

## CEFR Level Descriptors

**AFI uses the Common European Framework of Reference for Languages (CEFR) to determine your English level. There are six levels, ranging from A1 to C2.**

Below is a description of each level and the learning outcomes for each level. When you have that level of English (A1, A2, B1, B2, C1, C2) you will be able to do the following:

### CEFR Level A2

At the **A2 level** students are beginning to be able to function in social situations. They are able to use simple everyday polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in their free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers. They can also function 'out and about'. They can make simple transactions in shops, post offices or banks; get simple information about travel; use public transport, ask for basic information, ask and give directions, and buy tickets.

#### **Global**

Students at this level 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). They can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. They can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.

#### **Listening**

They can understand clear, slow, standard speech related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography and employment) and can catch the main point in short, clear, simple messages and announcements.

#### **Reading**

Students are able to understand short, simple texts containing high frequency vocabulary and shared international expressions. They can find specific, predictable information in simple everyday material such as advertisements, prospectuses and timetables.

#### **Spoken Interaction**

At A2 level, students can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. They can handle very short social exchanges, even though they cannot usually keep the conversation going of their own accord.

#### **Spoken Production**

Students are able to use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent job.

#### **Writing**

They can write short, simple notes and messages relating to matters in areas of immediate need, linking a series of simple phrases and sentences with simple connectors like 'and' , 'but'

and 'because'. They can write a very simple personal letter, for example thanking someone for something.

### **Listening Proficiency Scales**

At the A2 level, students can identify the main point of TV news items reporting. They can understand enough to manage simple, routine exchanges without too much effort and can generally identify the topic of discussion around them which is conducted slowly and clearly. They can generally understand clear, standard speech on familiar matters, although in a real life situation they might have to ask for repetition or reformulation. They can understand enough to be able to meet concrete needs in everyday life, provided that speech is clear and slow, and can understand phrases and expressions related to immediate needs. Students can handle simple business in shops, post offices or banks and can understand simple directions relating to how to get from A to B, on foot or by public transport. They can understand the essential information from short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly. They are able to identify the main point of TV news items reporting events, accidents, etc, where the visual material supports the commentary and can catch the main point in short, clear, simple messages and announcements.

**Reading Proficiency Scales** They can understand short, simple texts containing the most common words, including some shared international words, those written in common everyday language and those related to their job. They can find specific information in simple everyday material such as advertisements, brochures, menus and timetables. They can identify specific information in simple written material such as letters, brochures and short newspaper articles describing familiar topics and can understand simple instructions on equipment encountered in everyday life, such as a public telephone. They can understand everyday signs and notices in public places, such as streets, restaurants, railway stations and in workplaces.

### **Speaking Proficiency scales**

Students at the A2 level can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts. They can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. They are able to use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. They have a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations. They have sufficient vocabulary for the expression of basic communicative needs and for coping with simple survival needs. They can control a narrow repertoire dealing with concrete everyday need and use some simple structures correctly, but still systematically make basic mistakes such as tense confusion and forget to mark agreement. Nevertheless, it is usually clear what they are trying to say. Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. They can expand learned phrases through simple recombinations of their elements, can tell a story or describe something in a simple list of points and can link groups of words with simple connectors like 'and', 'but' and 'because'. Students at this level can handle very short social exchanges, using everyday polite forms of greeting and address. They can make and respond to invitations,

suggestions and apologies, can ask for attention and can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.

**Writing Proficiency Scales**

They can give short, basic descriptions of events and activities and can write very simple personal letters expressing thanks and apology. They are able to write short, simple notes and messages relating to matters of everyday life, can describe plans and arrangements and can explain what they like or dislike about something. They can describe their family, living conditions, schooling, present or most recent job and can describe past activities and personal experiences.

## 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