



Nivel A2 del MCER

En el nivel A2, los estudiantes están comenzando a desenvolverse en situaciones sociales. Son capaces de utilizar formas sencillas y corteses de saludar y dirigirse todos los días; saludar personas, pregunten cómo están y reaccionan a las noticias; manejar intercambios sociales muy breves; hacer y responder preguntas sobre lo que hacen en el trabajo y en su tiempo libre; fabricar y responder a las invitaciones; discutir qué hacer, adónde ir y hacer arreglos para reunirse; hacer y aceptar ofertas.

También pueden funcionar 'fuera y acerca de'. Pueden realizar transacciones sencillas en comercios, oficinas de correos o bancos; obtener información simple sobre viajes; utilizar transporte público, pedir información básica, preguntar y dar direcciones y comprar billetes

Global

Los estudiantes de este nivel pueden comprender oraciones y expresiones de uso frecuente, relacionados con áreas de relevancia más inmediata (por ejemplo, información básica personal y sobre su familia, compras, geografía local, empleo).

Pueden comunicarse en tareas simples y rutinarias que requieren un intercambio simple y directo de información sobre asuntos familiares y rutinarios. Pueden describir, en términos simples, aspectos de su antecedentes, entorno inmediato y asuntos en áreas de necesidad inmediata.

Listening

Pueden comprender el habla clara, lenta y estándar relacionada con áreas de la mayoría de relevancia personal inmediata (por ejemplo, información personal y familiar muy básica, compras, geografía local y empleo) y puede captar el punto principal en mensajes breves, claros y sencillos y anuncios.

Reading

Los estudiantes pueden comprender textos breves y simples que contienen alta frecuencia, vocabulario y expresiones internacionales comunes. Pueden encontrar información específicos y predecibles en contextos cotidianos y simples como anuncios, folletos y horarios.

Spoken Interaction

En el nivel A2, los estudiantes pueden comunicarse en tareas simples y rutinarias que requieren un Intercambio sencillo y directo de información sobre temas y actividades familiares. Ellos pueden manejar intercambios sociales muy breves, a pesar de que por lo general no pueden mantener el conversación que va por su propia cuenta.

Spoken Production

Los estudiantes pueden usar una serie de frases y oraciones para describir en forma simple. La familia y de otras personas, condiciones de vida, experiencias escolares y su trabajo actual o más reciente.

Writing

Pueden escribir notas y mensajes breves y sencillos relacionados con asuntos en áreas de necesidad inmediata, vinculando una serie de frases y oraciones básicas con conectores como "and", "but" y "because". Pueden escribir una carta personal muy básica, por ejemplo agradeciendo a alguien por algo.

Escalas de competencia auditiva

En el nivel A2, los estudiantes pueden identificar el punto principal de los informes de noticias de televisión. Pueden comprender lo suficiente como para administrar intercambios simples y rutinarios sin demasiado esfuerzo y generalmente puede identificar el tema de discusión en torno a ellos, que es llevado a cabo de forma lenta y clara.

Por lo general, pueden comprender un discurso básico sobre asuntos familiares, aunque en una situación de la vida real podrían tener que pedir repetición o reformulación. Pueden entender lo suficiente para poder cumplir necesidades concretas en la vida cotidiana, siempre que el orador sea clara y lenta, y pueda comprender frases y expresiones relacionadas con necesidades inmediatas.

Los estudiantes pueden manejar negocios básicos en tiendas, oficinas de correos o bancos. Pueden entender indicaciones simples, relativas a cómo llegar de A a B, a pie o en transporte público.

Ellos pueden comprender la información esencial de breves pasajes grabados que tratan de asuntos cotidianos predecibles que se hablan lenta y claramente. Ellos son capaces de identificar el punto principal de las noticias de televisión que informan sobre eventos, accidentes, etc.

El material visual apoya el comentario y puede captar el punto principal en resumen, mensajes y anuncios claros y sencillos.

Escalas de competencia lectora

Pueden comprender textos breves y sencillos que contienen las palabras más comunes, incluyendo algunas palabras internacionales comunes, aquellas escritas en la vida cotidiana y los relacionados con su trabajo.

Pueden encontrar información específica de forma sencilla, material cotidiano como anuncios, folletos, menús y horarios. Ellos pueden identificar información específica en material escrito básico, como cartas, folletos y artículos breves de periódicos que describen temas familiares.

Pueden comprender instrucciones sencillas sobre equipos que se encuentran en la vida diaria, como un teléfono público. Pueden comprender las señales y avisos cotidianos en

lugares públicos como calles, restaurantes, estaciones de tren y lugares de trabajo.

Escalas de competencia oral

Los estudiantes en el nivel A2 pueden construir frases sobre temas familiares con suficiente facilidad para manejar intercambios cortos, a pesar de las vacilaciones muy notorias y los comienzos en falso.

Pueden producir breves expresiones cotidianas para satisfacer las necesidades simples de un tipo concreto: datos personales, rutinas diarias, deseos y necesidades, solicitudes de información. Pueden usar patrones básicos de oraciones y comunicarse con frases memorizadas, grupos de unas pocas palabras y fórmulas sobre sí mismos y otras personas, lo que hacen, lugares, posesiones, etc.

Tienen un repertorio limitado de frases cortas memorizadas que cubren situaciones de supervivencia predecibles.

Las averías y los malentendidos ocurren en situaciones no rutinarias. Ellos tienen vocabulario suficiente para la expresión de necesidades comunicativas básicas y para hacer frente a necesidades simples de supervivencia. Pueden controlar un repertorio limitado con necesidades cotidianas concretas y use algunas estructuras simples correctamente, pero aún así cometer sistemáticamente errores básicos como confusión tensa y olvidarse de marcar convenio. Sin embargo, suele estar claro lo que intentan decir.

La pronunciación generalmente es lo suficientemente clara como para ser entendida a pesar de un acento extranjero notable, pero los compañeros de conversación deberán pedir repetición de vez en cuando a tiempo.

Pueden expandir frases aprendidas a través de simples re combinaciones de sus elementos, puede contar una historia o describir algo en una lista simple de puntos y puede enlazar grupos de palabras con conectores simples como "and", "but" y "because".

Estudiantes en este nivel puede manejar intercambios sociales muy breves, utilizando formas educadas cotidianas de saludo y dirección. Pueden realizar y responder invitaciones, sugerencias y disculpas, puede pedir atención y puede relacionar con fluidez razonable una narrativa o descripción como una secuencia lineal de puntos.

Escalas de competencia en escritura

Pueden dar descripciones breves y básicas de eventos y actividades y pueden escribir muy cartas personales sencillas expresando agradecimiento y disculpas. Son capaces de escribir breves notas y mensajes simples relacionados con asuntos de la vida cotidiana, pueden describir planes y arreglos y pueden explicar lo que les gusta o no les gusta de algo.

Ellos pueden describir su familia, condiciones de vida, educación, trabajo actual o más reciente y puede describir actividades pasadas y experiencias personales.

Level A2 Learner Outcomes

Students will be able to use the following:

Functions/notions

Describing habits and routines
Describing people
Describing things
Requests
Suggestions
Advice
Invitations
Present continuous for arrangements
Obligations and necessity
Describing places
Describing past experiences and storytelling

Discourse markers

Linkers: sequential – past time

Verb forms

Imperatives (+/-)
Present
Present simple
Present continuous
Past
Past simple
Past continuous
Used to
Future
Going to
Present continuous for the future (arrangements)
Future time (will & going to)
Present Perfect
Gerund and infinitive
To + infinitive (to express purpose)
Verb + to + infinitive
Conditionals
Zero and first conditional
Phrasal verbs, common
Modals: can, could
Modals: Possibility: may, might
Possibly, probably, perhaps
Modals: Obligation & Necessity
Must/mustn't

Have to
Should
Nouns: Countable and uncountable, much and many
Possessives 's and s'
Prepositions of time: on/at/in
Prepositional phrases (place, time and movement)
Articles
Basic determiners (e.g. any, some, a lot of)
Wider range (e.g. all, none, not (any), enough, (a) few)
Demonstrative adjectives
Adjectives ending in '-ed' and '-ing'
Comparative and Superlative adjectives
Use of 'than' and definite article
Adverbs of frequency
Simple adverbs of place, manner and time
Adverbial phrases of time, place and frequency including word order
Very basic intensifiers (very, really)
Basic intensifiers (quite, so, a bit)

Lexis

Food and drink
Things in the town, shops and shopping
Travel and services vocabulary
Objects and rooms
Adjectives: personality, description, feelings
Topics
Hobbies and pastimes
Holidays
Work and jobs
Shopping
Leisure activities
Education

Level A2 Learner Outcomes: Examples

Functions/notions

Describing habits and routines

On Sundays I visit my mother.
I phone my family at the weekend.
The director comes to our office every Tuesday.

Describing people

Marco has blue eyes.
Ekaterina is tall and slim.
Mary has long blonde hair.

Describing things

It's green and it's made of plastic.
It's small, round and made of rubber.

Requests

Can you give me that book, please?
Can you open the window?
Could I have a glass of milk, please?
Could you pass the sugar, please?

Suggestions

Shall we go home now?
Let's go to the cinema?
Why don't we phone Jim?

Advice

You should ask the teacher.
You could try the Internet

Invitations

Would you like to come to my party?
Do you fancy going to the club tonight?

Offers

Can I help you?
Shall I carry your bag?

Present continuous for arrangements

We are meeting John at 8 o'clock.
They are seeing Helen later tonight.

Obligations and necessity

We have to get home. Dad's waiting.
We must hurry. We're late.

Describing places

Edinburgh is the capital city of Scotland.

It has lots of old buildings. It is famous for its castle and its architecture. Every year in summer it holds an international arts festival which brings performers and visitors from around the world.

Describing past experiences and storytelling

Last year I went to Spain for a walking holiday. Sometimes I stayed in local mountain hostels and sometimes I slept in my tent. One evening I was far from any village, so I camped at the edge of a forest beside a small river. I ate some food and watched the sun go down.

Discourse markers

Linkers: sequential – past time

First we went to Naples. We stayed there 5 days and visited Pompeii. After that we went to ... but I didn't like it. Finally we stayed a week in ...

Verb forms

Imperatives (+/-)

Somebody stop him!
Push the bar.
Please don't smoke in here.
Break the glass in an emergency

Present simple

Do you like British food?
The plane lands at six.
I love this programme.

Present continuous

I am staying with Hilary at the moment.
What is he wearing?

Past simple

He gave me a nice present.
She bought some flowers for her mother.
I began to play chess when I was 5.

Past continuous

I was living in Spain when I met her.
It was raining, so we decided to get a taxi.

Used to

She used to be a ballet dancer.
He used to wear glasses but now he uses contacts.

Future**Going to**

He's going to buy a car next year.
She's going to have an operation in October.

Present continuous for the future (arrangements)

She's playing basketball tonight.
I'm seeing him at 11.00 this morning.

Future time (will & going to)

I'm going to see John on Saturday (= . . . already decided)
I'll tell him about the party (. . . you are deciding as you speak)

A: I'm going to fail.

B: No you won't. I'll help you.

Present Perfect

He has lost his wallet.
Have you got your results yet?
Have you ever been to Greece?
They've gone to Italy on holiday.
Have they come back from the shops?
She hasn't been to school this week.
I've known him for 5 years/since 2007.

Gerund and infinitive**Gerunds**

Walking is the best exercise.
He goes jogging every morning.

Verb + -ing/infinitive**(like / want vs would like)**

I love playing tennis.
I hate washing up.
I enjoy dancing
Would you like to go to the cinema?
I want another drink.

To + infinitive (express purpose)

I go jogging to get fit.
They're going to Scotland to see the Loch Ness monster.
I went to the post office to buy stamps.

Verb + to + infinitive

She wants to go home now.
I forgot to lock the door.
They hope to arrive at 9 o'clock.

Conditionals**Zero and first conditional**

If I stay in the sun I get a headache.
If I eat eggs I feel sick.
If I fail my exams, my father will be angry.
I'll stay in if it rains this afternoon.

Phrasal verbs, common

He got up at 6 o'clock.
Put your coat on, it's raining.
The plane takes off in few minutes.

Modals**Can/could**

A. Could I use your computer?
B. Yes. Of course you can.
This could be England's best chance.
Can I have some more spaghetti, please?

Modals: Possibility**Might, May**

She might come. I don't know.
He may know the answer to your question.

Possibly, probably, perhaps

I'll probably see you later.
He is probably Argentina's most famous footballer.
Perhaps she's late.

Modals: Obligation & Necessity

Must/mustn't

You must get to work on time.

I must go to bed. I'm really tired.

You mustn't smoke here.

I must phone her tonight. It's her birthday.

Have to

Students have to fill in a form if they want to leave early.

I have to go to Madrid tomorrow.

I've got a job interview.

Should

You should stay in and study tonight.

You've got an exam on Friday.

You shouldn't drink so much cola. It's bad for your teeth.

Nouns

Countable and uncountable, much and many

She has eight chairs in her lounge.

How much furniture does he have?

I need some help/advice.

Would you like a piece of cake/cup of tea?

I need as much information as possible.

Possessives

Use of 's and s'

I'll meet you outside Mary's house.

That's John's car.

The children's clothes are all dirty.

Possessive pronouns

That's not our ball, it's theirs.

It always wags its tail when it's happy.

Is Heather a friend of yours?

Prepositions / prepositional phrases

Prepositions of time: on/at/in

He was born on Christmas Day.

I'll read the book during the holidays.

The train arrives at 17.15.

Prepositional phrases (place, time and movement)

He went inside the building.

We walked along the beach.

They arrived at the station in the middle of the night.

Articles

With countable and uncountable nouns

She has blonde hair.

I love pizza, but the pizzas at Gino's are not very good.

I've got bad news for you.

Everybody wants coffee.

Determiners

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

I don't have any money.

He spends a lot of time in his garage.

Can I have some water, please?

Wider range (e.g. all, none, not (any),

enough, (a) few)

I am going to have a party for a few friends.

We don't have enough eggs to make our cake.

None of my friends are going to the club.

Adjectives

Demonstrative

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.

Ending in '-ed' and '-ing'

The film was really boring.

Her story was really amusing.

The journey was really exciting.

The crowd was already excited.

Adjectives – comparative, –use of than

This book is more interesting than these ones.

My sister is much older than me.

Adjectives – superlative, – use of definite article

The fastest mammal in the world is the cheetah.

Maths is the most difficult subject for me.

Adverbs

Adverbs of frequency

Have you ever been to the United States?

He often visits his family.

He usually stays here with us.

He always carries a bag.

She hardly ever leaves her room.

Simple adverbs of place, manner and time

There's water everywhere.

He quickly opened the door.

I am going to London tomorrow.

Adverbial phrases of time, place and frequency including word order.

He went home yesterday.

They were here today.

Intensifiers

Very basic (very, really)

She was very unhappy.

I am really sorry for losing your book.

Basic (quite, so, a bit)

The water is quite cold.

I am so happy with my new flat.

It is getting a bit cold now. I want to go home.

Lexis

Food and drink

I love strawberries and cream.

Let's get some fish and chips.

Things in the town, shops and shopping

Keep left.

Insert exact money.

Do you know where the post office is?

I want to buy some stamps.

Where can I buy some coffee beans?

Travel and services vocabulary

A return ticket to Brighton, please.

Can you tell me the way to IKEA?

What time do you close?

I'm looking for the bus station.

Objects and rooms

The fruit is in a bowl in the dining room.

The kitchen is the warmest room in the house.

The tools are in the garage.

Adjectives: personality, description, feelings

Pedro is a quiet and serious boy.

She is tall, blonde and wears very smart clothes.

I am very happy with my new job, but my boss is very strict.

Topics

Hobbies and pastimes

Holidays

Work and jobs

Shopping

Leisure activities

Education

Learner Training

- Increased familiarity with a (probably bilingual) dictionary
- Increased familiarity with phonemic chart - layout, voiced/unvoiced, main simple vowel sounds
- Revision of vocabulary learning techniques
- Guessing the meaning of unknown words
- Strategies for asking for something without knowing the exact word
- Awareness of skimming and scanning reading skills
- Awareness of note taking skills

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Conditionals
Zero and first conditional
Phrasal verbs, common
Modals: can, could
Modals: Possibility: may, might
Possibly, probably, perhaps
Modals: Obligation & Necessity
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Have to
Should
Nouns: Countable and uncountable, much and many
Possessives 's and s'
Prepositions of time: on/at/in
Prepositional phrases (place, time and movement)
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Basic determiners (e.g. any, some, a lot of)
Wider range (e.g. all, none, not (any), enough, (a) few)
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Could I have a glass of milk, please?
Could you pass the sugar, please?

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Obligations and necessity

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 I'm seeing him at 11.00 this morning.

Future time (will & going to)

I'm going to see John on Saturday
 (= . . . already decided)
 I'll tell him about the party (. . . you are
 deciding as you speak)

A: I'm going to fail.

B: No you won't. I'll help you.

Present Perfect

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 Have you got your results yet?
 Have you ever been to Greece?
 They've gone to Italy on holiday.
 Have they come back from the shops?
 She hasn't been to school this week.
 I've known him for 5 years/since 2007.

Gerund and infinitive**Gerunds**

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 He goes jogging every morning.

Verb + -ing/infinitive**(like / want vs would like)**

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 I hate washing up.
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 Would you like to go to the cinema?
 I want another drink.

To + infinitive (express purpose)

I go jogging to get fit.
 They're going to Scotland to see the Loch Ness monster.
 I went to the post office to buy stamps.

Verb + to + infinitive

She wants to go home now.
 I forgot to lock the door.
 They hope to arrive at 9 o'clock.

Conditionals**Zero and first conditional**

If I stay in the sun I get a headache.
 If I eat eggs I feel sick.
 If I fail my exams, my father will be angry.
 I'll stay in if it rains this afternoon.

Phrasal verbs, common

He got up at 6 o'clock.
 Put your coat on, it's raining.
 The plane takes off in few minutes.

Modals**Can/could**

A. Could I use your computer?
 B. Yes. Of course you can.
 This could be England's best chance.
 Can I have some more spaghetti, please?

Modals: Possibility**Might, May**

She might come. I don't know.
 He may know the answer to your question.

Possibly, probably, perhaps

I'll probably see you later.
 He is probably Argentina's most famous footballer.
 Perhaps she's late.

Modals: Obligation & Necessity

Must/mustn't

You must get to work on time.
I must go to bed. I'm really tired.
You mustn't smoke here.
I must phone her tonight. It's her birthday.

Have to

Students have to fill in a form if they want to leave early.
I have to go to Madrid tomorrow.
I've got a job interview.

Should

You should stay in and study tonight.
You've got an exam on Friday.
You shouldn't drink so much cola. It's bad for your teeth.

Nouns

Countable and uncountable, much and many

She has eight chairs in her lounge.
How much furniture does he have?
I need some help/advice.
Would you like a piece of cake/cup of tea?
I need as much information as possible.

Possessives

Use of 's and s'

I'll meet you outside Mary's house.
That's John's car.
The children's clothes are all dirty.

Possessive pronouns

That's not our ball, it's theirs.
It always wags its tail when it's happy.
Is Heather a friend of yours?

Prepositions / prepositional phrases

Prepositions of time: on/at/in

He was born on Christmas Day.
I'll read the book during the holidays.
The train arrives at 17.15.

Prepositional phrases (place, time and movement)

He went inside the building.
We walked along the beach.
They arrived at the station in the middle of the night.

Articles

With countable and uncountable nouns

She has blonde hair.
I love pizza, but the pizzas at Gino's are not very good.
I've got bad news for you.
Everybody wants coffee.

Determiners

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

I don't have any money.
He spends a lot of time in his garage.
Can I have some water, please?

Wider range (e.g. all, none, not (any), enough, (a) few)

I am going to have a party for a few friends.
We don't have enough eggs to make our cake.
None of my friends are going to the club.

Adjectives

Demonstrative

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.

Ending in '-ed' and '-ing'

The film was really boring.
Her story was really amusing.
The journey was really exciting.
The crowd was already excited.

Adjectives – comparative, –use of than

This book is more interesting than these ones.
My sister is much older than me.

Adjectives – superlative, – use of definite article

The fastest mammal in the world is the cheetah.

Maths is the most difficult subject for me.

Adverbs

Adverbs of frequency

Have you ever been to the United States?

He often visits his family.

He usually stays here with us.

He always carries a bag.

She hardly ever leaves her room.

Simple adverbs of place, manner and time

There's water everywhere.

He quickly opened the door.

I am going to London tomorrow.

Adverbial phrases of time, place and frequency including word order.

He went home yesterday.

They were here today.

Intensifiers

Very basic (very, really)

She was very unhappy.

I am really sorry for losing your book.

Basic (quite, so, a bit)

The water is quite cold.

I am so happy with my new flat.

It is getting a bit cold now. I want to go home.

Lexis

Food and drink

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Things in the town, shops and shopping

Keep left.

Insert exact money.

Do you know where the post office is?

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Where can I buy some coffee beans?

Travel and services vocabulary

A return ticket to Brighton, please.

Can you tell me the way to IKEA?

What time do you close?

I'm looking for the bus station.

Objects and rooms

The fruit is in a bowl in the dining room.

The kitchen is the warmest room in the house.

The tools are in the garage.

Adjectives: personality, description, feelings

Pedro is a quiet and serious boy.

She is tall, blonde and wears very smart clothes.

I am very happy with my new job, but my boss is very strict.

Topics

Hobbies and pastimes

Holidays

Work and jobs

Shopping

Leisure activities

Education

Learner Training

- Increased familiarity with a (probably bilingual) dictionary
- Increased familiarity with phonemic chart - layout, voiced/unvoiced, main simple vowel sounds
- Revision of vocabulary learning techniques
- Guessing the meaning of unknown words
- Strategies for asking for something without knowing the exact word
- Awareness of skimming and scanning reading skills
- Awareness of note taking skills