

This is the beginning of the English language journey for students at this level. Listening skills are limited to information about the individual and what directly affects them. Students at this level may only understand a few words in a sentence and will require repetition (and patience!) on behalf of the speaker to ensure comprehension. Gestures and body language are also key to meaning and understanding. Periods of listening longer than a minute or two may be beyond the student's ability at this level.

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

## Listen & understand...

- Personal information
- Countries & nationalities
- Numbers
- Contractions - I'm, She's, You're
- Describing family & friends
- Questions with "Do"
- Buying things
- Clothes
- Festivals & holidays
- Open questions
- Future plans
- Sentence stress

Whereas listening is a receptive skill, speaking is productive and therefore requires more effort and practice. At this early stage, students have limited speaking ability and may understand more than they can say. Information able to be expressed is limited to short, simple sentences about basic information related to themselves, and possibly family or close friends. Pronunciation and sentence structure will be strongly influenced by the student's first language which may cause difficulties for the listener. The student will also experience frustration due to the inability to express ideas clearly. **At the completion of this level, students will be able to:**

## Speak to express ideas about...

- Personal introductions/  
Personal information
- Countries & nationalities
- Asking for personal information
- Friends & family
- Ordering food in a cafe
- Free time activities – personal & friends
- Buying things in a shop
- Daily routines
- Ordering food & drinks in a restaurant
- Describing a town or city
- Places near home
- Personal abilities
- Asking for & giving directions
- Future plans
- Past holidays
- Asking questions

Reading is the second receptive skill and acts as the model for writing, just as listening is the model for speaking. Reading requires the matching of sounds with symbols and while learners are familiar with this process in their first language, English presents additional challenges as the sounds and symbols are not a perfect, standardised match – thumb and shoe being two simple examples where the symbols don't represent the sounds exactly. At this early stage, students are generally interested in reading texts directly related to their interests or immediate necessity for life. **At the completion of this level, students should be able to:**

## Read to Comprehend...

- Daily routines
- Pronunciation vs spelling
- Restaurant menus
- Dialogues related to holidays & tourism
- Written directions
- Stories of past events
- Descriptions of festivals
- Descriptions of modes of transport
- Written plans for the future
- Phonics
- Dialogues related to parties
- Dialogues related to the classroom & lessons
- Personal information: Nationalities & countries
- Questions about occupations
- Descriptions of cities
- Descriptions of friends & families
- Cafe price list
- Descriptions of food & drink
- Descriptions of life in different countries
- Questions about free activities
- Days & time

Writing is the second productive skill and is generally the hardest skill to learn well. At this early stage, students may feel more comfortable writing than speaking due to confidence. As with speaking, the student's first language may cause confusion as students can often continue to use the same rules and writing conventions in English – spelling, word order, etc. Also similar to speaking, students may feel frustrated at their inability to express their ideas and can only write simple sentences about basic information related to themselves, and possibly family or close friends. **At the completion of this level, students will be able to:**

## Write...

- Questions about places
- Questions about free time activities
- Simple plans for the future
- Sentences to describe abilities
- Simple sentences about the past
- Short descriptions of past activities
- Sentences about holiday activities
- Questions about the past
- Ideas about people from different backgrounds
- Short dialogues at a party
- Sentence about nationalities
- Yes/No questions
- To complete a form
- Short descriptions about food, likes & dislikes
- Yes/No questions about free food
- Short dialogues in a restaurant
- Sentences to describe a town or city

Grammar is the rules of a language and basically determines the order in which we use words. Students at this level generally struggle with grammar as they are trying to use a set of language rules which are different to the ones they have used all of their lives. As mentioned with Speaking and Writing, student's logically try to apply rules that they know to a new situation – communication in English. Learning grammar can be a tiring and confusing process, and must be taught and demonstrated in such a way that students not only understand it but more importantly, can apply it when using English. **At the completion of this level, students should be able to use the following:**

## Grammar...

- Articles – a, the
- Quantifiers - some, a lot of
- Will/going to our future plans
- There is/are, Are/is there...?
- Object pronouns
- Can/Can't
- Past simple questions: was/were
- Years & past time phrases
- Past simple main verbs: positive, negative, questions
- I, my, you, your
- He, his, she, her
- “Be” verbs: am, is, am not, isn't
- “Be” questions: is he/she...? Are you...?
- “Be” - are, aren't, Are they...?
- Present simple positive & negative
- Present simple questions with “Do”
- Present simple third person
- Present simple third person questions with “Does”

Vocabulary is the words of a language, usually grouped and taught by topic, and is closely related to grammar. Generally, vocabulary is taught first and then grammar is taught to show how the words are used together to communicate. The broader the vocabulary, the easier it becomes for students to express themselves. Vocabulary at this stage is limited to the student's immediate surroundings, interests and needs – family, food and drink, work and personal information. **At the completion of this level, students will be able to use the following:**

## Vocabulary...

- Food & drink in a cafe
- Like, love, eat, drink
- Holiday activities
- Routines - live, work, study, have
- Free time activities
- Shopping - this, that, these, those
- Days of the week
- Prepositions - in, at, on
- Places in town
- Clothes & colours
- Numbers 0-12
- Some countries & nationalities
- The alphabet
- Articles - a, an, the
- Body parts/descriptions
- Jobs
- Personal information
- Numbers 13-100
- Adjectives to describe cities
- Family