

CEFR Level A2

At 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.

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 understand 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.

Speaking 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.

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.

Learner Outcomes

Students will be able to use the following:

Functions	Example
Describing habits and routines.	I go shopping at the weekend.
Describing people, places and things.	Sarah is tall and slim. Oxford is very beautiful and it has 38 colleges. It's small and it's made of plastic.
Requests.	Could you open the window?
Suggestions and advice.	Shall we go to the cinema? You should phone your mother.
Invitations.	Do you fancy going to the pub this evening?
Obligations and necessity.	We must leave now.
Describing past experiences and storytelling.	Last year I went on holiday to France. We stayed in a hotel and ate delicious food every night.
Discourse markers	Example
Linkers: sequential – past time.	First we visited Paris, and then we went to the South of France.

Grammar	Example
Imperatives (+/-).	Break the glass in an emergency.
Present simple and continuous.	I work in Oxford. I am living in Oxford.
Past simple and continuous.	He went to Paris last year. I was living in Paris when I learnt to speak French.
Used to.	I used to play football every Sunday but now I don't.
Future will and going to.	I will call you later. I am going to see my sister at the weekend.
Present continuous for the future.	I'm catching my train in five minutes.
Present perfect.	I have never been to Spain.
Gerund and infinitive.	Smoking is bad for your health. To smoke is bad for your health.
To + infinitive (to express purpose).	I go to the gym to get fit.
Verb + to + infinitive.	I forgot to phone my brother.
Zero and first conditional.	If you don't sleep, you feel tired. If I go to London, I will visit Big Ben.
Phrasal verbs.	I get up at 08:00.

Grammar	Example
Modals: can, could, may, might, must/mustn't, should (and semi-modal have to).	Could you help me please? Yes I can. She may/might come to the party. You must go to work at 09:00. You mustn't smoke in here. You should go to bed early tonight. I have to leave early today.
Countable and uncountable nouns.	She has three sisters. Would you like some chocolate?
Much and many	How many books do you have? How much money does he have?
Prepositions.	I was born in June. The train arrives at 09:00.
Articles.	He has pizza. I have a pen.
Any, some, a lot of.	I don't have any time. I have some friends in Oxford. I have a lot of work.
Adjectives ending in '-ed' and '-ing'.	She is interested in films. Films are interesting.
Comparative and superlative adjectives.	Oxford is smaller than London Oxford is one of the most beautiful cities in the UK.
Adverbs of frequency.	Have you ever been to Australia?

Lexis and topics

Travel, feelings, health and the body, shopping, animals, food and drink, hobbies and holidays.

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 skill.