











## ELEMENTARY LEARNER AT A2

 <b>Elementary A2.1 Listening</b>	 <b>Elementary A2.2 Listening</b>
<ul style="list-style-type: none"> <li>• Can understand the main points in simple, clear, and short audio announcements and messages.</li> <li>• Can understand short, clear, and simple instructions and explanations when delivered slowly (e.g., how to get from X to Y).</li> <li>• Can understand others' expression of feelings (e.g., whether they are indicating they are happy/sad, well/ill).</li> <li>• Can extract important information from audio texts (e.g., there will be an indoor recess because of the cold temperature) provided the message is delivered clearly.</li> <li>• Can understand phrases and high frequency vocabulary related to areas of personal interest.</li> <li>• Can catch the main point in short, clear, simple messages and communications.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can understand the most important points in a straightforward talk or presentation, accompanied with drawings and/or diagrams, provided there was some previous familiarity with the topic.</li> <li>✓ Can understand the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly and clearly.</li> <li>✓ Can understand isolated, familiar words and phrases when listening to clear, slow, and basic text being read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• Can generally comprehend the general idea of overheard conversations.</li> <li>• Can understand short, straightforward audio messages if these messages are delivered slowly and clearly (e.g., an announcement of a bus delay, an intercom announcement at school).</li> <li>• Can understand an audio advertisement if it is delivered clearly and concerns a product of interest to the student.</li> <li>• Can understand the dialogue of a movie or cartoon when the visuals provide contextual support.</li> <li>• Can generally identify changes in the topic of discussion if people speak slowly.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can listen to other students' contributions in class, and use these responses as models for their own.</li> <li>✓ Can understand a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly (e.g., another student's report on a classroom project, an interview with a person of a similar age exploring common interests).</li> <li>✓ Can understand simple mathematical processes when explained.</li> <li>✓ Can understand simple procedural explanations if given slowly and clearly, and opportunity is given for clarification (e.g., how to use different types of equipment, how to set up a simple science experiment, how to create a timeline).</li> <li>✓ Can get the main idea of a short text when read aloud clearly and slowly.</li> <li>✓ Can get the main idea of an age-appropriate audio-visual presentation.</li> <li>✓ Can follow verbal instructions for a game when spoken clearly and slowly.</li> </ul>

 <b>Elementary A2.1 Spoken Interaction</b>	 <b>Elementary A2.2 Spoken Interaction</b>
<ul style="list-style-type: none"> <li>• Can express common greetings such as, “happy birthday”, “happy new year”.</li> <li>• Can express common feelings (e.g., “I am cold”; “I am hungry”, “I am thirsty”).</li> <li>• Can participate in a short telephone conversation prepared for in advance.</li> <li>• Can ask straightforward questions in familiar situations (e.g., asking the location of an item, asking for directions, asking for the time) and understand the responses.</li> <li>• Ask others about what they like to eat or drink.</li> <li>• Can exchange information about everyday matters using simple vocabulary (e.g., favourite sports, names of pets, holiday plans).</li> <li>• Can ask others simple questions concerning their homes (village/town) or their interests.</li> <li>• Can make and accept apologies.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can ask for assistance in understanding textbook problems.</li> <li>✓ Can ask for clarification of unknown words and expressions.</li> <li>✓ Can ask how to express something in another language (e.g., “How do you say ‘kilómetro’ in English?”).</li> </ul>	<ul style="list-style-type: none"> <li>• Can ask for a word to be spelled out and can spell out names or words themselves.</li> <li>• Can ask appropriate questions during a conversation to ensure the other person understands them.</li> <li>• Can ask someone to repeat themselves or say something a different way.</li> <li>• Can take part in simple social interactions asking people what they do at school and what they like to do in their spare time. Can reply to these sorts of questions themselves when asked.</li> <li>• Can ask for information (e.g., how to get to a location) as well as offer simple explanations to others.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can ask other students to confirm solutions to problems.</li> </ul>
 <b>Elementary A2.1 Spoken Production</b>	 <b>Elementary A2.2 Spoken Production</b>
<ul style="list-style-type: none"> <li>• Can indicate personal strengths and weaknesses.</li> <li>• Can describe their home, how to how to get there, and possibly the length of time spent in travelling there.</li> <li>• Can describe basic aspects of their day by day life, such as favourite foods and daily activities.</li> <li>• Can talk briefly about familiar topics, such as favourite sports and pets.</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe, using simple words, a daily event at home or school.</li> <li>• Can describe, using simple words, their opinion of a situation or event.</li> <li>• Can provide a simple description of a common object (e.g., describe the appearance and behaviour of an animal with which they are familiar).</li> <li>• Can provide a short, simple account of something experienced (e.g., a class trip, a party, a game they played).</li> </ul>

Elementary A2.1 Spoken Production	Elementary A2.2 Spoken Production
<ul style="list-style-type: none"> <li>✓ Can talk about a familiar topic in a short presentation, prepared in advance.</li> </ul>	<ul style="list-style-type: none"> <li>• Can express what they like and/or dislike about something with which they are familiar (e.g., a song, a book, a particular place) and can provide some brief indication of reasons for their opinions.</li> <li>• Can provide some information concerning their culture’s celebrations and special events.</li> <li>✓ Can say most numbers (including the year) without hesitation.</li> <li>✓ Can describe simple mathematical processes (e.g., “You add two to three and get five.”).</li> <li>✓ Can produce a summary of a short story expressed in a simple sequence of events.</li> </ul>

 <b>Elementary A2.1 Reading</b>	 <b>Elementary A2.2 Reading</b>
<ul style="list-style-type: none"> <li>• Can follow a set of clear-cut instructions (e.g., for a simple craft project), especially if there are pictures or diagrams to illustrate the most important steps.</li> <li>• Can understand much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.</li> <li>• Can locate important information in simple text (e.g., greetings on the bulletin board, or times and dates on a class notice).</li> <li>✓ Can read and understand texts written in simple language using common words and/or words recognized from other known languages.</li> <li>✓ Can understand most of what occurs in a well-structured short story and can identify the story’s main characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Can distinguish and understand the important information in everyday visual text (e.g., signs around the school, the weather forecast, sports scores).</li> <li>• Can use everyday reference material (e.g., catalogue, yellow pages).</li> <li>• Can follow instructions for using everyday equipment (e.g., vending machines).</li> <li>• Can understand the main information in short articles and reports (e.g., a list of school rules) if they deal with familiar subjects.</li> <li>• Can understand the main points in a straightforward personal communication if the topic is familiar.</li> <li>• Can use the alphabet to find particular items in lists (e.g., a telephone book).</li> <li>✓ Can read patterned and predictable text.</li> <li>✓ Can understand short instructions illustrated through step-by-step visuals (e.g., simple science experiments, instructions for art projects).</li> </ul>

 <b>Elementary A2.1 Writing</b>	 <b>Elementary A2.2 Writing</b>
<ul style="list-style-type: none"> <li>• Can print/write, either by hand or electronically, simple notes of greeting, good wishes, appreciation, and thanks.</li> <li>• Can print/write, either by hand or electronically, an informal invitation to others their age, reply to such an invitation or confirm/cancel/change an invitation.</li> <li>• Can write short sentences expressing wants and preferences.</li> <li>• Can write, with the help of illustrations, an explanation of where they live and how to get there.</li> <li>• Can use simple sentences and expressions to describe such things as their surroundings, their daily activities, and the people around them.</li> <li>• Can prepare simple reminders or notes for personal use (e.g., diary, journal, homework book).</li> </ul> <ul style="list-style-type: none"> <li>✓ Can write an introduction or conclusion to a story given some assistance.</li> <li>✓ Can copy dates and facts from short, simple text.</li> <li>✓ Can label charts, diagrams, and maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Can provide descriptions of common objects or familiar places using short, simple sentences.</li> <li>• Can describe an aspect of daily life, an event, or a personal experience very briefly in simple language (e.g., a hobby, a party or celebration, an accident, a daily routine). Can include concrete details such as what, where, and when.</li> <li>• Can exchange useful information with friends in emails or short notes.</li> <li>• Can write a simple letter or thank-you note. <ul style="list-style-type: none"> <li>✓ Can tell a simple story (e.g., the best holiday ever or life in the future).</li> <li>✓ Can use simple grammatical structures.</li> <li>✓ Can write straightforward text on topics familiar to them using appropriate transitional words such as ‘and’, ‘but’ and ‘because’. Can use important connecting words to indicate chronological order (e.g., ‘then’, ‘after’, ‘later’).</li> </ul> </li> <li>✓ Can devise a timeline for a topic.</li> <li>✓ Can write a summary sentence of a text’s main ideas.</li> <li>✓ Can write about classroom learnings in a diary or journal.</li> <li>✓ Can fill in missing facts, names, and subject specific terms in gapped texts.</li> <li>✓ Can write down key words and phrases during an oral presentation.</li> </ul>