

Improving learning outcomes for English language learners



SCHEME OF WORK

English as a Foreign Language

Cyprus Lower-Secondary Schools (Gymnasium)

2018 - 2019

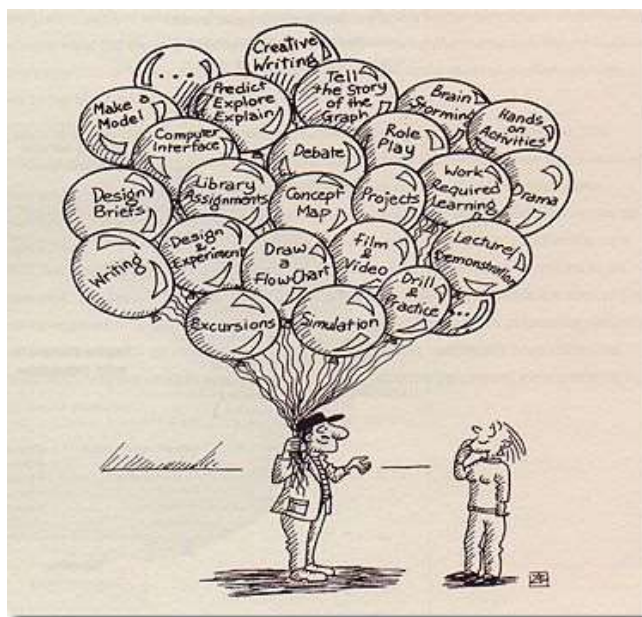


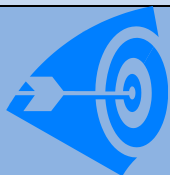
TABLE OF CONTENTS

1. A` Class Gymnasium	pages 3-7
2. B` Class Gymnasium	pages 8-12
3. C` Class Gymnasium	pages 13-17
4. References	page 18-19
5. Appendices	pages 20-22

CLASS A' GYMNASIUM (CEFR A2)

DESCRIPTION OF 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” (CEFR, Table 1, p. 24).



LEARNING OUTCOMES

LISTENING COMPREHENSION

Learners will be able to:

- understand what people say to them in simple, everyday conversation, if they speak clearly and slowly and give them help.
- understand short conversations about family, hobbies and daily life, provided that people speak slowly and clearly.
- follow changes of topic in TV news reports and understand the main information.
- understand short, clear and simple messages at the airport, railway station etc. e.g : “The train to London leaves at 4:30”.
- understand the main information in announcements if people talk very clearly e.g weather reports, etc.

SPEAKING

Learners will be able to:

- ask people how they feel in different situations.
- ask and answer simple questions about home and country, work and free time, likes, and dislikes.
- ask and answer simple questions about a past event.
- make and accept invitations and apologies or refuse invitations politely.
- discuss plans with other people e.g what to do, where to go and when to meet.

- ask for and give directions using a map or plan.
- ask for basic information about travel and buy tickets.
- use standard phrases to answer the phone, exchange simple information, and have a short telephone conversation with someone they know e.g arrange to meet them.
- describe themselves, their family and other people.
- describe their hobbies and interests.
- describe their home and where they live.
- describe what they did at the weekend or on their last holiday.
- talk about their plans for the weekend or on their next holiday.
- explain why they like or dislike something.
- give basic information about something they know well if they have time to prepare e.g a country, a sports team, a band, etc.

READING COMPREHENSION

Learners will be able to:

- understand short, simple texts containing familiar vocabulary including international words.
- find the most important information in advertisements, information leaflets, webpages, catalogues, timetables etc.
- understand the main points in short, simple news items and descriptions if they already know something about the subject e.g news about sport or famous people.
- understand clear instructions e.g how to use a telephone, a cash machine or a drinks machine.
- understand the main points in short, simple, everyday stories, especially if there is visual support.
- understand short simple messages from friends e.g e-mails, web chats, postcards or short letters.

WRITING

Learners will be able to:

- write about themselves using simple language e.g information about their family, school, job, hobbies, etc.
- write about things and people they know well using simple language e.g descriptions of friends, what happened during the day.
- complete a questionnaire with information about their educational background-interests and skills.
- write a simple message e.g to make or change an invitation or an appointment to meet.
- write a short message to friends to give them personal news or to ask them a question e.g a text message or a postcard.

(adapted from CEFR / EAQUALS)

Overall, a selection of at least **6 themes/topics** is to be covered. Preferably, 2 - 4 in each semester.

COURSE BOOKS:

Eyes Open 1 Student's book (Cambridge University Press)

Eyes Open 1 Workbook (Cambridge University Press)

Dictionary: Oxford Essential Dictionary

CLIL Readers: *Welcome to the UK* (Express Publishing)

SUPPLEMENTARY MATERIAL/OTHER SOURCES (see Appendix A)

Coursebook material needs to be selected, adapted and/or supplemented to satisfy the students' needs and interests.

Additional material or activities may be added at the teacher's discretion.

DICTIONARIES

The dictionary, in print and electronic form, provides students with opportunities to expand their vocabulary, develop their word building techniques, improve their pronunciation and test their language skills.

RECOMMENDED TEACHING METHODOLOGIES

Communicative Language Teaching (CLT) and Task Based Approach (TBL).

ASSESSMENT

Assessment should include all three formats: Diagnostic, Formative and Summative.

Suggested Tools and Techniques:

A. Diagnostic: KWL charts, Mind map, student survey, quizzes, etc.

B. Formative: Projects, Exit cards/Admit cards, Graphic Organizers (KWL charts, mind map, Event sequence or Chain of events, Venn diagram to compare and contrast events/experiences), Discussions, Observations, Questioning (by teachers and students), Oral presentations, Rubrics, Self-assessment, Peer assessment, Verbal feedback, Checklists, Conferencing (individual or small group), Anecdotal records, Think-Pair-Share, Reflection journal, Portfolio, Individual whiteboard etc.

C. Summative: Tests (End of Unit), quizzes, etc.

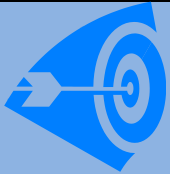
SEMESTER A	
SEMESTER B	
THEMES/TOPICS	MATERIAL/SOURCES
	For all units , there is supplementary material at www.mylife.com and other sources (see Appendix A)
1. People 1.1 Personal Identification 1.2 Family 1.3 Home 1.4 Friends 1.5 Relationships 1.6 Biographies	C.B/W. B Unit 1 Unit 2 Unit 7
2. School life 2.1 My school 2.2 Friends at school 2.3 Language awareness	C.B/W.B Unit 2 Unit 3
3. Free time, entertainment 3.1 Leisure 3.2 Hobbies and interests 3.3 Sports 3.4 TV, cinema	C.B/W.B Unit 2 Unit 7 Unit 8
4. Travelling 4.1 Holidays 4.2 Meeting peers in different countries 4.3 Cultures around the world: learning about music, food, traditions, customs, celebrations, stories/tales etc 4.4 Comparing the Greek language with the target language 4.5 Cuisine / Restaurants and Menus	C.B/W.B Unit 4 Unit 6 Unit 8 CLIL Readers: <i>Welcome to the UK</i>
5. Literature and Readers 5.1 Short stories 5.2 Fables and Myths	C.B/W.B & Readers CLIL Readers: <i>Welcome to the UK</i>
6. The environment 6.1 Nature	C.B/W.B Unit 5

6.2 Trees 6.3 Wild animals	
7. Health 7.1 Wellbeing 7.2 Food around the world 7.3 Healthy eating 7.4 My body	C.B/W.B Unit 4 Unit 7
8. Arts 8.1 Music 8.2 Dance 8.3 Talent shows 8.4 Theatre 8.5 Painting	
9. Citizenship 9.1 Child Rights 9.2 Child labour 9.3 Children with disabilities 9.4 Refugee and migrant children (Unicef)	
CLIL (Content Language Integrated Learning)	Readers Coursebook (Extras) for each unit
More/Other themes and topics can be included at the teacher's discretion according to the students' needs and interests	

**CLASS B´ GYMNASIUM
(CEFR A2+)**

DESCRIPTION OF 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” (CEFR, Table 1, p. 24)



LEARNING OUTCOMES

LISTENING COMPREHENSION

Learners will be able to:

- understand simple information and questions about family, people, homes, work and hobbies.
- understand what people say to them in simple, everyday conversation, if they speak clearly and slowly and give them help.
- understand short conversations about family, hobbies and daily life, provided that people speak slowly and clearly.
- follow changes of a topic in TV news reports and understand the main information.
- understand short, clear and simple messages at the airport, railway station etc. e.g : “The train to London leaves at 4:30”.
- understand the main information in announcements if people talk very clearly e.g weather reports, etc.
- understand short simple stories when told clearly and slowly.

SPEAKING

Learners will be able to:

- ask people how they feel in different situations.
- ask and answer simple questions about home and country, work and free time, likes, and dislikes.
- ask and answer simple questions about a past event.
- make and accept invitations and apologies or refuse invitations politely.
- discuss plans with other people e.g what to do, where to go and when to meet.
- ask for and give directions using a map or plan.
- communicate in everyday situations e.g ordering food and drink, shopping, etc.
- ask for basic information about travelling and buying tickets.

- use standard phrases to answer the phone, exchange simple information, and have a short telephone conversation with someone they know e.g arrange to meet them.
- describe themselves, their family and other people.
- describe their hobbies and interests.
- describe their home and where they live.
- describe past activities, events and personal experiences eg what they did at the weekend, etc.
- talk about their plans and arrangements.
- explain why they like or dislike something.
- give basic information about something they know well if they have time to prepare e.g a country, a sports team, a band, etc.

READING COMPREHENSION

Learners will be able to:

- understand short, simple texts containing familiar vocabulary including international words.
- find the most important information in advertisements, information leaflets, webpages, catalogues, timetables etc.
- understand the main points in short, simple news items and descriptions if they already know something about the subject e.g news about sports or famous people.
- understand clear instructions e.g how to use a telephone, a cash machine or a drinks machine.
- understand the main points in short, simple, everyday stories, especially if there is visual support.
- understand short simple messages from friends e.g e-mails, web chats, postcards or short letters.
- understand simple short everyday stories about familiar subjects if the text is written in simple language.

WRITING

Learners will be able to:

- write about themselves using simple language e.g information about their family, school, hobbies, etc.
- write about things and people they know well using simple language e.g descriptions of friends, what happened during the day.
- complete a questionnaire with information about their educational background, interests and skills.
- write messages, short letters or emails, telling about everyday things to people they know well.
- write a short description of an event.

(adapted from CEFR / EAQUALS)

Overall, a selection of at least **6 themes/topics** is to be covered. Preferably, 2-4 in each semester.

COURSEBOOKS:

Eyes Open 2 Student's book (Cambridge University Press)

Eyes Open 2 Workbook (Cambridge University Press)

Dictionary: Oxford Essential Dictionary

CLIL Readers: *Weird Animals* (Express Publishing)

SUPPLEMENTARY MATERIAL/OTHER SOURCES (see Appendix A)

Coursebook material needs to be selected, adapted and/or supplemented to satisfy the students' needs and interests.

Additional material or activities may be added at the teacher's discretion.

DICTIONARIES

The dictionary, in print and electronic form, provides students with opportunities to expand their vocabulary, develop their word building techniques, improve their pronunciation and test their language skills.

RECOMMENDED TEACHING METHODOLOGIES

Communicative Language Teaching (CLT) and Task Based Approach (TBL).

ASSESSMENT

Assessment should include all three formats: Diagnostic, Formative and Summative.

Suggested Tools and Techniques:

A. Diagnostic: KWL charts, Mind map, student survey, quizzes, etc.

B. Formative: Projects, Exit cards/Admit cards, Graphic Organizers (KWL charts, mind map, Event sequence or Chain of events, Venn diagram to compare and contrast events/experiences), Discussions, Observations, Questioning (by teachers and students), Oral presentations, Rubrics, Self-assessment, Peer assessment, Verbal feedback, Checklists, Conferencing (individual or small group), Anecdotal records, Think-Pair-Share, Reflection journal, Portfolio, Individual whiteboard etc.

C. Summative: Tests (End of Unit) quizzes, etc.

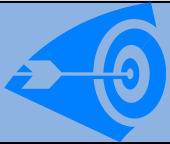
SEMESTER A	
SEMESTER B	
THEMES/TOPICS	MATERIAL/SOURCES For all units, there is supplementary material at www.mylife.com and other sources (see Appendix A)
1. People 1.1 Friends 1.2 Relationships 1.3 Biographies 1.4 People around the world 1.5 Home	C.B/W.B Unit 2 Unit 4
2. School life 2.1 My school 2.2 Friends at school 2.3 Language awareness 2.4 Online learning 2.5 Schools around the world	C.B/W.B Unit 6
3. Free time, entertainment 3.1 Leisure 3.2 Hobbies and interests 3.3 Sports 3.4 TV, cinema	C.B/W.B Unit 8
4. Travelling 4.1 Holidays 4.2 Meeting peers in different countries 4.3 Cultures around the world: learning about music, food, traditions, customs, celebrations, stories/tales etc 4.4 Comparing the Greek language with the target language	C.B/W.B Unit 4 Unit 6 Unit 8
5. Shopping 5.1 Money matters 5.2 Buying goods 5.3 Online shopping	C.B/W.B Unit 1

6. Work and Jobs 6.1 Jobs 6.2 People at work 6.3 Jobs of the future	C.B/W.B Unit 6 Unit 7
7. Celebrations 7.1 Music 7.2 Dance 7.3 Talent shows 7.4 Theatre 7.5 Performances	C.B/W.B Unit 8
8. Literature and Short Stories 8.1 Short stories (in various formats) 8.2 Readers' books	C.B/W.B Unit 3 CLIL Readers: <i>Weird Animals</i>
9. Technology 9.1 Inventions 9.2 Computers 9.3 Mobile phones	C.B/W.B Unit 5
10. Heroes 10.1 Everyday heroes 10.2 Heroes of the past 10.3 Inventors / Scientists	C.B/ W.B Unit 2 Unit 5
11. Citizenship 11.1 Child Rights 11.2 Child labour 11.3 Children with disabilities 11.4 Refugee and migrant children (Unicef) 11.5 Bullying / Cyberbullying	
CLIL (Content Language Integrated Learning)	Readers Coursebook (Extras) for each unit
<p style="text-align: center;">More/Other themes and topics can be included at the teacher's discretion according to the students' needs and interests.</p>	

**CLASS C' GYMNASIUM
(CEFR B1)**

DESCRIPTION OF INDEPENDENT USER B1

“Can understand the main points of clear standard input on familiar matters regularly encountered at 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 and ambitions and briefly give reasons and explanations for opinions and plans” (CEFR, Table 1, p. 14)



LEARNING OUTCOMES

LISTENING COMPREHENSION

Learners will be able to:

- understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition in the target language.
- understand the main points of discussion on familiar topics in everyday situations when people speak clearly in the target language.
- understand the target language main points and specific details in TV programmes, announcements and other recorded material on familiar topics when the delivery is relatively slow and clear.
- understand simple technical information, such as operating instructions for familiar types of equipment in the target language.
- understand straightforward information about every day, study- or work-related topics, identifying both general messages and specific details, provided people speak clearly in a familiar accent in the target language.

SPEAKING

Learners will be able to:

- start, maintain and close simple face-to-face conversation in the target language on topics that are familiar or of personal interest.
- give or seek personal opinion in the target language in an informal discussion with friends, agreeing and disagreeing politely.
- help to solve practical problems saying what they think and asking others what they think.
- make arrangements on the telephone or in person. e.g booking flights, hotels, restaurants etc.
- have simple telephone conversations with people they know.
- give descriptions on a variety of familiar subjects related to their interests.
- talk in detail about their experiences, feelings and reactions.

- briefly explain and justify their opinion.

READING COMPREHENSION:

Learners will be able to:

- understand the main points in straightforward factual texts on subjects of personal or professional interest.
- find and understand the information they need in brochures, leaflets, signs, tables and other short texts relating to their interests.
- understand the main points in short newspaper and magazine articles about current and familiar topics.
- follow simple instructions, for example for a game, using familiar types of equipment or cooking a meal.
- understand simplified versions of novels, and follow the story line in short stories with a clear structure, with some effort and regular use of a dictionary.
- understand private letters about events, feelings and wishes.

WRITING

Learners will be able to:

- write short, comprehensible connected texts on familiar subjects.
- write simple texts about experiences or events eg about a trip, describing their feelings and reactions.
- write very brief reports with factual information on matters relating to their field.
- write emails, faxes or text messages to friends relating news and giving or asking for simple information.
- express opinion and draw conclusions on everyday social issues and world problems.
- write a story, describe events, experiences, goals and future plans in a simple-structured text.
- give details about themselves in the form of a short biographical note eg Curriculum Vitae(CV) etc.

(adapted from CEFR / EAQUALS)

Overall, a selection of at least 6 Themes/topics is to be covered. Preferably, 2-4 in each semester.

COURSE BOOKS:

Eyes Open 3 B1 Student's book

Eyes Open 3 B1 Workbook

Dictionary: Oxford Essential Dictionary

CLIL Readers: *The Circulatory System* (Express Publishing)

SUPPLEMENTARY MATERIAL/OTHER SOURCES (see Appendix A)

Coursebook material needs to be selected, adapted and/or supplemented to satisfy the students' needs and interests.

Additional material or activities may be added at the teacher's discretion.

DICTIONARIES

The dictionary, in print and electronic form, provides students with opportunities to expand their vocabulary, develop their word building techniques, improve their pronunciation and test their language skills.

RECOMMENDED TEACHING METHODOLOGIES

Communicative Language Teaching (CLT) and Task Based Approach (TBL).

ASSESSMENT

Assessment should include all three formats: Diagnostic, Formative and Summative.

Suggested Tools and Techniques:

A. Diagnostic: KWL charts, Mind map, student survey, quizzes, etc.

B. Formative: Projects, Exit cards/Admit cards, Graphic Organizers: KWL charts, mind map, concept map, event sequence or chain of events, cause and effect, Venn diagram (to compare and contrast events/experiences), Discussion, Observations, Questioning (by teachers and students), Oral presentations, Self-assessment, Peer assessment, Verbal feedback, Checklists, Conferencing (individual or small group), Anecdotal records, Think-Pair-Share, Four Corners labeled as *Strongly Agree, Disagree, Strongly Disagree*, Reflection journal, Portfolio, Individual whiteboard etc.

C. Summative: Tests (End of Unit), quizzes, etc.

SEMESTER A	
SEMESTER B	
THEMES/TOPICS	MATERIAL/SOURCES
	For all units, there is supplementary material at www.mylife.com and other sources (see Appendix A)
1. Lifestyle 1.1 Travelling 1.2 Places 1.3 Living conditions / Weather 1.4 Language learning 1.5 Wellbeing 1.6 Leisure activities/sports 1.7 Entertainment 1.8 Extreme living 1.9 Cities and Countryside	C.B/W. B Unit 1 Unit 2 Unit 4 Unit 6
2. Arts 2.1 Culture 2.2 Music 2.3 Performances 2.4 Festivals 2.5 Artists	C.B/W.B Unit 2 Unit 3
3. Science 3.1 Means of transport 3.2 Means of communication 3.3 Modern technology 3.4 Inventions 3.5 Robots	C.B/W.B Unit 5
4. Youth 4.1 Youth Problems 4.2 School Life / Education 4.3 Communication/gadgets 4.4 Friendship 4.5 Facing your fears	C.B/W.B Unit 4 Unit 5 Unit 6 Unit 7
5. The Environment 5.1 Environmental Issues	C.B/W.B Unit 8

5.2 Protection measures 5.3 Green planet 5.4 Animals 5.5 Extinct animals 5.6 Cyprus flora and fauna	
6. Literature and Readers 6.1 Short stories/Readers 6.2 Drama 6.3 Rhyming poetry	C.B/W.B CLIL Readers: <i>The Circulatory System</i>
7. Education 7.1 School life 7.2 Education around the world 7.3 Uniform 7.4 Online learning 7.5 Mobiles at school 7.6 Schools around the world	C.B/W.B Unit 5 Unit 7
8. Communication 8.1 Learning languages 8.2 English as an international language 8.3 Body language	C.B/W.B Unit 5 Unit 7
9. Technology 9.1 Inventions 9.2 Computers 9.3 Mobile phones 9.4 Social media	C.B/W.B Unit 5
10. Citizenship 10.1 Child Rights 10.2 Child labour 10.3 Children with disabilities 10.4 Refugee and migrant children (Unicef) 10.5 Bullying / Cyberbullying	
CLIL (Content Language Integrated Learning)	Readers Coursebook (Extras) for each unit
More/Other themes and topics can be included at the teacher's discretion according to the students' needs and interests.	

REFERENCES

Council of Europe. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Language Policy Unit, Strasbourg. www.coe.int/lang-CEFR Retrieved http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

http://www.moec.gov.cy/analytika_programmata/programmata_spoudon.html

APPENDIX A

<p>OTHER SOURCES http://www.teachingenglish.org.uk/ http://www.teach-nology.com/ https://www.tes.com/ https://www.englishclub.com/ http://www.tesol.net/ https://www.usingenglish.com/ http://www.esl-galaxy.com/ http://www.growstorygrow.com/ http://www.onestopenglish.com/ http://www.soundsofenglish.org/index.html http://www.connectsafely.org/ http://busyteacher.org/ https://www.ted.com/talks</p> <p>STORIES http://www.makeuseof.com/tag/10-websites-enjoy-reading-short-stories-flash-fiction/</p>	<p>NEWS http://abcnews.go.com/ http://www.abc.net.au/news/ https://www.theguardian.com/education http://www.bbc.co.uk/news http://www.bbc.co.uk/news http://time.com/ http://www.timeforkids.com/</p> <p>E-COMMUNITIES/MAKING CONNECTIONS http://www.epals.com/ http://www.globalschoolnet.org/index.cfm https://iearn.org/ http://www.englishbaby.com/</p> <p>FORMATIVE ASSESSMENT http://www.levy.k12.fl.us/instruction/Instructional_Tools/60formativeassessment.pdf https://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html http://www.theteachertoolkit.com/index.php/tool/four-corners</p>
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<https://elearningindustry.com/18-free-digital-storytelling-tools-for-teachers-and-students>

<http://stories.umbc.edu/>

<http://electronicportfolios.com/digistory/>

USING IMAGES IN THE LESSON

<http://www.nytimes.com/column/learning-whats-going-on-in-this-picture>

<https://americanenglish.state.gov/>

GLOBAL ISSUES

<http://en.unesco.org/>

<http://www.gilesig.org/>

<http://www.un.org/en/>

<http://www.tolerance.org/>

<http://www.poverty.com/>

<http://www.unicef.org/>

Rubrics(assessing performance)

<http://rubistar.4teachers.org/index.php>

GRAPHIC ORGANISERS

<http://www.studenthandouts.com/graphic-organizers/>

APPENDIX B

DESCRIPTION OF BASIC USER A1

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”.

LEARNING OUTCOMES

LISTENING

Learners will be able to:

- understand simple words and phrases, like "excuse me", "sorry", "thank you", etc.
- understand the days of the week and the months of the year.
- understand times and dates.
- understand numbers and prices.
- understand basic greetings and leave taking, like “Hello”, “good bye”, “good morning”, etc.
- understand simple personal questions when people speak slowly and clearly. (e.g. What’s your name?”, “How old are you?”, “What’s your address?”)
- (When listening to a conversation), understand words and short sentences, provided that people speak very slowly and very clearly.
- recognise flight number in short, clear and simple messages at international airports.

SPEAKING

Learners will be able to:

- use basic greetings.
- ask how people are.
- interact in a simple way, asking and answering basic questions.
- ask and answer (simple personal) questions, like "What’s your name?", "How old are you?" if the other person speaks slowly and is very helpful.
- ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to them provided they are articulated slowly and clearly.

- buy things in shops where pointing or other gestures can support what they say.
- use and understand simple numbers in everyday conversations (for example in prices or telephone numbers).
- answer the phone, give their name and answer very simple questions (e.g. "When is Mrs Jones back?").
- give personal information (address, telephone number, nationality, age, family, and hobbies).
- describe themselves and their family very simply.
- describe where they live very simply.

READING

Learners will be able to:

- recognise names, words and phrases they know and use them to understand very simple sentences if there are pictures.
- understand words and phrases on everyday signs (e.g. "station", "car park", "no parking", "no smoking", "keep left").
- understand simple forms well enough to give basic personal details (e.g. name, address, date of birth).
- understand very simple instructions if they are supported by pictures and if they know this type of instructions.
- understand simple messages written by friends or colleagues e.g. "back at 4 o'clock".

WRITING

Learners will be able to:

- write about themselves and where they live, using short, simple phrases.
- understand a hotel registration form well enough to give the most important information about themselves (name, surname, date of birth, nationality).
- write a greeting card e.g. example a birthday card.

A1+

LISTENING

Learners will be able to:

- understand people if they speak very slowly and clearly about simple everyday topics.
- understand people describing objects and possessions (e.g. colour and size).
- understand simple questions and instructions addressed carefully and slowly to me.
- understand the price of an article in a shop, if the salesperson helps them understand.
- understand when people are talking about themselves and their families if they speak very slowly and clearly, using simple words.
- understand figures and times given in clear announcements e.g. at a railway station.
- understand simple directions how to get from X to Y, on foot or by public transport, provided that people speak very slowly and very clearly.

SPEAKING

Learners will be able to:

- ask how people are and react to news.
- ask and answer simple questions and respond to simple statements on very familiar topics (e.g. family, student life), if they get help.
- describe clothes or other familiar objects and ask about them.
- indicate time by such phrases as "next week", "last Friday", "in November", "three o' clock".
- ask where to find a book or other familiar objects and can also answer such questions.
- ask simply for directions ("Where is the bank?").
- ask people for things and give people things.
- understand simple phone messages, e.g. 'We're arriving tomorrow at half past four'.
- provide basic, prepared information on the phone e.g. their name, address, telephone number, request.
- introduce themselves, e.g. say their name, where they come from and what they do.
- describe their family simply, for example who the members of their family are, how old they are and what they do.
- describe where they live.
- describe what they like and what they don't like e.g. with regard to sports, music, school, colours.
- use simple words to describe something e.g. its size, shape or colour.
- describe what they can do and can't do and what other people or animals can or can't do.

READING

Learners will be able to:

- read very short, simple texts by understanding familiar names, words and basic phrases.
- find basic information in posters, adverts or catalogues.
- understand information about people (place of residence, age, etc.) in a text if there is visual support.
- follow short simple written directions e.g. how to go from X to Y.
- understand short simple greetings and messages e.g. on birthday cards, party invitations or in SMS phone messages.

WRITING

Learners will be able to:

- write simple sentences about themselves e.g. where they live and what they do.
- complete a questionnaire with their personal details.
- write a simple postcard e.g. where they are, how the weather is and their feelings about their holiday.