



CEFR Level A1

Level A1 is the lowest level of generative language use - the point at which the learner can interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying purely on a very finite rehearsed, lexically-organised repertoire of situation-specific phrases.

Global

Students at this level can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. They can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Listening

Students are able to understand simple, standard speech which is very slow and is carefully articulated and can recognise familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings when people speak slowly and clearly.

Reading

Students can understand very short, simple texts, for example on notices and posters or in catalogues, picking up familiar names and basic phrases one at a time and rereading as required.

Spoken Interaction

They 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 with formulation. They can ask and answer simple questions in areas of immediate need or on very familiar topics.

Spoken Production

Students at this level can use simple phrases and sentences to describe what they do, where they live and people they know.

Writing

At this level, students can write a short, simple message or postcard, for example sending holiday greetings. They can fill in forms with personal details, for example entering name, nationality and address on a hotel registration form.



Listening Proficiency Scales

Students can understand everyday expressions dealing with simple and concrete everyday needs, in clear, slow and repeated speech. They can follow speech which is very slow and carefully articulated, with long pauses for them to get the meaning and can understand questions and instructions and follow short, simple directions. They can understand numbers, prices and times.

Reading Proficiency Scales

At this level, students can understand the general idea of simple informational texts and short simple descriptions, especially if they contain pictures which help to explain the text. They can understand very short, simple texts, putting together familiar names, words and basic phrases, by, for example, rereading parts of the text. They can follow short, simple written instructions, especially if they contain pictures. They are able to recognise familiar names, words and very simple phrases on simple notices in the most common everyday situations. They can understand short, simple messages, e.g. on postcards.

Speaking Proficiency Scales

Students at this level 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. They have a very basic range of simple expressions about personal details and needs of a concrete type. They have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. They show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of their language group. They can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc. They can link words or groups of words with very basic linear connectors like 'and' or 'then'.

Writing Proficiency Scales

They can write simple notes to friends, can describe where they live and can fill in forms with personal details. They are able to write simple isolated phrases and sentences and can write a short simple postcard. They can write short letters and messages with the help of a dictionary.



Level A1 Learner Outcomes

Students will be able to use the following:

Functions

Directions
Describing habits and routines
Giving personal information
Greetings
Telling the time
Understanding and using numbers
Understanding and using prices

Grammar

Adjectives: common and demonstrative
Adverbs of frequency
Comparatives and superlatives
Going to
How much/how many and very
common uncountable nouns
I'd like
Imperatives (+/-)
Intensifiers - very basic
Modals: can/can't/could/couldn't
Past simple of "to be"
Past Simple
Possessive adjectives
Possessive s
Prepositions, common
Prepositions of place
Prepositions of time, including in/on/at
Present continuous
Present simple
Pronouns: simple, personal
Questions
There is/are
To be, including question +negatives
Verb + ing: like/hate/love

Discourse Markers

Connecting words, and, but, because

Lexis

Food and drink
Nationalities and countries
Personal information
Things in the town, shops and shopping
Verbs – basic

Topics

Family life
Hobbies and pastimes
Holidays
Leisure activities
Shopping
Work and jobs



Learner Outcomes: Examples

Functions/notions

Understanding and using numbers

We have three cats and one dog.

My father is 45 years old.

There are 500 people in our village.

Understanding and Using Prices

How much does the room cost? 45

Euros per night.

The train ticket to York is 7 pounds 50.

I spend about 50 dollars a day.

Telling the time

What's the time? A quarter to seven.

Do you have the time please?

Can you tell me the time, please? It's 9.45. (nine forty-five)

The train leaves at three o'clock.

Directions

Go to the end of the street and turn right.

Where is the supermarket? It's straight ahead.

Greetings

Hi John, how are you today?

Good evening, Mr Jones.

This is Mary. Pleased to meet you.

Giving personal information

My name is Carlos.

I am from the north of China.

I live in Beirut.

I have two sisters and one brother.

Describing habit and routines

My brother goes to work at 8 o'clock.

I get the bus to college every day.

I always go swimming on Tuesdays.

Discourse markers

Connecting words (and, but, because)

She lives in Switzerland and she goes skiing a lot.

I don't like Indian food but I like Chinese.

I go to bed early because my job starts at 7.00.

Verb forms

To be (including questions and negatives)

We are from South America.

No I'm not tired.

France is a wonderful country.

I am a psychology student.

Are you French? No I'm not.

Have got (British)

Have you got any money?

I've got all of his CDs

We've got lots of time.

Imperatives (+/-)

Sit down, please.

Go away!

Don't talk to the driver.

Don't spend too much money.

Questions

Is she from Egypt?

Do you like dancing?

The hotel is on the left.

What is your name?

Why are we waiting?

What time is it?

How much does it cost?

When did you arrive?

Present

Present simple

She eats fruit every day.

We go to the beach on Sundays.

They live near Edinburgh.

Present continuous

Ibrahim is studying medicine at Bristol University.

John's working in France now.

It's raining again.



Past

Past simple

After the meal we went to a club.
She fell and broke her leg.
I lived in Paris for 6 months.

Past simple (to be)

It was very good.
I moved to Madrid when I was 15.
We were happy there.

Future

Going to

We are going to make a pizza this evening.
They're going to visit London tomorrow.
Are you going to study this weekend?
I'd like
I'd like a cup of coffee.
I'd like to go home.

Verb + -ing like/hate/love

I love swimming.
I don't like waiting for buses.
I hate being late.
I like sitting in the sun and doing nothing.

Modals

Can/can't (ability)
I can't swim.
He can speak Spanish, French and Italian.
She can play chess.

Can/could (functional)

Can/could I use your phone?
Can/could I have a return?
Can I help?

Nouns

How much/many and very common countable and uncountable

How much money do you have?
How many sisters do you have?
Do you like cheese?
I bought an apple and some bread.
Mira has very short hair.

There is/there are

There's a bank near the station.
There are a lot of seats at the front.
Is there a supermarket near here?

Pronouns

Simple personal

I bought a dictionary.
They live in Newcastle.
Sorry, I dropped it.

Possessives

Possessive adjectives

This is my seat.
Is this your pen?
That's our house.

Possessive 's

It's Mary's turn to buy coffee.
The girl's hair was bright red.
This is the students' room.

Possessive pronouns

This is my laptop.
That is her coat.
No. It's mine.
Is that their car?

Prepositions and prepositional phrases

Prepositions, common

He is sitting at the table.
We went to Sardinia last year.
He comes from Scotland

Prepositional phrases (time and movement)

The holidays begin in July.
They like to play football in the evening.
On Tuesdays she goes to college.

Prepositions of place

Our shop is on the High Street.
They live in Reading.

Prepositions of time, including in/on/at

I'll see you in December.
It starts at 6 o'clock.
They lived there for ten years.
My sister is coming on Tuesday.



Articles

Definite, indefinite

She has a dog, but I don't have a pet.

I'd like an apple juice, please.

Your jacket is on the chair.

I live by the sea.

Determiners

Basic (e.g. any, some, a lot of)

I need a lot of sleep.

Do you have any cheese?

I'd like some vegetables, please.

Adjectives

Common

She is wearing a red skirt.

That's a beautiful phone.

Demonstrative

This pizza is really good.

What did that man say?

Those oranges look very nice.

These people want to talk to us.

Comparative, superlative

She's taller than Michelle.

I am better at writing.

Tom is the oldest in the class.

Adverbs

Adverbs of frequency

We always go shopping on Saturdays.

We sometimes meet Susan here.

I never go to the gym after work.

Intensifiers

Very basic (very, really)

She's a very tall girl.

John is a really good friend.

Lexis

Nationalities and countries

Pedro is Spanish but he works in France.

She comes from China but her husband is English.

Personal information

She's married and has three children.

I am 26 years old, single and I work in a bank.

He's an engineer.

Food and drink

I like fresh fruit for breakfast.

Vegetables are good for you.

What kind of coffee do you want?

I have a cup of tea every morning.

I don't like fish.

Things in the town, shops and shopping

Where is the supermarket?

How much does this cost?

Where is the nearest internet cafe?

Where can I buy a . . . ?

I'm looking for a bank/chemist.

Travel and services vocabulary

Does this bus go to the town centre?

I want to buy a phone.

Where is the train station?

Verbs, basic

He is a student.

They live in Brighton

I work in a factory..

Clothes

You can't wear jeans at work.

I bought a new T-shirt.

I don't like wearing skirts or dresses.

I prefer jeans.

My father wears a suit and tie to work.

Is it cotton?

I lost my new leather jacket.

Colours

My favourite colours are red and green.

He always wears black.

The houses near the sea are all blue or pink.



Dimensions

My room is very small.

It's a long street.

Scottish mountains are not very high.

Ways of travelling

My friends get the bus to work but I take the train.

I usually fly to France, but sometimes drive.

Topics

Family life

Hobbies and pastimes

Holidays

Work and jobs

Shopping

Leisure activities

Learner Training

Familiarity with bilingual dictionary

Awareness of style - formal / informal

Awareness of communication aims

Names of activities - listening, vocabulary etc.

Awareness of register - informal / formal

Accuracy vs fluency

Classroom language (e.g. "what do you call...?" / "what does mean?")

Names of activities e.g. reading, grammar

Vocabulary storage techniques

Recognition of many phonemic symbols

Recognition of stress mark

Familiarity with using dictionary

Phonetic symbols for individual problem sounds

Methods of storing vocab - spidergrams, word maps, collocation, etc.)