

# English as an Additional Language: Levels A1 – A2

## Beginner-Elementary Level A1

## Pre-Intermediate Level A2

Speaking and Listening	
Beginner Level	Pre-Intermediate
<ul style="list-style-type: none"> <li>Be able to demonstrate attentive listening behaviour</li> <li>Distinguish English from other languages</li> <li>Use some features of home language</li> <li>Use non-verbal language to sustain interaction with others</li> <li>Negotiate simple social or learning activities</li> <li>Understand a simple spoken text</li> <li>Recognise familiar words and phrases</li> <li>Question to check meaning so as to clarify or confirm</li> <li>Respond simply to questions and prompts</li> <li>Follow simple instructions in familiar school routines by relying on key words and non-verbal communication and context</li> <li>Participate in simple and familiar songs, rhymes and chants</li> <li>Recognise familiar spoken texts and recordings on familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>Respond appropriately in a range of common social and classroom situations</li> <li>Predict meaning from context in simple interactions or spoken texts</li> <li>Understand key information in a short spoken or multimodal text</li> <li>Follow a short sequence of instructions related to classroom procedures or learning activities</li> <li>Transfer knowledge of spoken discourse patterns from home language to English, with some issues of cultural appropriateness</li> <li>Identify a number of spoken text types and forms</li> <li>Recognise questions or statements through word order and vocabulary, as well as through intonation</li> <li>connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions.</li> <li>give reasons and explanations for opinions and plans.</li> <li>narrate a story or relate the plot of a book or film and describe their reactions.</li> <li>participate in a variety of conversations fairly easily, with some errors, but the general understanding and use of English is good</li> <li>Follow instructions and cope with and produce more abstract ideas</li> <li>Use verb tenses with reasonable accuracy</li> <li>Discuss events and people with a high degree of fluency and accuracy with little need to pause, unless looking at unfamiliar word</li> </ul>
Elementary Level	
<ul style="list-style-type: none"> <li>Negotiate familiar social and learning situations using language appropriate to the situation</li> <li>Recognise simple questions and instructions through intonation and context</li> <li>Engage in simple, short dialogues and initiate short utterances using a range of formulas appropriate for different purposes and functions</li> <li>Understand short recordings on familiar topics</li> <li>Understand the main information from the recording and be able to answer the questions about it, find the main idea, retell the information.</li> <li>Construct simple subject–verb–object sentences that mostly use present tense</li> <li>Use a small range of grammatical patterns</li> <li>Regularly use correct personal and possessive pronouns</li> <li>Understand, recognize and use Past tense in speech</li> <li>Use a small range of common verb forms accurately</li> <li>Borrow key words from previous speaker</li> <li>Understand the main information from the recording and be able to answer the questions about it, find the main idea, retell the information</li> <li>Recognise ways intonation is used to enhance meaning or distinguish statements from questions</li> </ul>	This column continues from the Pre-Intermediate level above
Achievement Standard	
<p>At Level A1 students communicate in basic English in routine, familiar, social and classroom situations. They follow and give simple instructions, exchange basic personal information, and negotiate well-known, predictable activities and contexts. They begin to modify their responses and manner of interaction to match the responses of others and the context. They use simple learnt formulas and patterns, and they create original utterances by substituting words. Their utterances are characterised by a short simplified structure, simple subject–verb–object construction and overgeneralisation of rules. They use some basic communication and learning strategies to participate in and sustain interactions in English. They recognise that intonation carries meaning, and they listen for key words and for repetition of words and phrases. They use comprehensible pronunciation, stress and intonation. They use classroom resources such as picture cards or other visual texts to help them communicate.</p> <p>Be able to speak confidently and fluently about the following Topics:</p> <ul style="list-style-type: none"> <li>Everyday classroom language. Introduce yourself and greet others.</li> <li>People’s appearance and character.</li> <li>My family</li> <li>My Daily Routine and Household Chores.</li> <li>My Home</li> <li>My City/My Town</li> <li>Sport in our life.</li> <li>Hobbies and Interests</li> <li>Cooking and Healthy Eating</li> <li>Clothes and Fashion</li> <li>Celebrations and traditions</li> <li>Hobbies and Interests</li> <li>Education</li> <li>Tourism and transport</li> <li>Sports and Olympics</li> </ul>	<p>At Level A2 students communicate in an expanding range of predictable social and learning situations. They express ideas and identify key points of information in classroom discussions about familiar topics, and in new topics when they are well supported by visual material, an appropriate pace of delivery, and discussion that links their prior knowledge to the new context. They follow a short sequence of instructions related to classroom procedures and learning activities. They negotiate familiar social and learning situations, using English appropriate to the situation. They adjust their speech choices in response to audience and topic. They combine known conversational formulas and vocabulary, including some from texts read in class, and apply some grammatical rules to make original utterances of varying grammatical accuracy. They sustain communication by negotiating turn-taking and by using strategies such as asking a speaker to repeat or to speak slowly, or asking what a word means.</p> <p>Be able to speak confidently and fluently about the following Topics:</p> <ul style="list-style-type: none"> <li>Seasonal changes and climate</li> <li>Celebrations and traditions</li> <li>Ancient cultures and countries</li> <li>Leisure activities</li> <li>Travelling plans</li> <li>Animals and habitats</li> <li>News and world events</li> <li>Olympics</li> </ul>

Reading	
<b>Beginner</b>	<b>Pre-Intermediate</b>
<ul style="list-style-type: none"> <li>• Identify familiar words and simple sentences and match them to images</li> <li>• Show a personal response to a text</li> <li>• Understand the direction of English text</li> <li>• Understand that texts are meaningful</li> <li>• Understand the main points of simple, familiar texts</li> <li>• Use simple dictionaries and word charts</li> <li>• Recall or repeat familiar or favourite parts of a text using memory or home language resources</li> <li>• Begin to understand the difference between different types of texts</li> <li>• Find specific, predictable information in simple text, be able to discuss the information</li> <li>• Understand the main event in chronological texts</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand non-simplified materials on familiar topics</li> <li>• Read and interpret non-simplified materials on everyday topics that may or may not contain familiar subjects</li> <li>• Read and interpret most materials intended for native speakers</li> <li>• Understand the main points of the texts and locate the information in the text</li> <li>• Obtain specific information through detailed reading</li> <li>• Understand texts that consist mainly of high frequency every day or job-related language</li> <li>• Understand the description of events, feelings and wishes in personal letters</li> <li>• Use knowledge of context, text structure and language to understand literal and inferred meanings</li> <li>• Respond to texts in personal and creative ways</li> <li>• Understand how different types of images in texts contribute to meaning</li> <li>• Understand that the purpose of a text is reflected in its form</li> <li>• Understand that texts can reflect a variety of ideas and perspectives</li> <li>• Relate something from a text to own experience</li> <li>• Identify and compare differences in text genres</li> <li>• Understand the difference between fiction, non-fiction, poetry</li> <li>• Understand and use the basic features of different texts</li> <li>• Focus on both content and functional words to understand the main idea in a text</li> <li>• Use developing knowledge of English to predict some words or phrases</li> <li>• Read familiar phrases and sentences with fluency</li> <li>• Recognise a range of familiar words in different contexts</li> </ul>
<b>Elementary</b>	
<ul style="list-style-type: none"> <li>• Understand and explore the basic features of different texts</li> <li>• Understand information in texts read and viewed in class</li> <li>• Recognise familiar words and phrases</li> <li>• Follow text with finger while reading</li> <li>• Adopt the teacher’s intonation patterns when reading familiar texts</li> <li>• Understand the main points of the texts</li> <li>• Obtain specific information through detailed reading</li> <li>• Be able to locate the information in the text</li> <li>• Select books to look at or read independently</li> </ul>	
<b>Achievement Standard</b>	
<p>At Level A1 students read and engage with a wide range of short, simple, repetitive texts, including shared recounts and fictional and everyday texts.</p> <p>Students read in context some familiar words, phrases, numbers and signs. They complete simple, structured activities such as sequencing sentences and pictures. They show early understanding that texts are written and structured for a variety of purposes. They recognise some common letters and letter patterns. They name some letters of the alphabet and know the sounds commonly related to some letters and letter groups. They recognise some basic features of texts, including text directionality and page order, and understand the function of titles and images. They hold and manipulate books appropriately. When listening to texts read aloud, they listen for key words and for repetition of words and phrases. They focus on images and other visual features that assist them to understand texts.</p>	<p>At Level A2 students read and respond to a wide range of familiar texts. These texts may be print or digital texts, including visual, multimodal or interactive texts.</p> <p>Students predict, ask questions, retell and talk about texts read and viewed in class. With support, they read a range of topic-related classroom texts. They can read familiar texts with some fluency. They read back their own writing or own sentences recorded by another. They use texts purposefully, following simple procedural texts and finding basic information in texts. They discuss simply the events in texts and characters’ feelings and actions. They identify the purposes of familiar text types including classroom texts, simple stories and factual texts. They use their developing knowledge of context, sound–symbol relationships, word patterns and text structure to read simple familiar and unfamiliar texts. They interpret simple images and identify the layout of a range of text types.</p>

Writing	
Beginner	Pre-Intermediate
<ul style="list-style-type: none"> <li>• Write legibly</li> <li>• Copy well-known symbols, words, phrases or short texts</li> <li>• Write short, simple sentences.</li> <li>• Fill in forms with personal details, for example entering their name, nationality ect.</li> <li>• Begin to understand punctuation rules and start applying them correctly, using upper and lower case, full stops, question marks.</li> <li>• Use basic grammar including appropriate verb tenses and subject –verb agreement</li> <li>• Be able to check work for accuracy and spelling of familiar words</li> <li>• Write simple sentences related to own experience or school context</li> <li>• Illustrate a simple text</li> <li>• Respond to the terms ‘writing’ and ‘drawing’ appropriately</li> <li>• Choose a topic to write or draw about</li> <li>• Contribute ideas, words or sentences to a class or group shared story</li> <li>• Reread own texts or sentences written by another</li> <li>• Clarify the meaning of a word in home language and ask for the word to be written so it can be copied</li> </ul> <p>Be confident in identifying and using the following key grammar concepts:</p> <ul style="list-style-type: none"> <li>• Personal Pronouns</li> <li>• Nouns</li> <li>• Plural of Nouns</li> <li>• Possessive pronouns and adjectives</li> <li>• Verbs to be and to have in Present Simple</li> <li>• Possessive Case</li> <li>• Common verbs</li> <li>• Present Simple</li> <li>• Preposition of Time: in/at/on</li> <li>• Saying Time</li> <li>• Demonstratives: this/that/these/those</li> <li>• Preposition of place</li> <li>• There is/are</li> <li>• Preposition of movement</li> <li>• Present Continuous</li> <li>• Future Simple and ‘be going to’</li> <li>• Past Simple Regular/ Irregular Verbs</li> <li>• Plural of Nouns, exceptions</li> <li>• Quantifiers: some/any/no/much/many</li> <li>• Adjectives and Adverbs. Comparison.</li> <li>• Position of adjective and adverbs in the sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Write short texts independently</li> <li>• Write beyond the immediate environment and beyond known language with support from the teacher</li> <li>• Identify text type appropriate to the purpose</li> <li>• Contribute to shared writing activities</li> <li>• Demonstrate understanding that handwritten texts usually need to be planned, edited and presented</li> <li>• Use a range of writing implements and writing styles for different purposes</li> <li>• Model writing on other texts</li> <li>• Use a range of resources to find words or phrases for own writing</li> <li>• Understand a small range of terminology of writing</li> <li>• Make a simple plan before writing</li> <li>• Write common nouns and adjectives in the correct order in formulaic structures</li> <li>• Use a range of verb forms and tenses accurately</li> <li>• Confident and accurate use of past tenses and future tenses</li> <li>• Reasonable accuracy with simple and perfect, and future forms such as going to and will</li> <li>• Use some curriculum or content area vocabulary</li> <li>• Write with few mistakes in spelling and punctuation</li> <li>• Use punctuation consistently</li> <li>• Be able to check work for accuracy and spelling</li> <li>• Adjust size of writing, colour, layout and choice of media to support meaning</li> <li>• Use keyboard skills to write short, simple texts</li> </ul> <p>Be confident in identifying and using the following key grammar concepts:</p> <ul style="list-style-type: none"> <li>• Definite and Indefinite Articles</li> <li>• Past Continuous vs Past Simple</li> <li>• Subject-verb agreement</li> <li>• Present Perfect</li> <li>• Present Perfect Continuous</li> <li>• Past perfect</li> <li>• Conditionals</li> <li>• Direct and Indirect speech</li> <li>• Modal Verbs</li> </ul>
Elementary	
<p>Understand some terminology of writing in English</p> <ul style="list-style-type: none"> <li>• Use a very simple text structure repeatedly</li> <li>• Understand the word order in sentences</li> <li>• Use some common noun–verb and adjective–noun combinations</li> <li>• Demonstrate some control of basic verb forms</li> <li>• Use basic grammar including appropriate verb tenses and subject –verb agreement</li> <li>• Write short and simple notes and messages relating to matters in areas of immediate need</li> <li>• Use learnt words and phrases to record and present information</li> <li>• Show evidence of layout or planning in writing</li> <li>• Label drawings of everyday personal activities using language learnt in the classroom</li> <li>• Write some high-frequency words related to personal experience and school context</li> <li>• Write new words with an initial letter or several letters</li> <li>• Use appropriate letter size, spacing and letter formation</li> <li>• Use simple punctuation when writing sentences and short texts</li> <li>• Spell with accuracy some consonant–vowel–consonant words and common words learnt in the classroom</li> </ul> <p>Be confident in identifying and using the following key grammar concepts:</p> <ul style="list-style-type: none"> <li>• Countable and Uncountable Nouns</li> <li>• Plural of Nouns</li> <li>• Definite and Indefinite Articles</li> <li>• Quantifiers: some/any/no/much/many</li> <li>• Present Simple vs Present Continuous.</li> </ul>	

**Writing**

- Past Simple of Regular Verbs
- Past Simple of Irregular Verbs
- Future Simple and 'be going to'
- Adjectives
- Comparison of Adjectives
- Past Continuous vs Past Simple
- Adverbs
- Subject-verb agreement
- Different types of questions

**Achievement Standard**

At Level A1 students communicate their ideas and experiences simply through drawings, copied writing, dictated texts and their own basic writing, showing evidence of a developing understanding of the writing process. They contribute to shared writing activities. They demonstrate an early awareness that written texts in English are presented through conventions, which change according to context and purpose. They write and draw for basic purposes and, with support, produce simple descriptions, recounts and procedures. Students' writing reflects their oral structures, and they link ideas using basic conjunctions. They show awareness of the need for basic punctuation. They demonstrate knowledge of some sound-symbol relationships, and show evidence of some basic planning. They model their writing on shared writing activities and published texts, often copying words or phrases from books or word lists. They form letters and place text appropriately on the page.

At Level A2 students communicate ideas, events and experiences through texts based on familiar spoken and written language. They write for a variety of personal and classroom purposes, using known and modelled structures and features. They write everyday texts and simple stories, recounts and factual texts based on their own and shared class experiences. They use their developing oral base and reading repertoire when writing their own texts. They write texts using coherently linked sentences, basic structures and well-known vocabulary. They use some common irregular past tense verbs correctly, and link clauses using basic conjunctions and connectives. They use the simple, perfect, and future forms such as going to and will with reasonable accuracy. They are able to spell new words, based on known spelling patterns and base words. They use vocabulary lists, modelled texts and familiar books to find how to write new words. They write letters legibly and make some changes to their texts when editing. They use advanced features of software applications to write and present their texts.