops and shopping  
 Travel and services vocabulary  
 Objects and rooms  
 Adjectives: personality, description, feelings

#### **Topics**

Hobbies and pastimes  
 Holidays  
 Work and jobs  
 Shopping  
 Leisure activities  
 Education

**Level A2 Learner Outcomes: Examples**

**Functions/notions**

**Describing habits and routines**

On Sundays I visit my mother.  
I phone my family at the weekend.  
The director comes to our office every Tuesday.

**Describing people**

Marco has blue eyes.  
Ekaterina is tall and slim.  
Mary has long blonde hair.

**Describing things**

It's green and it's made of plastic.  
It's small, round and made of rubber.

**Requests**

Can you give me that book, please?  
Can you open the window?  
Could I have a glass of milk, please?  
Could you pass the sugar, please?

**Suggestions**

Shall we go home now?  
Let's go to the cinema?  
Why don't we phone Jim?

**Advice**

You should ask the teacher.  
You could try the Internet

**Invitations**

Would you like to come to my party?  
Do you fancy going to the club tonight?

**Offers**

Can I help you?  
Shall I carry your bag?

**Present continuous for arrangements**

We are meeting John at 8 o'clock.  
They are seeing Helen later tonight.

**Obligations and necessity**

We have to get home. Dad's waiting.  
We must hurry. We're late.

**Describing places**

Edinburgh is the capital city of Scotland.

It has lots of old buildings. It is famous for its castle and its architecture. Every year in summer it holds an international arts festival which brings performers and visitors from around the world.

**Describing past experiences and storytelling**

Last year I went to Spain for a walking holiday. Sometimes I stayed in local mountain hostels and sometimes I slept in my tent. One evening I was far from any village, so I camped at the edge of a forest beside a small river. I ate some food and watched the sun go down.

**Discourse markers**

**Linkers: sequential – past time**

First we went to Naples. We stayed there 5 days and visited Pompeii. After that we went to ... but I didn't like it. Finally we stayed a week in ...

**Verb forms**

**Imperatives (+/-)**

Somebody stop him!  
Push the bar.  
Please don't smoke in here.  
Break the glass in an emergency

**Present simple**

Do you like British food?  
The plane lands at six.  
I love this programme.

**Present continuous**

I am staying with Hilary at the moment.  
What is he wearing?

**Past simple**

He gave me a nice present.  
She bought some flowers for her mother.  
I began to play chess when I was 5.

**Past continuous**

I was living in Spain when I met her.  
It was raining, so we decided to get a taxi.

**Used to**

She used to be a ballet dancer.  
He used to wear glasses but now he uses contacts.

**Future****Going to**

He's going to buy a car next year.  
She's going to have an operation in October.

**Present continuous for the future (arrangements)**

She's playing basketball tonight.  
I'm seeing him at 11.00 this morning.

**Future time (will & going to)**

I'm going to see John on Saturday  
( = . . . already decided)  
I'll tell him about the party ( . . . you are  
deciding as you speak)

A: I'm going to fail.  
B: No you won't. I'll help you.

**Present Perfect**

He has lost his wallet.  
Have you got your results yet?  
Have you ever been to Greece?  
They've gone to Italy on holiday.  
Have they come back from the shops?  
She hasn't been to school this week.  
I've known him for 5 years/since 2007.

**Gerund and infinitive****Gerunds**

Walking is the best exercise.  
He goes jogging every morning.

**Verb + -ing/infinitive****(like / want vs would like)**

I love playing tennis.  
I hate washing up.  
I enjoy dancing  
Would you like to go to the cinema?  
I want another drink.

**To + infinitive (express purpose)**

I go jogging to get fit.  
They're going to Scotland to see the Loch Ness monster.  
I went to the post office to buy stamps.

**Verb + to + infinitive**

She wants to go home now.  
I forgot to lock the door.  
They hope to arrive at 9 o'clock.

**Conditionals****Zero and first conditional**

If I stay in the sun I get a headache.  
If I eat eggs I feel sick.  
If I fail my exams, my father will be angry.  
I'll stay in if it rains this afternoon.

**Phrasal verbs, common**

He got up at 6 o'clock.  
Put your coat on, it's raining.  
The plane takes off in few minutes.

**Modals****Can/could**

A. Could I use your computer?  
B. Yes. Of course you can.  
This could be England's best chance.  
Can I have some more spaghetti, please?

**Modals: Possibility****Might, May**

She might come. I don't know.  
He may know the answer to your question.

**Possibly, probably, perhaps**

I'll probably see you later.  
He is probably Argentina's most famous footballer.  
Perhaps she's late.

**Modals: Obligation & Necessity**  
**Must/mustn't**

You must get to work on time.  
I must go to bed. I'm really tired.  
You mustn't smoke here.  
I must phone her tonight. It's her birthday.

**Have to**

Students have to fill in a form if they want to leave early.  
I have to go to Madrid tomorrow.  
I've got a job interview.

**Should**

You should stay in and study tonight.  
You've got an exam on Friday.  
You shouldn't drink so much cola. It's bad for your teeth.

**Nouns**

**Countable and uncountable, much and many**

She has eight chairs in her lounge.  
How much furniture does he have?  
I need some help/advice.  
Would you like a piece of cake/cup of tea?  
I need as much information as possible.

**Possessives**

**Use of 's and s'**

I'll meet you outside Mary's house.  
That's John's car.  
The children's clothes are all dirty.

**Possessive pronouns**

That's not our ball, it's theirs.  
It always wags its tail when it's happy.  
Is Heather a friend of yours?

**Prepositions / prepositional phrases**

**Prepositions of time: on/at/in**

He was born on Christmas Day.  
I'll read the book during the holidays.  
The train arrives at 17.15.

**Prepositional phrases (place, time and movement)**

He went inside the building.  
We walked along the beach.  
They arrived at the station in the middle of the night.

**Articles**

**With countable and uncountable nouns**

She has blonde hair.  
I love pizza, but the pizzas at Gino's are not very good.  
I've got bad news for you.  
Everybody wants coffee.

**Determiners**

**Basic (e.g. any, some, a lot of)**

I don't have any money.  
He spends a lot of time in his garage.  
Can I have some water, please?

**Wider range (e.g. all, none, not (any), enough, (a) few)**

I am going to have a party for a few friends.  
We don't have enough eggs to make our cake.  
None of my friends are going to the club.

**Adjectives**

**Demonstrative**

Those children over there are very noisy.  
These shoes are killing me.  
He left for the city on 19th February.  
That night the volcano erupted.

**Ending in '-ed' and '-ing'**

The film was really boring.  
Her story was really amusing.  
The journey was really exciting.  
The crowd was already excited.

**Adjectives – comparative, –use of than**

This book is more interesting than these ones.  
My sister is much older than me.

**Adjectives – superlative, – use of definite article**

The fastest mammal in the world is the cheetah.

Maths is the most difficult subject for me.

**Adverbs**

**Adverbs of frequency**

Have you ever been to the United States?

He often visits his family.

He usually stays here with us.

He always carries a bag.

She hardly ever leaves her room.

**Simple adverbs of place, manner and time**

There's water everywhere.

He quickly opened the door.

I am going to London tomorrow.

**Adverbial phrases of time, place and frequency including word order.**

He went home yesterday.

They were here today.

**Intensifiers**

**Very basic (very, really)**

She was very unhappy.

I am really sorry for losing your book.

**Basic (quite, so, a bit)**

The water is quite cold.

I am so happy with my new flat.

It is getting a bit cold now. I want to go home.

**Lexis**

**Food and drink**

I love strawberries and cream.

Let's get some fish and chips.

**Things in the town, shops and shopping**

Keep left.

Insert exact money.

Do you know where the post office is?

I want to buy some stamps.

Where can I buy some coffee beans?

**Travel and services vocabulary**

A return ticket to Brighton, please.

Can you tell me the way to IKEA?

What time do you close?

I'm looking for the bus station.

**Objects and rooms**

The fruit is in a bowl in the dining room.

The kitchen is the warmest room in the house.

The tools are in the garage.

**Adjectives: personality, description, feelings**

Pedro is a quiet and serious boy.

She is tall, blonde and wears very smart clothes.

I am very happy with my new job, but my boss is very strict.

**Topics**

Hobbies and pastimes

Holidays

Work and jobs

Shopping

Leisure activities

Education

**Learner Training**

- Increased familiarity with a (probably bilingual) dictionary
- Increased familiarity with phonemic chart - layout, voiced/unvoiced, main simple vowel sounds
- Revision of vocabulary learning techniques
- Guessing the meaning of unknown words
- Strategies for asking for something without knowing the exact word
- Awareness of skimming and scanning reading skills
- Awareness of note taking skills