

Elementary Level

Students at this level build on the basic foundation developed in the Starter Level. Listening skills are still very limited but are slowly expanding to incorporate further information directly related to the individual and their daily life, including other people close to the student. Students at this level can now understand simple sentences but may still require some repetition on behalf of the speaker to ensure comprehension. Gestures and body language are still key to meaning and understanding but are required less. Periods of listening are still short – two or three minutes at most – and at this level, a few unknown words in a sentence are a large stumbling block to comprehension.

At the completion of this level, students will be able to:

Listen & understand...

- Introduction to self & others
- Countries & nationalities of other people
- Numbers up to 100
- Times, prices, schedules, dates
- Locations in a house
- Conversations at a party
- Sentence stress & intonation
- Shopping, surveys in a shop
- Free time habits
- Dating conversations
- Present & past activities
- Conversations in a cafe
- News & weather
- Future plans
- Conversations at work
- Phone calls & messages
- Descriptions of holidays
- Conversations at the airport

At this stage, students' speaking ability is still quite limited which may lead to frustration. This is because their listening comprehension is increasing faster than their speaking ability and so they are unable to express their ideas clearly. Students still express themselves in simple sentences about themselves, family or close friends, and often fall back to translation as a tool to participate in conversations. Pronunciation and sentence structure are still strongly influenced by the student's first language but pronunciation is improved and initial signs of fluency begin to emerge. **At the completion of this level, students will be able to:**

Speak to express ideas about...

- Asking about the past
- Personal introductions of other people
- Countries & nationalities of other people
- Conversations about work
- Numbers & phone numbers
- Personal possessions:
- describing & asking
- Describing & asking about free time habits
- Describing times, dates, prices, schedules
- Conversations & ordering in a cafe
- Future plans
- Describing a town or city
- Places near home
- Personal abilities
- Asking for & giving directions
- Talking about past events
- Past holidays
- Asking questions

At this stage, students' reading comprehension is still limited to short texts directly related to their interests or needs. As with listening, students may get "stuck" on words they don't understand, causing reading to be a slow process interrupted by the need to work out the meaning of these unknown words or phrases. Reading is purely on "face value" comprehension with any indirect inferences being lost on the reader. **At the completion of this level, students should be able to:**

Read to Comprehend...

- Simple emails & letters
- Personal information: self & other
- Simple advertisements
- Questions about routines
- Questions about free time habits
- Descriptions of other people's routines
- Descriptions of other people's families
- Cafe menus
- Descriptions of past weekend activities
- Descriptions of past holidays
- Questions about free time activities in the past
- Pronunciation vs spelling
- Simple news reports
- Simple biographies
- Questions about housing
- Description of clothing
- Simple work meeting dialogues
- Phrases for advice
- Written plans for the future
- Phonics

At this stage, writing is still very basic and, similar to speaking, may lead to frustration due to the inability to express ideas. Writing will still involve direct translation from the student's first language, causing confusion and stress for the reader. With many students at this level, a gap begins to open between speaking and writing ability as the student gains more confidence in their oral abilities with writing, due its more difficult nature, lagging behind. **At the completion of this level, students will be able to:**

Write...

- Past simple Yes/No questions
- Simple, short paragraphs about themselves
- Simple sentences with prepositions
- Sentences about other people's possessions
- "How many" questions
- To complete a form
- Questions about routine
- Questions with "Do/Does"
- Questions with "Was/Were"
- Notes about past weekends
- Plans for the next month
- Questions with "Is there/Are there"
- Questions about routine actions & actions happening now
- Descriptive sentences
- Simple sentences to compare places
- Questions with "Like/Would like"
- Simple sentences about staying healthy
- Simple emails
- Simple sentences about life experiences

Grammar is still a big challenge for students at this level, and will continue to be so for quite some time. The grammar at this level is slightly more complex than at the previous level. The focus is still on structures that allow students to communicate about themselves and immediate contacts and also about immediate necessities, including the ability to ask questions in different contexts. Structures about the past, while still simple, become more prominent. **At the completion of this level, students should be able to use the following:**

Grammar...

- Past simple “Did” questions
- My, your, his, her, their, our
- “Be” verbs - am, is, am not, isn’t, are, aren’t
- “Wh-” questions with “Be” verbs
- Have/haven’t got
- Present simple “Wh-” questions
- Should/Shouldn’t
- Past simple regular & irregular verbs
- Past simple “Was/Were” questions
- Past simple “Wh-” questions
- Present perfect for experiences
- Could/Couldn’t
- How much/How many questions
- Present continuous positive & negative
- Present continuous Yes/No questions
- Present simple vs present continuous
- Infinitive of purpose “...to buy milk”
- Comparatives
- Superlatives
- Will vs going to for future plans

Vocabulary at this stage is still limited to the student’s immediate surroundings, interests and needs – family, food and drink, work and personal information – but is expanded upon to allow students to communicate in more detail. As previously mentioned, unknown vocabulary is still a major stumbling block and communication is broken while the student thinks about appropriate words to use or consults a translation tool. **At the completion of this level, students will be able to use the following:**

Vocabulary...

- Life events
- Numbers 0-100
- Countries & nationalities
- This, that, these, those
- Simple adjectives to describe objects
- Time phrases with on, in, at, every
- Frequency adverbs
- Free time activities – verb + ing “dancing”
- Countable & uncountable nouns with food & drink
- Adjectives to describe time/activities
- Places & items at an airport
- Very, really, quite, too
- Simple technology
- Rooms & items in a house
- Types of transport
- Travel verbs & phrases
- Animals
- Personality/Character adjectives
- Simple health problems
- Seasons and weather