



ITEC



VTCT



ESOL Handbook

**ESEC21 – VTCT (ITEC) Entry Level Certificate in
ESOL International (Entry 2) (A2)**

603/6879/2

Level: **Entry Level (Entry 2)**
Guided Learning (GL) hours: **80**

Overview

The purpose of the qualification is to provide learners with a nationally recognised qualification in English language referenced to the descriptions of language proficiency in the Common European Framework Reference for Languages (CEFR). The CEFR was devised together by the Council of Europe as a way of standardising the levels of language competency. The CEFR organises language proficiency in six levels which can be regrouped into three broad levels: Basic User, Independent User and Proficient User. The levels are defined through 'can-do' descriptors.

Common European Framework of Reference (CEFR) Level	VTCT (ITEC) ESOL International qualifications	Equivalent UK Levels
Basic user	VTCT (ITEC) Entry Level Certificate in ESOL International (Entry 1) (A1)	Entry Level 1
Basic user	VTCT (ITEC) Entry Level Certificate in ESOL International (Entry 2) (A2)	Entry Level 2
Independent user	VTCT (ITEC) Entry Level Certificate in ESOL International (Entry 3) (B1)	Entry Level 3
Independent user	VTCT (ITEC) Level 1 Certificate in ESOL International (B2)	Level 1
Proficient user	VTCT (ITEC) Level 2 Certificate in ESOL International (C1)	Level 2
Proficient user	VTCT (ITEC) Level 3 Certificate in ESOL International (C2)	Level 3

On completion of this qualification, learners will be able to comply with the A2 language descriptor as referenced in the (CEFR).

A2

- The learner can:
 - Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment)
 - Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters
 - Describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need
 - Use a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words

Mode content

Listening level descriptors

- The learner can:
 - Understand simple questions and instructions
 - Understand phrases and high frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment)
 - Catch the main point in short, clear, simple messages and announcements (e.g. a telephone recording or radio announcement of a cinema programme or sports event, an announcement that a train has been delayed, or messages announced by loudspeaker in a supermarket), provided the delivery is slow and clear
 - Understand presentations if language is simple and backed up by visuals or video
 - Can understand basic instructions in an academic environment (times, dates, room numbers and schedules)
 - Listen for missing information, such as words or phrases to complete texts or forms relating to the recording
 - Listen for specific information or for gist, context and implied meaning
 - Understand RP English and other common, clear British accents, as well as other varieties, such as (Standard) American English, spoken at slow to moderate pace, with some pauses and hesitations, in natural situations, e.g. telephone calls, dialogues/conversations, interviews, short talks, announcements
 - Can ask for repetition or reformulation from time to time
 - Understand a simple phone message (e.g. 'My flight is late. I will arrive at ten o'clock.'), confirm details of the message and pass it on by phone to other people concerned
 - Understand enough to manage simple, routine exchanges without undue effort
 - Identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary
 - Understand the most important information contained in short radio commercials concerning goods and services of interest (e.g. CDs, video games, travel, etc.)
 - Follow a TV commercial or a trailer for or scene from a film, understanding what the actors are talking about, provided that the images are a great help in understanding and the delivery is clear and relatively slow
 - Follow changes of topic of factual TV news items and form an idea of the main content
 - Understand and follow a series of instructions for familiar, everyday activities such as sports, cooking, etc. provided they are delivered slowly and clearly

Reading level descriptors

- The learner can:
 - Understand dialogues or texts on everyday life topics; understand straightforward information within a known area such as labels on food, standard menu products and signs or textbooks
 - Read short, simple texts and find specific, predictable information in simple everyday material such as advertisements, prospectuses, and timetables
 - Find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple language
 - Understand the main information in short and simple descriptions of goods in brochures and websites (e.g. portable digital devices, cameras, etc.)
 - Understand short simple personal letters, emails and postcards displaying personal information
 - Read graded books or texts written in simple known structures and forms
 - Infer the meaning of unknown words from context
 - Skim, scan and fully understand texts
 - Recognise the main ideas and the supporting details in a text which is appropriate for the level
 - Predict the context of a text through the title or the preceding sentences or paragraphs
 - Locate basic signposting language and linking words in order to organise a jumbled text or dialogue
 - Use a monolingual dictionary in order to find the meaning and proper sound of difficult/problem words in a text
 - Understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language
 - Understand the main points made in short magazine reports or guide entries that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals)
 - Understand short narratives and descriptions of someone's life that are written in simple words
 - Understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like
 - Understand much of the information provided in a short description of a person (e.g. a celebrity)
 - Understand the main point of a short article reporting an event that follows a predictable pattern (e.g. the Oscars), provided it is clearly written in simple language
 - Locate specific information in lists and isolate the information required
 - Understand everyday signs and notices, etc. in public places, such as streets, restaurants, railway stations, in workplaces, such as directions, instructions, hazard warnings

Writing level descriptors

- The learner can:
 - Complete forms and write short simple personal letters or postcards related to personal information
 - Write short, simple notes and messages relating to matters in areas of immediate needs
 - Sequence events in a text and write short stories or narrative descriptions using some linking words
 - Write simple texts on familiar subjects of interest, linking sentences with connectors like 'and,' 'because,' or 'then'
 - Give his/her impressions and opinions in writing about topics of personal interest (e.g. lifestyles and culture, stories) using basic everyday vocabulary and expressions
 - Make simple online transactions (such as ordering goods or enrolling on a course) by filling in an online form or questionnaire, providing personal details and confirming acceptance of terms and conditions, declining extra services, etc.
 - Ask basic questions about the availability of a product or feature
 - Make short descriptive online postings about everyday matters, social activities and feelings, with simple key details
 - Comment on other people's online postings, provided that they are written in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way
 - Engage in basic social communication online (e.g. writing a simple message on a virtual card for a special occasion, sharing news and making/confirming arrangements to meet)
 - Make brief positive or negative comments online about embedded links and media using a repertoire of basic language, though he/she will generally have to refer to an online translation tool and other resources
 - Understand an input text and complete a related form which synthesises content (providing personal details or details of an incident)
 - Edit a short simple text, or his or her own work, and conduct a mistake search before submitting a final version
 - Narrate or describe something as a simple list of points
 - Give an example of something in a very simple text using 'like' or 'for example.'
 - Exchange information by text message, e-mail or in short letters, responding to questions the other person had (e.g. about a new product or activity)
 - Convey personal information of a routine nature, for example in a short email or letter introducing him/herself
 - Write very simple personal letters expressing thanks and apology
 - Write short, simple notes, emails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement)

- Write a short text in a greetings card (e.g. for someone's birthday or to wish them a Happy New Year)
- In creative writing the learner can:
 - Write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences
 - Write very short, basic descriptions of events, past activities and personal experiences
 - Can tell a simple story (e.g. about events on a holiday or about life in the distant future)
 - Write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job
 - Write short, simple, imaginary biographies and simple poems about people
 - Write diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places

Speaking level descriptors

- The learner can:
 - Communicate simple and routine tasks requiring a short exchange of information on familiar and routine matters, despite very noticeable hesitation and false starts. In other situations he/she generally has to compromise the message. Reformulations are very evident
 - Express simple opinions in a familiar context
 - Describe in simple terms his/her family and other people, living conditions, educational background and present or most recent experiences
 - Ask questions, to obtain wanted/needed information in familiar situations
 - Make plans such as what to do, where to go and when to meet
 - Speak quite accurately using language structures which are familiar and consolidated
 - Ask very simply for repetition when he/she does not understand
 - Ask for clarification about key words or phrases not understood using stock phrases
 - Use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations
 - Say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary
 - Use gesture to clarify what he/she wants to say; identifies what he/she means by pointing to it (e.g. 'I'd like this, please')
- During Interaction the learner can:
 - Interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary
 - Manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations

- Use simple techniques to start, maintain, or end a short conversation
- Ask for attention
- Indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord
- Make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to
- Indicate in simple language the nature of a problem to a health professional, perhaps using gestures and body language
- In Information Exchange the learner can:
 - Deal with practical everyday demands: finding out and passing on straightforward factual information
 - Ask and answer questions about habits and routines, about pastimes and past activities, about plans and intentions
 - Give and follow simple directions and instructions, e.g. explain how to get somewhere
 - Ask for and give directions referring to a map or plan, and provides personal information
 - Ask and answer simple questions about an event, e.g. ask where and when it took place, who was there and what it was like; gives short, basic descriptions of events and activities
- In obtaining goods and services the learner can:
 - Ask for and provide everyday goods and services
 - Get simple information about travel using public transport: buses, trains, and taxis
 - Ask and give directions, and buy tickets
 - Ask about things and make simple transactions in shops, post offices or banks
 - Give and receive information about quantities, numbers, prices, etc.
 - Make simple purchases by stating what is wanted and asking the price
 - Order a meal; can say when something is wrong, e.g. 'The food is cold' or 'There is no light in my room'
 - Ask (face-to-face) for a medical appointment and understand the reply
 - Indicate the nature of a problem to a health professional, perhaps using gestures and body language
- In a social conversation the learner can:
 - Establish social contact: greetings and farewells; introductions; giving thanks
 - Express how he/she feels in simple terms, and express gratitude
 - Ask for a favour (e.g. to borrow something), can offer a favour and can respond if someone asks him/her to do a favour for them
 - Use simple everyday polite forms of greeting and address
 - Chat in simple language with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters

- Make and respond to invitations, suggestions and apologies
- Express how he/she is feeling using very basic stock expressions
- When describing experiences the learner can:
 - Tell a story or describe something in a simple list of points
 - Describe everyday aspects of his/her environment, e.g. people, places, a job or study experience
 - Describe plans and arrangements, habits and routines, past activities and personal experiences
 - Use simple descriptive language to make brief statements about and compare objects and possessions
 - Explain what he/she likes or dislikes about something
 - Say what he/she is good at and not so good at (e.g. sports, games, skills, subjects)
 - Briefly talk about what he/she plans to do at the weekend or during the holidays
- Overall phonological control
 - Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from other language(s) he/she speaks on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear

Assessment requirements

Learners must complete all five modes in order to receive an overall grade and be eligible for certification. The speaking mode of the qualification is internally assessed by the centre's speech assessor and interlocutor and externally quality assured by VTCT.

Mode of Assessment (Paper based or online)	Assessment Method	Exam – Examination Conditions	Speaking Assessment – Controlled
Listening	Written Examination	✓	
Reading		✓	
Use of English		✓	
Writing		✓	
Speaking	Practical Oral Examination (Face to Face)		✓

Mode Use of English	Assessment Criteria	Task Type	Number of Items	Marks
Use of English Section A	The learner can <ul style="list-style-type: none"> Identify appropriate structural words from grammar areas: verb tenses and structures required to perform at CEFR level 	The learner will demonstrate knowledge of structural language use by choosing the correct option (Three option multiple choice gap fill sentences)	5	5
Use of English Section B	The learner can <ul style="list-style-type: none"> Identify appropriate structural words from grammar areas (prepositions, possessive and relative pronouns, comparatives, superlatives, quantifiers, phrasal verbs, modal verbs) 	The learner will demonstrate knowledge of structural language use by choosing the correct answer (Three option multiple choice gap fill sentences)	5	5
Use of English Section C	The learner can <ul style="list-style-type: none"> Identify and apply syntax rules and patterns, using the correct word order and sentence structure Identify and apply the correct position of subject, verb object; direct and indirect objects; position of adverbs and adjectives 	The learner demonstrates knowledge of syntax patterns (Three option multiple choice gap fill sentences)	5	2.5
Use of English Section D	The learner can <ul style="list-style-type: none"> Recognise suitable responses to social interaction Recognises functional language 	The learner demonstrates understanding of questions by choosing the correct sentence response (Three option multiple choice questions)	5	2.5
Use of English Section E	The learner can <ul style="list-style-type: none"> Identify structural question formation and demonstrates ability to form questions choosing from the options given 	The learner demonstrates ability to form questions choosing from the options given (Three option multiple choice gap fill sentences)	5	5
Total marks				20 Marks

Mode Reading	Assessment Criteria	Task Type	Number of Items	Marks
Reading – Section A	The learner can <ul style="list-style-type: none"> Understand the context of a written dialogue and identify appropriate words from lexical areas required for the level 	The learner, identifies content and chooses the suitable lexicon to complete the sentences (Three option multiple choice cloze task)	10	10
Reading – Section B	The learner can <ul style="list-style-type: none"> Understand the details of a text and can scan through a text, identifying content and locating relevant details, choosing the correct answer to the statements or questions 	The learner will read a short text adapted from an original source. The Reading task includes between 160-200 words (True/false statements about text content)	10	10
Total marks				20 marks

Mode Writing	Assessment Criteria	Task Type	Number of Items	Marks
Writing section A	The learner can <ul style="list-style-type: none"> Demonstrate the ability to communicate in writing Use appropriate punctuation, spelling and register Demonstrate competence in writing on both rhetorical and syntactic levels, using both lexicon and grammatical areas appropriately in writing 	Writing task (min 60-80 words)	1	20
Total marks				20 marks

Mode Listening	Assessment Criteria	Task Type	Number of Items	Marks
Listening - Part A	The learner can <ul style="list-style-type: none"> Understand the main points of clear moderate speech on familiar topics 	Listen to a dialogue and identify the correct answer (True/false item)	10	10
Listening – Part B	The learner can <ul style="list-style-type: none"> Listen for specific information 	Listen to announcements and choose the correct answer (Three option multiple choice gap fill sentences)	5	5
Listening – Part C	The learner can <ul style="list-style-type: none"> Listen to statements and dialogues and demonstrate understanding of functional language 	Listen to five questions and choose the correct answer (Three option multiple choice items)	5	5
Total marks				20 marks

Mode Speaking	Assessment Criteria	Task Type	Marks
Oral Examination Part A	The learner will be able to <ul style="list-style-type: none"> Greet the examiner Give personal details 	Oral interaction with the interlocutor 1-2 minutes per learner	20
Oral Examination Part B	The learner will be able to <ul style="list-style-type: none"> Describe pictures using language structures and lexicon 	Oral discourse 2 minutes per learner	
Oral Examination Part C	The learner will be able to <ul style="list-style-type: none"> Ask and answer questions about a topic and give opinions and facts 	This phase is dedicated to a natural interaction between the candidates 2 minutes overall	
Total marks			20 marks

Indicative Content

This section gives an indication of language and structures which should be covered during a taught course at this level.

Functions
<ul style="list-style-type: none">• Functions contribute to the development and maintenance of language skills. Through functional skills, learners are able to perform in social interaction and in the academic world. The command of the English language supports the development of communicative and practical life skills. Following are a variety of functions that learners should be able to perform having achieved A2 level. The following is not an exhaustive list.<ul style="list-style-type: none">- Apologising and responding to an apology- Asking and answering questions about personal possessions- Asking for repetition and clarification- Asking/telling people to do something- Buying and selling things- Describing a city/town- Describing a photograph- Describing a process or procedure- Describing objects and features- Describing people in character and appearance- Describing places and accommodation- Describing events in the past- Describing personal experience- Describing planned future events- Expressing ability and inability- Expressing agreement and disagreement- Expressing gratitude and responding to thanking- Expressing needs and wants- Expressing obligation and lack of obligation- Expressing opinions and making choices- Expressing preferences (likes/dislikes)- Expressing purpose, cause, and result, giving reasons- Following and giving instructions and directions- Giving and accepting advice and permission- Interrupting a conversation- Language of description- Making a telephone call- Making invitations and responding to an invitation- Making requests- Paying and accepting compliments- Warning and speaking about prohibition

Grammatical accuracy

- Grammatical accuracy concerns both the user/learner's ability to recall 'prefabricated' expressions correctly and the capacity to focus on grammatical forms whilst articulating thought. This is difficult because when formulating thoughts or performing more demanding tasks, the user/learner has to devote most of their mental processing capacity to fulfilling the task. The A2 illustrative descriptor scale indicates that the learner:
 - uses some simple structures correctly but still systematically makes basic mistakes
 - uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations
 - can link groups of words with simple connectors like "and", "but" and "because"
- Grammar/language items included in the learner's repertoire include the items in the table below

Adjectives	<ul style="list-style-type: none"> Common adjectives/-ed and -ing form; order of adjectives
Adverbs	<ul style="list-style-type: none"> Adverbs of manner, adverbs of frequency, adverbial phrases, adverbs of degree (rather and quite), place and direction; regular and irregular
Adverbials of quantity	<ul style="list-style-type: none"> A lot, not very much, too many...
Conditionals	<ul style="list-style-type: none"> 0 conditional, 1st conditional; subordinate clause following if, when
Conjunctions	<ul style="list-style-type: none"> And, but, so, because, when, as, if, when, where
Compound nouns	<ul style="list-style-type: none"> One word and two-word compound nouns (policeman/dining-table) noun+noun or noun+verb: bedroom, haircut
Comparatives and superlatives	<ul style="list-style-type: none"> Regular and irregular adjectives Comparative and superlative forms of adverbs as..... as, not so/as as
Connectors	<ul style="list-style-type: none"> However, on the contrary, although, because of, in order to, so that, therefore, as well as, such as, yet
Countable and uncountable nouns	<ul style="list-style-type: none"> Articles with countable and uncountable nouns
Gerunds and infinitives	<ul style="list-style-type: none"> Gerunds as subjects and objects (swimming is good exercise) To + infinitive (to express purpose) Verb + to + infinitive
Infinitive of purpose	<ul style="list-style-type: none"> To indicate the purpose or the intention of an action after verbs or adjectives
Intensifiers	<ul style="list-style-type: none"> To make adjectives stronger: Really, extremely, particularly, enough, quite, absolutely
Interrogatives	<ul style="list-style-type: none"> 'Wh' question words, how much, how many, how often
Like	<ul style="list-style-type: none"> To describe physical appearance and character (what is he like? What does he look like?) Vs. do speak about preferences (what does he like?)
Modals:	<ul style="list-style-type: none"> Ability (can, could) Possibility (may, might) Obligation (have to - must) Permission and polite requests (may, can, could, would)

	<ul style="list-style-type: none"> Prohibition (mustn't) Advice (should) Shall for offers and suggestions Necessity (need)
Passive	<ul style="list-style-type: none"> Present and past simple (introduction to past)
Prepositions	<ul style="list-style-type: none"> To indicate: location (on, inside...) Time (in, at, on) Direction (in, to, out of ..) Prepositional phrases (at the end of) Prepositions preceding and following nouns (by bus)
Pronouns	<ul style="list-style-type: none"> Subject, object, possessive, impersonal Quantitative and indefinite pronouns
Relative pronouns and clauses	<ul style="list-style-type: none"> Who, which, whose Defining and non-defining relative clauses
Sequencing	<ul style="list-style-type: none"> After, after that, before, before that, then...
Time Expressions	<ul style="list-style-type: none"> Present: at this time, as we speak, these days, nowadays Past: in the past, recently Future: eventually, in the near future, later this evening
Verb tenses	<ul style="list-style-type: none"> Present simple: states, habits, and processes Present continuous: present and future actions; state and stative verbs Past simple (past events) Past continuous: parallel Past actions, continuous Actions interrupted by past Simple tense; past simple vs. past continuous Future: present continuous/going to/future simple for predictions, spontaneous decisions, offers and promises; present simple for timetables and fixed events Present perfect simple: recent past with just, indefinite past with yet, already, never, ever/How long? - for/since; has been vs. has gone Present perfect vs. past simple Imperatives
Word order	<ul style="list-style-type: none"> In statements, questions and orders
Would like/would like to	<ul style="list-style-type: none"> To express preferences
<ul style="list-style-type: none"> Sample language 	
Adjectives	<p>Adjectives Demonstrative</p> <ul style="list-style-type: none"> Those children over there are very noisy These shoes are killing me He left for the city on 19th February. That night the volcano erupted. <p>Ending in 'ed' and 'ing'</p> <ul style="list-style-type: none"> The film was really boring The children were really excited

Adverbs	<p>Adverbs of frequency</p> <ul style="list-style-type: none"> • He often visits his family • He usually stays here with us <p>Simple adverbs of place, manner, and time</p> <ul style="list-style-type: none"> • He slowly opened the door • I am going to London tomorrow <p>Adverbial phrases of time, place and frequency including word order</p> <ul style="list-style-type: none"> • He went to the library yesterday • They were at the gym today
Adverbials of quantity	<ul style="list-style-type: none"> • There are too many eggs in the basket • There is not very much sugar in my coffee
Conditionals	<p>Conditionals</p> <p>Zero and first conditional</p> <ul style="list-style-type: none"> • If I eat eggs, I feel sick • If I fail my exams, my father will be angry • I will stay in if it rains this afternoon
Connectors	<ul style="list-style-type: none"> • I would like to go on vacation, but I can't • Although she has a lot of money she does not spend it
Compound nouns	<ul style="list-style-type: none"> • I love your new haircut
Comparatives and superlatives	<p>Adjectives – comparative, – use of than</p> <ul style="list-style-type: none"> • This book is more interesting than yours • My sister is much older than me <p>Adjectives – superlative, – use of definite article</p> <ul style="list-style-type: none"> • The fastest mammal in the world is the cheetah • Maths is the most difficult subject for me
Connectors	<p>Linkers: sequential – past time</p> <ul style="list-style-type: none"> • First, we went to Naples. We stayed there 5 days and visited Pompeii. After that, we went to Amalfi, but I did not like it. Finally, we stayed a week in Positano
Countable and uncountable nouns	<p>Countable and uncountable, much and many</p> <ul style="list-style-type: none"> • How much furniture does he have in his office? • I need some money • Would you like a cup of tea? • I need some information
Gerunds and infinitives	<p>Gerunds</p> <ul style="list-style-type: none"> • He goes jogging every morning • Eating fruit is good for you <p>Verb + -ing/infinitive</p> <ul style="list-style-type: none"> • I love playing tennis • I hate washing up <p>Verb + to + infinitive</p> <ul style="list-style-type: none"> • I forgot to lock the door
Infinitive of purpose	<ul style="list-style-type: none"> • I went to the post office to buy stamps • I go jogging to get fit

Intensifiers	Intensifiers <ul style="list-style-type: none"> • She was very unhappy • I am really sorry to hear about your loss • The water is extremely cold • I am so glad you came to visit • This tea is a bit too hot
Interrogatives	<ul style="list-style-type: none"> • How many years have you known him? • How much time do we have for the test? • How often do you play tennis?
Like	<ul style="list-style-type: none"> • John looks like his mother • Ben likes jogging
Modals:	Ability <ul style="list-style-type: none"> • Gregory can swim well • Melanie could ride a bike when she was 5 years old Possibility/permission <ul style="list-style-type: none"> • Could I use your car? • Can I have some more spaghetti, please? • He might come to the party Requests <ul style="list-style-type: none"> • Can you give me that book, please? • Could I have a glass of milk, please? Obligation <ul style="list-style-type: none"> • We have to get home • We must hurry. We're late Have to <ul style="list-style-type: none"> • Children have to wear a helmet when riding a bike Obligation & Necessity <ul style="list-style-type: none"> • You must take your medicine • She needs some money to buy a new dress Prohibition <ul style="list-style-type: none"> • You mustn't sit here Advice <ul style="list-style-type: none"> • You should ask the teacher • You shouldn't drink so much cola. It's bad for your teeth Suggestions <ul style="list-style-type: none"> • Shall we go home now?
Passive	<ul style="list-style-type: none"> • A letter was written to apologise for the train delay • Food is sold at the market
Prepositions	Prepositions of time: on/at/in <ul style="list-style-type: none"> • He was born on New Year's Day • I will read the book during the holiday • The train arrives at 17.15 Prepositional phrases (place, time, and movement) <ul style="list-style-type: none"> • He went into the building • They arrived at the station in the middle of the night • At the end of the day, Daisy was tired

Pronouns	<ul style="list-style-type: none"> • That is not our ball; it's theirs • The dog always wags its tail when it is happy
Relative pronouns and clauses	<ul style="list-style-type: none"> • The girl who lives on the 3rd floor is my cousin • The lake where we go camping is very beautiful
Sequencing	<ul style="list-style-type: none"> • Before dinner, you should drink a cup of water • We are going to the park, after that we can have lunch
Time Expressions	<ul style="list-style-type: none"> • As we speak, the President is at the White House • In the near future we will move to Australia • Nowadays everybody has got a mobile phone
Verb tenses	<p>Describing habits and routines</p> <ul style="list-style-type: none"> • On Sundays, I visit my mother • I phone my family every weekend <p>Present simple</p> <ul style="list-style-type: none"> • Do you walk to school? • The plane lands at six • He doesn't travel by bus, he prefers walking <p>Present continuous</p> <ul style="list-style-type: none"> • I am staying with Hilary at the moment • What is he wearing? <p>Present continuous</p> <ul style="list-style-type: none"> • Liam is studying hard for his exam • We are meeting John at 8 o'clock <p>Past simple</p> <ul style="list-style-type: none"> • He gave me a nice present • She bought some flowers for her mother <p>Past continuous</p> <ul style="list-style-type: none"> • I was living in Spain when I met her • It was raining, so we decided to get a taxi • While Dan was eating, he fell asleep <p>Future Going to</p> <ul style="list-style-type: none"> • He's going to buy a car next year • She's going to visit her family in Japan <p>Present continuous for the future (arrangements)</p> <ul style="list-style-type: none"> • She's playing basketball next week • I'm seeing him at 9.00 this morning <p>Future time (will & going to)</p> <ul style="list-style-type: none"> • I'm going to cook for you on Saturday (already decided) • I'll tell him about the party (you are deciding as you speak) <ul style="list-style-type: none"> - I'm going to fail - No, you won't. I'll help you <p>Present Perfect</p> <ul style="list-style-type: none"> • He has bought a lovely winter jacket • Have you ever been to Greece? • Have they come back from the shops? • I've known him for 5 years/since 2007

	Imperatives (+/-) <ul style="list-style-type: none"> • Somebody stop him! Push the bar • Please don't talk in here
Word order	<ul style="list-style-type: none"> • He is never on time for work • Is he late for work?
Would like/would like to	<ul style="list-style-type: none"> • The children would like to have hot dogs for lunch • The Queen would like some privacy

Topics and lexical areas

- Vocabulary control concerns the user/learner's ability to choose an appropriate expression from their repertoire. The A2 illustrative descriptor scale indicates that the learner:
 - shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations
 - controls a narrow repertoire dealing with concrete everyday needs
 - uses a range of simple vocabulary appropriately when talking about familiar topics
- Lexical competence
 - The CEFR pays much attention to vocabulary knowledge or rather vocabulary size, which translates into extensive vocabulary range and lexical fluency. Vocabulary knowledge correlates with reading comprehension, with writing ability, with listening comprehension and with oral fluency at an A2 level. The learner's language competence includes sufficient vocabulary to conduct everyday routine transactions involving familiar situations, sufficient vocabulary for the expression of basic communicative needs and for coping with basic survival needs in a social or academic environment. Particular vocabulary sizes might be associated with grades of the CEFR, in example at A2 level the learner is expected to know a range of between 1500-2000 words

Lexicon	Topics	Function
About me	<ul style="list-style-type: none"> • Family • Hobbies • Countries • Appearance 	<ul style="list-style-type: none"> • Introducing yourself/giving personal details • Talking about your daily routine • Expressing needs and wants • Describing personal possessions • Talking about relationships • Describe people in appearance
Education	<ul style="list-style-type: none"> • School • Subjects 	<ul style="list-style-type: none"> • Describing your school premises • Talking about school schedule • Talking about school subjects • School rules and regulations • Talking about your school system
Entertainment	<ul style="list-style-type: none"> • Music • Art • Television • Technology • Leisure activities 	<ul style="list-style-type: none"> • Describing events • Talking about leisure activities • Making suggestions, agreeing, and refusing • Talking about TV, books, movies, art etc...

		<ul style="list-style-type: none"> • Talking about types of entertainment in your area • Talking about music • Describing celebrities • Talking about instruments
Environment	<ul style="list-style-type: none"> • Nature • Weather • Animals 	<ul style="list-style-type: none"> • Talking about pollution and environmental problems • Describing nature and landscapes • Describing animals and their habitat • Talking about the weather • Making predictions
Fashion and shopping	<ul style="list-style-type: none"> • Clothes • Shops • Places • Money • Materials/patterns 	<ul style="list-style-type: none"> • Talking about things you wear • Describing what people are wearing • Describing patterns and materials • Talking about shops and products • Describing shops • Expressing amounts of money, enquire about prices
Houses and homes	<ul style="list-style-type: none"> • Houses • Landscapes • Urban landscape • Places 	<ul style="list-style-type: none"> • Describing homes of different nature • Describing a house and its furniture • Describing a neighbourhood and its places of interest • Describing objects in the house
Jobs	<ul style="list-style-type: none"> • Work attire • Jobs • Equipment 	<ul style="list-style-type: none"> • Describing jobs and qualities for jobs • Describing job attire • Dangers and safety • What people do for a living • Interviewing people
Nutrition	<ul style="list-style-type: none"> • Food and drink • Health and healthy habits 	<ul style="list-style-type: none"> • Going out to restaurants • Ordering a meal • Asking and answering about quantities • Expressing and responding to thanks • Talking about eating habits • Describing a recipe/cooking process
Sports	<ul style="list-style-type: none"> • Sports • Equipment • The body • Health and fitness 	<ul style="list-style-type: none"> • Describing types of sports • Talking about the body • Talking and asking about sports • Describing sports equipment • Talking about sports rules • Describing an accident or talking about an injury
Travelling	<ul style="list-style-type: none"> • Travel and Holidays • Festivals and Special Occasions 	<ul style="list-style-type: none"> • Asking for and giving travel information • Making and responding to invitations • Talking about celebrations and festivals • Talking about past and future holidays • Enquiring about holidays • Describing landscapes and sceneries

Technology	<ul style="list-style-type: none"> • The media • Electrical equipment • Communication 	<ul style="list-style-type: none"> • Describing appliances and equipment • Speaking about how you use technology • Making predictions about the future
Transportation	<ul style="list-style-type: none"> • Means of transport • Giving directions • Road rules 	<ul style="list-style-type: none"> • Describing different ways of travelling and moving around • Describing types of transportation and travel habits • Asking the way and giving directions

Reading genres

- At A2 level, the learner is expected to have exposure to a range of semi-authentic texts and comprehension test styles:
 - Advertising material (in printed media, on billboards and posters, online advertising)
 - Instruction manuals (how to use products)
 - Instructional materials (handouts, textbooks)
 - Magazines
 - Menus
 - Messages and short memos
 - Personal letters/e-mail
 - Recipes
 - Textbooks and readers for language learning
 - Tickets and timetables
 - Travel guides and brochures

Writing genres

- The learner can
 - Complete a form with a variety of personal information
 - Write short simple descriptions of people and things, pictures/photos, providing details of, or speculating about, where it was taken, etc.
 - Write about personal experiences
 - Write informal letters and e-mails of apology, invitation, acceptance, refusal and thanks
 - Write short simple semi-formal letters (e.g. basic letter of application)
 - Write short narratives of 60-80 words
 - Complete a creative writing task (e.g. simple imaginary biographies and simple poems about people/diary entries that describe activities)
 - Write short, simple notes, emails and text messages

Appendix - Common Reference Levels

1. Global scale

Proficient user	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent user	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic user	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

2. Self-assessment grid

	Reception		Interaction		Production	
	Listening	Reading	Spoken interaction	Written interaction	Spoken production	Written production
C2	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.	I can express myself with clarity and precision, relating to the addressee flexibly and effectively in an assured, personal, style.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles, which present a case with an effective logical structure, which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.
C1	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.		I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write detailed expositions of complex subjects in an essay or a report, underlining what I consider to be the salient issues. I can write different kinds of texts in a style appropriate to the reader in mind.
B2	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can write letters highlighting the personal significance of events and experiences.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.

	Reception		Interaction		Production	
	Listening	Reading	Spoken interaction	Written interaction	Spoken production	Written production
B1	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency every day or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can write personal letters describing experiences and impressions.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can write straightforward connected text on topics, which are familiar, or of personal interest.
A2	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). I can catch the main point in short, clear, simple messages and announcements.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can write a series of simple phrases and sentences linked with simple connectors like, "and", "but" and "because".
A1	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can use simple phrases and sentences to describe where I live and people I know.	I can write simple isolated phrases and sentences.

3. Qualitative aspects of spoken language use

	Range	Accuracy	Fluency	Interaction	Coherence
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intentional cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turn taking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

	Range	Accuracy	Fluency	Interaction	Coherence
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and", "but" and "because".
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".

Document History

Version	Issue Date	Changes	Role
v1.0	08/06/2022	First published	Product and Regulation Coordinator
V1.1	14/06/2022	Amendments for review	Quality Assurance Administrator
V2.0	17/06/2022	Amendments published	Head of Standards