



ITEC



VTCT



# ESOL Handbook

**ESEC20** – VTCT (ITEC) Entry Level Certificate in  
ESOL International (Entry 1) (A1)

603/6942/5

Level: **Entry Level (Entry 1)**  
Guided Learning (GL) hours: **70**

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# 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 VTCT (ITEC) Entry level Certificate in ESOL International (Entry 1) (A1), learners will be able to comply with the A1 language descriptor as referenced in the CEFR.

## A1

- The learner can
  - 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.

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# Mode content

## Listening level descriptor

- The learner can
  - Follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning
  - Recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech and/or from short audio recordings provided they are delivered very slowly and clearly
  - Understand some words and expressions when people are talking about themselves, family, school, hobbies or surroundings, provided they are talking slowly and clearly
  - Understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop), provided that people talk very slowly and very clearly
  - Understand questions and instructions given carefully and slowly and follow short, simple directions
  - Understand when someone explains slowly and clearly where something is, provided the object is in the immediate environment
  - Understand figures, prices and times given slowly and clearly in an announcement by loudspeaker, e.g. at a railway station or in a shop
  - Pick out concrete information (e.g. places and times) from short audio recordings, provided that they are delivered very clearly and slowly
  - Understand in outline very simple information being explained in a predictable situation like a guided tour, provided that the speech is very slow and clear and that there are long pauses from time to time.

## Reading level descriptors

- The learner can
  - Understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required
  - Understand short, simple messages on postcards
  - Understand short, simple messages sent via social media or email (e.g. proposing what to do, when and where to meet)
  - Recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations
  - Understand store guides (information on which floors departments are on) and directions (e.g. to where to find lifts)
  - Understand basic hotel information, e.g. times when meals are served
  - Find and understand simple, important information in advertisements, in programmes for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times, etc.)
  - Understand short, illustrated narratives about everyday activities that are written in simple words
  - Understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content
  - Get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.
  - Understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures
  - Follow short, simple written directions (e.g. to go from X to Y)
  - Recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge
  - 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

## Writing level descriptors

- The learner can
  - Give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions
  - Write simple isolated phrases and sentences and write simple phrases and sentences about him/herself and imaginary people, where they live and what they do
  - Describe in very simple language what a room looks like and use simple words and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small)
  - Write messages and online postings as a series of very short sentences about hobbies and likes/dislikes, using simple words and formulaic expressions, with reference to a dictionary
  - Write a short, simple postcard and a short, very simple message (e.g. a text message) to friends to give them a piece of information or to ask them a question
  - Write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form
  - Leave a simple message giving information on, for example, where he/she has gone, what time he/she will be back. (e.g. 'Shopping: back at 5p.m.')
  - Use formulaic expressions and combinations of simple words to post short positive and negative reactions to simple online postings and their embedded links and media, and respond to further comments with standard expressions of thanks and apology
  - Complete a very simple online purchase or application, providing basic personal information (such as name, e-mail address or telephone number)
  - Fill in simple forms, e.g. hotel booking form, etc.
  - Record information that he/she has asked for
  - Use time linkers such as: before, after, when
  - Edit, e.g. correct simple mistakes in a text

## Speaking level descriptors

- The learner can
  - Produce simple mainly isolated phrases about people and places
  - Describe him/herself, what he/she does and where he/she lives
  - Describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance
  - Give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance
  - Read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast
  - Use gesture to support simple words in expressing a need
  - Exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly
  - Ask people for things and give people things
  - Ask for food and drink using basic expressions

- Handle numbers, quantities, cost and time
- Respond to questions using short answers or complete sentences
- Use familiar and modelled structures when speaking
- During interaction the learner can
  - Interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair
  - Ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics
  - Take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school
  - Make an introduction and use basic greeting and leave-taking expressions
  - Ask how people are and react to news
  - Indicate with words, intonation and gestures that he/she does not understand
- In information exchange the learner can
  - Understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions
  - Ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics
  - Indicate time by such phrases as next week, last Friday, in November, three o'clock
  - Express numbers, quantities and cost in a limited way
  - Describe the colour of clothes or other familiar objects and can ask the colour of such objects
- In obtaining goods and services the learner can
  - Ask people for things and give people things
  - Ask for food and drink using basic expressions
  - Handle numbers, quantities, cost and time
- Overall phonological control
  - Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. The learner can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases

# 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	Examination Conditions	Speaking Assessment – Controlled
Use of English	Written Examination	✓	
Listening		✓	
Reading		✓	
Writing		✓	
Speaking	Practical Oral Examination (Face to Face)		✓

Mode	Assessment criteria	Task type	Number of items	Marks
Use of English – Section A	The learner can <ul style="list-style-type: none"> <li>Identify appropriate structural words from grammar areas: verb tenses and structures required to perform at CEFR level</li> </ul>	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"> <li>Identify appropriate structural words from grammar areas (prepositions, pronouns, possessives, possessive adjectives, articles, comparatives, quantifiers)</li> </ul>	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"> <li>Apply syntax rules and patterns; using the correct word order and sentence structure. Correct position of subject, verb, object; direct and indirect objects; position of adverbs and adjectives</li> </ul>	The learner demonstrates knowledge of syntax patterns by choosing the correct sentence response  (Three option multiple choice)	5	2.5
Use of English – Section D	The learner can <ul style="list-style-type: none"> <li>Recognise suitable responses to social interaction; recognise functional language</li> </ul>	The learner demonstrates understanding of questions by choosing the correct sentence response  (Three option multiple choice)	5	2.5
Use of English – Section E	The learner can <ul style="list-style-type: none"> <li>Identify structural question formation and demonstrate ability to form questions, choosing from the options given to complete the questions</li> </ul>	The learner demonstrates ability to form questions  (Three option multiple choice gap fill sentences)	5	5
Total marks			20	

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

Mode	Assessment criteria	Task type	Number of items	Marks
Writing – Section A	The learner can <ul style="list-style-type: none"> <li>Demonstrate the ability to communicate in writing, using appropriate punctuation, spelling and register</li> </ul>	Writing task (minimum 40 words)	1	20
Total marks			20	

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

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

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# Indicative Content

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

## Functions

- Functions contribute to the development and maintenance of language skills. Through functional skills, learners are able to perform in social interaction, the world of work or learning. The command of the English language supports the development of communicative and practical life skills. The following are a variety of functions that learners should be able to perform having achieved A1 level. This is not an exhaustive list:
  - Asking for and giving information about:
    - Prices
    - Dates and time
    - Feelings and health
    - Events happening at the moment
    - Frequency of events and actions
    - Clothes and accessories
    - Asking for and giving directions
    - Asking for and giving personal information
    - Ordering a meal
    - Comparing objects and people
    - Making suggestions
    - Offering and accepting food and invitations
    - Speaking about abilities in the present
    - Speaking about obligations and rules
    - Describing pictures of people and places
    - Describing houses and rooms
    - Describing people in appearance and character
    - Describing the weather
    - Describing habits and routines
    - Giving instructions and orders
    - Expressing possession
    - Expressing preferences (likes/dislikes)
    - Expressing ability and permission
    - Locating people and objects
    - Speaking about past events and actions
    - Speaking about future plans
    - Understanding and using numbers
    - Understanding and using greetings in informal situations

## 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 CEFR illustrative descriptor scale indicates that the learner:
  - has a very basic range of simple expressions about personal details and needs of a concrete type. Can use some basic structures in one-clause sentences with some omission or reduction of elements
  - shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire
- Grammar/language items included in the learner's repertoire include the items in the table below.

<b>Adjectives</b>	Common, demonstrative, quantitative and possessive
<b>Adverbs</b>	Adverbs of manner, adverbs of frequency, adverbial phrases, adverbs of degree, place and direction; regular adverbs and some irregular (good vs. well)
<b>Articles</b>	a/an/the
<b>Conjunctions</b>	And, but, or, if
<b>Comparatives</b>	Comparative adjectives
<b>Connectors</b>	Also, finally, for example
<b>Countable and uncountable nouns</b>	There is/there are – some, any....
<b>Future tenses</b>	<ul style="list-style-type: none"> <li>Will for spontaneous decisions and ordering meals</li> <li>Going to for plans</li> </ul>
<b>Genitive</b>	Possessive ('s)
<b>Have got</b>	For possession
<b>Imperative</b>	Affirmative and negative
<b>Intensifiers</b>	Too/very
<b>Interrogatives</b>	'Wh' question words, how much, how many, how often
<b>Modals</b>	<ul style="list-style-type: none"> <li>Ability (can)</li> <li>Obligation (have to - must)</li> <li>Permission (can/can't - could)</li> <li>Prohibition (mustn't)</li> </ul>
<b>Past simple</b>	Regular verbs + to be, go, do
<b>Plural forms of nouns</b>	Regular and irregular
<b>Prepositions</b>	Common, of place, of time, of direction
<b>Present tenses</b>	Present simple, present continuous
<b>Pronouns</b>	Simple, personal, demonstrative, subject, object
<b>Relative pronouns</b>	Who, which, whose
<b>Superlatives</b>	Superlative adjectives
<b>Time Expressions</b>	<ul style="list-style-type: none"> <li>Present: every day, now, at the moment, today, next week</li> <li>Past: last week, yesterday, ago, in the 80's</li> </ul>
<b>There is/there are</b>	With singular/plurals and countable or uncountable nouns

<b>To be</b>	Including questions and negatives
<b>To have</b>	The verb to have (have breakfast, have a shower...)
<b>Verbs + ing</b>	Like, hate, love, enjoy
<b>Verb tenses</b>	For verb tenses the focus is on all forms: affirmative, negative, question, short answer
<b>Word order</b>	In statements: subject-verb-object / subject-verb-adverb / subject-verb-adjective
<b>Would like/would like to</b>	To express preferences

- Sample language

<b>Adjectives</b>	<ul style="list-style-type: none"> <li>• This is <b>my</b> seat Is this <b>your</b> pen?/That's <b>our</b> house</li> </ul> <p><b>Common</b></p> <ul style="list-style-type: none"> <li>• She is wearing a red skirt</li> <li>• That's a beautiful phone</li> </ul> <p><b>Demonstrative</b></p> <ul style="list-style-type: none"> <li>• This pizza is really good/These people want to talk to us</li> </ul> <p><b>Quantitative</b></p> <ul style="list-style-type: none"> <li>• I ate some rice/I want all your money/There is no butter in the fridge</li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>• We always go shopping on Saturdays</li> <li>• We sometimes meet Susan here</li> <li>• She swims well/he speaks very loudly</li> <li>• I can run very quickly</li> <li>• The cat is over here/put the bag over there/come back please</li> </ul>
<b>Articles</b>	<ul style="list-style-type: none"> <li>• She has a dog, but I don't have a pet</li> <li>• I'd like an egg for breakfast</li> <li>• Your jacket is on the chair</li> </ul>
<b>Conjunctions</b>	<ul style="list-style-type: none"> <li>• I like tea and coffee</li> <li>• He reads magazines, but he doesn't read books</li> <li>• I am happy because I am going to France</li> </ul>
<b>Comparatives</b>	<ul style="list-style-type: none"> <li>• She's taller than Michelle</li> <li>• I am better at writing</li> </ul>
<b>Connectors</b>	<ul style="list-style-type: none"> <li>• She lives in Switzerland and she goes skiing a lot</li> <li>• I don't like Indian food but I like Chinese</li> <li>• I go to bed early because my job starts at 7.00</li> </ul>
<b>Countable and uncountable nouns</b>	<ul style="list-style-type: none"> <li>• How much money do you have?</li> <li>• How many sisters do you have?</li> <li>• Do you like cheese?</li> <li>• I bought an apple and some bread</li> <li>• Mira has very short hair</li> </ul>
<b>Future tenses</b>	<ul style="list-style-type: none"> <li>• We are going to make a pizza this evening</li> <li>• They're going to visit London tomorrow</li> <li>• I'll open the door</li> </ul>
<b>Genitive</b>	<ul style="list-style-type: none"> <li>• It is Mary's turn to buy coffee</li> <li>• The girl's hair was bright red</li> </ul>
<b>Have got</b>	<ul style="list-style-type: none"> <li>• Have you got any money?</li> <li>• I've got all of his CDs</li> </ul>

<b>Imperative</b>	<ul style="list-style-type: none"> <li>• Sit down, please! Go away!</li> <li>• Don't talk to the driver!</li> <li>• Don't spend too much money!</li> </ul>
<b>Intensifiers</b>	<ul style="list-style-type: none"> <li>• He's a very tall boy</li> <li>• John is a really good friend</li> </ul>
<b>Interrogatives</b>	<ul style="list-style-type: none"> <li>• What's the time?</li> <li>• When is your birthday?</li> <li>• Where are you going?</li> </ul>
<b>Modals</b>	<ul style="list-style-type: none"> <li>• I can't swim</li> <li>• He can speak Spanish, French and Italian</li> <li>• You have to sleep at night</li> <li>• Could I use your phone?</li> <li>• You mustn't use your phone during the examination</li> </ul>
<b>Past simple</b>	<ul style="list-style-type: none"> <li>• After the cinema we went to a club</li> <li>• I lived in Paris for 6 months</li> <li>• It was a very good meal</li> <li>• I moved to China when I was 15</li> </ul>
<b>Plural forms of nouns</b>	<ul style="list-style-type: none"> <li>• I have got three children</li> <li>• My dogs love chasing mice</li> <li>• I need three boxes</li> </ul>
<b>Prepositions</b>	<ul style="list-style-type: none"> <li>• He is sitting at the table</li> <li>• We went to Sardinia last year. He comes from Scotland</li> </ul> <p><b>Prepositional phrases</b></p> <ul style="list-style-type: none"> <li>• The holidays begin in July/They like to play football in the evening</li> <li>• On Tuesdays she goes to college</li> </ul> <p><b>Of place</b></p> <ul style="list-style-type: none"> <li>• Our shop is on the High Street. They live in Reading</li> </ul> <p><b>Of time, including in/on/at</b></p> <ul style="list-style-type: none"> <li>• I'll see you in December</li> <li>• The film starts at 6 o'clock</li> <li>• They lived in Paris for ten years</li> <li>• The test is on Tuesday</li> </ul>
<b>Present tenses</b>	<ul style="list-style-type: none"> <li>• Jenny goes to work at 8 o'clock</li> <li>• I get the bus to college every day</li> <li>• I always go swimming on Tuesdays</li> <li>• We go to the beach on Sundays</li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>• I bought a dictionary</li> <li>• They live in Newcastle</li> <li>• This is my laptop. That is her coat</li> <li>• Is that their car? No. It's mine</li> </ul>
<b>Relative pronouns</b>	<ul style="list-style-type: none"> <li>• This is the boy who comes from Spain</li> <li>• These are the shoes that I always wear to work</li> </ul>
<b>Superlatives</b>	<ul style="list-style-type: none"> <li>• Grandma's cake is the best</li> <li>• My brother is the tallest in the family</li> <li>• The biggest room in my house is the living room</li> </ul>

<b>Time Expressions</b>	<ul style="list-style-type: none"> <li>We go ice-skating every day</li> <li>Now they can play in the garden</li> </ul>
<b>There is/ there are</b>	<ul style="list-style-type: none"> <li>There's a bank near the station</li> <li>There is some sugar in the cupboard</li> <li>Is there milk in my coffee?</li> </ul>
<b>To be</b>	<ul style="list-style-type: none"> <li>We are from South America</li> <li>No I'm not tired</li> <li>France is a wonderful country. I am a psychology student</li> <li>Are you French? No I'm not</li> </ul>
<b>To have</b>	<ul style="list-style-type: none"> <li>Let's have lunch at Benny's</li> <li>Jim has a shower every morning</li> </ul>
<b>Verbs + ing</b>	<ul style="list-style-type: none"> <li>I love jogging</li> <li>I don't like waiting for buses</li> <li>I hate babysitting</li> <li>I like watching TV</li> </ul>
<b>Verb tenses</b>	<p>Focus on all forms:</p> <ul style="list-style-type: none"> <li>Affirmative</li> <li>Negative</li> <li>Question</li> <li>Short answers</li> </ul>
<b>Word order</b>	<ul style="list-style-type: none"> <li>I would like the big red apple</li> <li>We always have tea for breakfast</li> </ul>
<b>Would like/would like to</b>	<ul style="list-style-type: none"> <li>I would like some cheese</li> <li>I would like to go home</li> </ul>

### Topics and lexical areas

- Vocabulary control concerns the user/learner's ability to choose an appropriate expression from their repertoire. The CEFR A1 illustrative descriptor scale indicates that the learner has a basic vocabulary repertoire of words and phrases related to particular concrete situations
- Lexical competence
  - The CEFR pays much attention to vocabulary knowledge or rather vocabulary size, which is mostly referred to as vocabulary range and lexical fluency. Vocabulary knowledge correlates with reading comprehension, with writing ability, with listening comprehension and with oral fluency at an A1 level. The learner's language competence includes sufficient vocabulary to conduct everyday routine transactions involving familiar situations; particular vocabulary sizes might be associated with grades of the CEFR, in example at A1 level the learner is expected to know a range of about 1000 words.

Lexicon	Topics	Function
<ul style="list-style-type: none"> <li>About me</li> </ul>	<ul style="list-style-type: none"> <li>Alphabet</li> <li>Appearance and Personality</li> <li>Countries and nationalities</li> <li>Family</li> <li>Hobbies</li> <li>Possessions</li> </ul>	<ul style="list-style-type: none"> <li>Introducing yourself and others</li> <li>Indicating nationalities and countries</li> <li>Spelling names and words</li> <li>Describing habits and routines</li> <li>Talking about free time/hobbies</li> <li>Talking about pets</li> <li>Describe your family</li> </ul>

	<ul style="list-style-type: none"> <li>• Pets</li> </ul>	<ul style="list-style-type: none"> <li>• Describe people and objects</li> </ul>
<ul style="list-style-type: none"> <li>• All year round</li> </ul>	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Seasons</li> <li>• Months</li> <li>• Colours</li> <li>• Numbers (ordinal and cardinal to 100)</li> </ul>	<ul style="list-style-type: none"> <li>• Naming seasons and months</li> <li>• Talking about the weather</li> <li>• Talking about seasonal clothes</li> <li>• Talking about seasonal sport</li> <li>• Describe objects in colour</li> <li>• Counting up to 100</li> <li>• Indicating dates and time</li> </ul>
<ul style="list-style-type: none"> <li>• Animals</li> </ul>	<ul style="list-style-type: none"> <li>• Animals</li> <li>• Nature</li> </ul>	<ul style="list-style-type: none"> <li>• Naming wild animals and their habitat</li> <li>• Describing animals' physical appearance</li> <li>• Expressing preferences</li> </ul>
<ul style="list-style-type: none"> <li>• Body</li> </ul>	<ul style="list-style-type: none"> <li>• Body parts</li> <li>• Physical appearance</li> <li>• Health</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the human body</li> <li>• Talking about health</li> <li>• Describing people in appearance</li> </ul>
<ul style="list-style-type: none"> <li>• Clothes</li> </ul>	<ul style="list-style-type: none"> <li>• Clothing items</li> <li>• Accessories</li> <li>• Colours</li> <li>• Sizes</li> </ul>	<ul style="list-style-type: none"> <li>• Describing clothes</li> <li>• Describing what people are wearing</li> </ul>
<ul style="list-style-type: none"> <li>• Cities, towns and neighbourhoods</li> </ul>	<ul style="list-style-type: none"> <li>• Places</li> <li>• Shops</li> <li>• Social English</li> <li>• Transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Going shopping</li> <li>• Going out to restaurants</li> <li>• Describing places</li> <li>• Describing shops and vendors</li> <li>• Introducing people</li> <li>• Describing towns and cities</li> <li>• Talk about transportation</li> </ul>
<ul style="list-style-type: none"> <li>• Food</li> </ul>	<ul style="list-style-type: none"> <li>• Food</li> <li>• Drinks</li> </ul>	<ul style="list-style-type: none"> <li>• Naming and describing food and drink</li> <li>• Expressing preferences about food</li> <li>• Ordering food</li> </ul>
<ul style="list-style-type: none"> <li>• Free time</li> </ul>	<ul style="list-style-type: none"> <li>• Hobbies</li> <li>• Films</li> <li>• Media</li> <li>• Sports</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about favourites</li> <li>• Talking about film</li> <li>• Telling and writing narratives</li> <li>• Talking about music and art</li> </ul>
<ul style="list-style-type: none"> <li>• Holidays</li> </ul>	<ul style="list-style-type: none"> <li>• Travel</li> <li>• Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about holidays/ week-end/celebrations</li> <li>• Planning a vacation</li> <li>• Writing post card/email/letter</li> <li>• Describing places</li> </ul>
<ul style="list-style-type: none"> <li>• Home</li> </ul>	<ul style="list-style-type: none"> <li>• Furniture</li> <li>• Rooms</li> <li>• Homes</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about different types of houses</li> <li>• Describing a house</li> <li>• Describing a room</li> <li>• Locating furniture and appliances</li> </ul>
<ul style="list-style-type: none"> <li>• Jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about jobs</li> <li>• Describing job activities</li> </ul>

		<ul style="list-style-type: none"> <li>Talking about what people are doing</li> </ul>
<ul style="list-style-type: none"> <li>School/Work</li> </ul>	<ul style="list-style-type: none"> <li>Days of the week</li> <li>Time</li> <li>School objects/work equipment</li> <li>School facilities/office facilities</li> </ul>	<ul style="list-style-type: none"> <li>Describing friends and teachers/colleagues</li> <li>Talking about school objects/office equipment</li> <li>Talking about school subjects/talking about the workplace</li> </ul>

### Reading genres

- At A1 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)
  - Menus
  - Messages and short memos
  - Personal letters/e-mail
  - Recipes
  - Textbooks and readers for language learning
  - Tickets and timetables
  - Travel guides and brochures
  - Simple forms

### Writing genres

- The learner can
  - Complete a form with a variety of personal information, e.g. boarding cards, hotel booking form
  - Write short simple descriptions of people and things
  - Write informal letters and e-mails of apology, invitation, acceptance, refusal, and thanks
  - Write short narratives of 40-70 words
  - Complete a very simple online purchase or application, providing basic personal information (such as name, e-mail address or telephone number)
  - Write postcards, greeting cards and short messages and notes

# 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 examples 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.

	<b>Range</b>	<b>Accuracy</b>	<b>Fluency</b>	<b>Interaction</b>	<b>Coherence</b>
<b>A2</b>	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".
<b>A1</b>	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	09/06/2022	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