

Learning Objectives

ESOL BEGINNER COURSE A2/CEFR

<p>UNIT 1 Skills: Listening Reading Grammar Vocabulary Writing</p>	<ul style="list-style-type: none"> ✓ Essential vocabulary ✓ Introducing yourself ✓ Ask questions and reply ✓ Learn and produce common phrases/expressions/descriptions on the topics of Homes, Shopping, Neighbourhood, Jobs ✓ Use questions forms appropriately ✓ Reading comprehension: short texts and notes ✓ Listen for specific information ✓ Listen for gist ✓ Form-filling ✓ Punctuation ✓ Produce short sentences with 'because, and, but'. 	<p>Self-assessment: task completion, self-correcting exercises</p> <p>End of Unit Assessment</p>
<p>UNIT 2 Skills: Reading Writing Grammar/Vocabulary Listening Speaking</p>	<p>Understanding signs, messages, directions Working with others Booking appointments and leaving messages Listening and repeating Listen for gist Listen for details Reading comprehension: emails, notes Functions: express opinion/like or dislike/thank/apologize/offer/invite</p>	<p>Speaking lesson</p> <p>Self-correcting exercises</p> <p>End of Unit Assessment</p> <p>Self-reflection</p>
<p>UNIT 3 Skills: Grammar/Vocabulary Reading Writing</p>	<p>Sentence structure Word classes- nouns, verbs, adjectives and Prepositions Modal verbs Imperative forms Organisational skills</p>	<p>Self-correcting exercises</p> <p>End of Unit Assessment</p>

UNIT 4 Skills: Grammar/Vocabulary Reading Writing	Grammar Tenses: Present simple and present continuous Past simple and past continuous Future simple and future continuous Reading and Filling out forms following prompts or samples	Self-correcting exercises End of Unit Assessment End of Course Assessment
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	<ul style="list-style-type: none"> <input type="checkbox"/> To understand how the above are formed <input type="checkbox"/> To be able to use them appropriately in context and give examples <input type="checkbox"/> To know the question/ negative forms of the tenses and frequently used words/expressions with the corresponding tense, i.e. at the moment – present continuous. <input type="checkbox"/> Be able to use the most common irregular verbs as listed in the resource 	
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LEARNING OUTCOMES

A2/ENTRY LEVEL 2

LISTENING

I can understand simple information and questions about family, people, homes, work and hobbies.

I can understand what people say to me in simple, everyday conversation, if they speak clearly and slowly and give me help.

I can understand short conversations about family, hobbies and daily life, provided that people speak slowly and clearly.

I can follow changes of topic in TV news reports and understand the main information.

I can understand short, clear and simple messages at the airport, railway station etc. For example: "The train to London arrives at 1:30".

I can understand the main information in announcements if people talk very clearly. For example: weather reports, etc.

READING

I can understand short, simple texts containing familiar vocabulary including international words.

I can find the most important information in advertisements, information leaflets, webpages, catalogues, timetables etc.

I can understand the main points in short, simple news items and descriptions if I already know something about the subject. For example: news about sport or famous people.

I can understand clear instructions. For example: how to use a telephone, a cash machine or a drinks machine.

I can understand the main points in short, simple, everyday stories, especially if there is visual support.

I can understand short simple messages from friends. For example: e-mails, web chats, postcards or short letters.

SPOKEN INTERACTION

I can ask people how they feel in different situations. For example: "Are you hungry?" or "Are you ok?" and say how I feel.

I can ask and answer simple questions about home and country, work and free time, likes, and dislikes.

I can ask and answer simple questions about a past event. For example the time and place of a party, who was at the party and what happened there.

I can make and accept invitations, or refuse invitations politely.

I can make and accept apologies.

I can discuss plans with other people. For example: what to do, where to go and when to meet.

I can ask for and give directions using a map or plan.

I can communicate in everyday situations, for example: ordering food and drink, shopping or using post offices and banks.

I can use buses, trains and taxis ask for basic information about travel and buy tickets.

I can use standard phrases to answer the phone, exchange simple information, and have a short telephone conversation with someone I know. For example to arrange to meet them.

SPOKEN PRODUCTION

I can describe myself, my family and other people.

I can describe my education, my present or last job.

I can describe my hobbies and interests.

I can describe my home and where I live.

I can describe what I did at the weekend or on my last holiday.

I can talk about my plans for the weekend or on my next holiday.

I can explain why I like or dislike something.

If I have time to prepare, I can give basic information about something I know well, for example: a country, a sports team, a band, etc.

WRITTEN PRODUCTION

I can write about myself using simple language. For example: information about my family, school, job, hobbies, etc.

I can write about things and people I know well using simple language. For example: descriptions of friends, what happened during the day.

I can complete a questionnaire with information about my educational background, my job, my interests and my skills.

I can write a simple message, for example to make or change an invitation or an appointment to meet.

I can write a short message to friends to give them personal news or to ask them a question. For example: a text message or a postcard.

QUALITY OF LANGUAGE

I have enough vocabulary to communicate in simple everyday situations.

I can communicate what I want to say in a simple and direct exchange of limited information; in other situations I generally have to compromise the message.

I can link ideas with simple connectors. For example: "and", "but" and "because".

I can use correctly simple phrases I have learnt for specific situations, but I often make basic mistakes – for example mixing up tenses and forgetting to use the right endings.

I can make myself understood with short, simple phrases, but I often need to stop, try with different words – or repeat more clearly what I said.

I can talk to people politely in short social exchanges, using everyday forms of greeting and address.