

A2+

AIMS, CEFR DESCRIPTORS AND OBJECTIVES

READING SKILLS

By the end of the level, students can

understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language.
understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
identify specific information in a simple factual text. (scanning)
identify main information in a simple factual text. (skimming)
recognize the text organization / coherence: enumeration and classification, comparison-contrast, time-order
select and / or note information from texts
make basic inferences from simple information in a short text.
deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple and on a familiar everyday subject.
use strategies to build a large recognition lexis (analyzing word parts, analyzing grammatical function of the word, consulting dictionary)

LISTENING SKILLS

By the end of the level, students can

understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.

SPEAKING SKILLS

By the end of the level, students can

handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.
interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.
manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.

WRITING SKILLS

By the end of the level, students can

write short, comprehensible texts on familiar topics, connected with frequent linking devices.

GRAMMAR

By the end of the term, students will be able to

make affirmative Past Simple statements using common regular and irregular verbs.
ask questions and make negative statements in the Past Simple.

use the Present Perfect with just, already and yet.
use the Present Perfect with ever / never and been to / gone to and the Past Simple
use will for predictions about the future.
use be going to to talk about personal plans for the future.
ask questions in a variety of present tenses.
use verbs taking to + infinitive and -ing forms
use the Past Simple and Past Continuous to describe past events
use 'used to' to refer to past habits and routines.
use all forms of comparative and superlative adjectives to make comparisons.
use the present Perfect with just and already.
use the present Perfect with for and since to talk about duration.
talk about the future using the Present continuous, going to & will
use the first conditional to predict possible results of actions or situations.
use who /that / which in basic defining relative clauses.
use the present continuous to refer to temporary situations.
use 'no' as a quantifier to indicate the absence or lack of something.
make offers and suggestions using 'could'.