

IESOL & ISESOL

A2 ACCESS LEVEL SYLLABUS

SKILLS, TOPICS, FUNCTIONS, AND GRAMMAR

**A2 - Access level requirements
Skills, Topics, Functions and Grammar**

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Skills

Listening

The candidate will be able to:

- understand speech which is clearly and slowly articulated
- follow short conversations both formal and informal connected with education, work and social life understanding gist, context, feelings, opinions and relationships
- understand simple questions, statements, narratives, directions, explanations and instructions
- identify the function of short utterances (see Grammar and Functions sections)
- extract and reproduce key information from simple spoken messages and announcements.

Phonological features

- recognise stress and intonation in simple and compound sentences.

Range

- understand key grammatical forms used in common everyday contexts and situations
- understand high frequency vocabulary and basic phrases relating to areas of immediate personal relevance in straightforward familiar formal and informal exchanges.

Understanding gist

- understand the main ideas in short, clear, simple messages, presentations and announcements, explanations, narratives and instructions
- identify topic, purpose, context, speakers, relationships and opinions from conversations.

Understanding detail

- extract key words, phrases, numbers and spellings from announcements and messages.

Reading

The candidate will be able to:

- understand short simple narratives and descriptions, straightforward instructions, directions and explanations on familiar and work related topics
- recognise the different purposes of text when purpose and intended audience is clear
- locate specific predictable information in everyday short texts on familiar matters
- understand a simple line of argument simply expressed
- understand the main ideas and gist of simple personal letters
- understand routine letters on familiar topics
- understand everyday signs and notices found in public places.

Range

- recognise high frequency words and words with common spelling patterns in everyday texts
- understand punctuation and capitalisation used in simple and compound sentences.

Text structure

- understand the organisational, lexical and grammatical features of short simple texts
- understand a very limited range of cohesive devices
- identify the different purposes of short straightforward texts through layout conventions, common signs, symbols.

Writing

The candidate will be able to:

- compose simple texts using the appropriate format with some awareness of the intended audience
- follow instructions to write a letter, message or note
- write informally about family, living conditions, schooling and job, plans and arrangements, likes and dislikes and past activities
- write short descriptions or tell a simple story using simple and compound sentences
- write a short sequence of simple explanations, instructions or directions
- express simple opinions clearly
- spell correctly the majority of words used for personal detail and familiar common words
- write with reasonable accuracy short words appropriate to the level
- use punctuation and capital letters correctly to show questions, commas in lists and proper nouns
- construct simple and compound sentences using basic structures
- use a limited range of vocabulary to deal with simple and familiar topics and tasks
- link a short sequence of simple sentences using basic linking word.

The text types candidates at this level will be required to produce are as follows:

- informal letter
- informal email message
- informal greetings card
- informal postcard

The extent of each text to be produced by candidates is 30-50 words.

Speaking

The candidate will be able to:

- speak with reasonable ease in structured situations and short conversations on familiar topics, although from time to time will be asked to repeat or clarify
- communicate personal information to give simple descriptions of family, other people, living or working conditions, habits and daily routines, education background and/or job
- communicate in a limited number of social situations using a range of functional language
- exchange information to perform a task
- give simple directions, instructions and explanations
- ask and answer questions
- give a short description or tell a simple story using simple and compound sentences
- express simple feelings and opinions and establish a shared understanding
- pronounce the sounds of English sufficiently clearly to be generally understood
- display some control of basic grammatical structures
- display an adequate range of vocabulary to communicate on familiar topics and perform simple tasks
- adjust language to suit context in straightforward situations
- manage the conventions of turn taking in short social exchanges, using simple techniques to start, maintain, and end a conversation
- use a limited number of common discourse markers.

Topics

PERSONAL IDENTIFICATION

- name
- address
- date and place of birth
- age
- sex
- marital status
- nationality
- origin
- occupation
- family
- likes and dislikes
- physical appearance
- title
- first language

HOUSE AND HOME, ENVIRONMENT

- accommodation, rooms
- furniture, furnishing
- services
- amenities
- region
- flora and fauna

DAILY LIFE

- at home
- at work

FREE TIME, ENTERTAINMENT

- leisure
- hobbies and interests
- TV, radio computer etc
- cinema, theatre
- intellectual pursuits
- sports
- press
- internet
- music
- holidays

TRAVEL

- public transport
- private transport
- traffic
- holiday accommodation
- luggage
- travel documents
- signs and notices

RELATIONS WITH OTHER PEOPLE

- relationships
- correspondence
- behaviour
- invitations
- friends

HEALTH AND BODYCARE

- parts of the body
- personal comfort
- hygiene
- ailments, accidents
- medical services

SHOPPING

- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices

FOOD AND DRINK

- types of food and drink
- eating and drinking out

SERVICES

- post
- telephone
- banking
- police
- hospital, surgery
- garage
- petrol station
- emergency

PLACES

- asking the way and giving directions
- location

LANGUAGE

- foreign language ability
- understanding, expression
- spelling and alphabet
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WEATHER

- obtain information from weather forecast
- climate and weather

MEASURES AND SHAPES

- digits and cardinal numbers up to 100 and multiples of 100
- telephone numbers, process
- height, length, weight, capacity, temperature
- dates, times, days
- shape

EDUCATION

- schooling
- subjects

Functions

PERSONAL ENVIRONMENT

- asking for and giving personal information
- describing where one lives (accommodation, area, etc)
- asking and answering questions for confirmation, information, identification
- describing people, places and things
- correcting information
- explaining daily routines
- describing past events
- comparing things, people.

EXPRESSING THOUGHTS AND FEELINGS

- expressing agreement or disagreement
- denying something
- expressing views and feelings with reasons
- stating and asking about knowledge or ignorance of something or someone
- stating and asking about ability or inability to do something
- stating and asking about certainty or uncertainty of something
- seeking, granting or denying permission
- expressing and asking about wishes and hopes
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating a preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing gratitude
- offering and accepting an apology
- expressing approval or appreciation
- expressing regret.

MAKING THINGS HAPPEN

- responding to a request
- requesting something or requesting someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving instructions
- giving advice
- warning others to be careful or to stop doing something
- offering and requesting assistance
- suggesting a course of action.

SOCIAL CONTACT

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- introducing oneself, family and close friends
- opening, closing a conversation

- congratulating someone
- indicating lack of understanding
- asking someone to clarify or explain something
- asking someone to repeat all or part of something
- asking someone to speak more slowly
- asking for help in finding words or phrases
- asking for and giving the spelling and meaning of words
- counting and using numbers
- asking for and telling people the time, day, date
- interrupting politely
- summing up
- taking leave
- observing telephone conventions.

Grammar

Please note that:

- Candidates may be exposed to the grammar required for the level above, but will not be tested on it.
- Candidates are required to possess all structures described in the level(s) below them

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Simple sentences	<ul style="list-style-type: none"> • word order in simple statements: subject-verb/object/adverb/adjective/prepositional phrase • word order in instructions • word order in questions • <i>There is/are</i> + noun 	<ul style="list-style-type: none"> • <i>There was/were</i> 	<ul style="list-style-type: none"> • <i>There has/have been</i> • <i>There will be/there is going to be</i>
Compound sentences		<ul style="list-style-type: none"> • use of conjunctions <i>and/but/or</i> • word order subject-verb-(object) (+<i>and/but/or</i>) + subject-verb-(object) 	
Complex sentences		<ul style="list-style-type: none"> • clauses of: time with <i>when, before, after</i> reason <i>because</i>, result <i>so</i> • noun clause with <i>that</i> 	<ul style="list-style-type: none"> • word order in complex sentences • complex sentences with on subordinat clause • defining relative clauses with <i>who, which, that</i> • clause as subject/object

Verb forms

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Verb forms	<p>Present reference:</p> <ul style="list-style-type: none"> • simple present tense of <i>be/have/do</i> and common regular verbs • present continuous of common verbs • <i>Have got</i> <p>Other:</p> <ul style="list-style-type: none"> • Yes/no questions • Question words: <i>who/what/where/when/how much/how many/how old</i> • Auxiliary 'do' for questions and negatives (positive questions only) • Short answers such as <i>yes he does, no I haven't</i> • imperatives and negative imperatives • contracted forms appropriate to this level • <i>let's</i> + infinitive for suggestion 	<p>Present reference:</p> <ul style="list-style-type: none"> • simple present with no time focus • present continuous to express continuity <p>Past reference:</p> <ul style="list-style-type: none"> • past tense of regular and common irregular verbs with time markers <p>Future reference:</p> <ul style="list-style-type: none"> • <i>be going to</i>, present continuous and time markers <p>Other:</p> <ul style="list-style-type: none"> • limited range of common verbs _ <i>-ing</i> form, such as <i>like, go</i> • verb + to + infinitive such as <i>want, hope</i> • very common phrasal verbs such as <i>get up, switch on</i> • questions such as <i>what time, how often, why, which</i> • simple question tags using all the verb forms at this level • contracted forms appropriate to this level 	<p>Present/Past reference:</p> <ul style="list-style-type: none"> • Present perfect with <i>since/for/ever/never, yet/already, just</i> <p>Past reference:</p> <ul style="list-style-type: none"> • <i>used to</i> for regular actions in the past • past continuous <p>Future reference:</p> <ul style="list-style-type: none"> • Future simple verb forms, NP + will <p>Other:</p> <ul style="list-style-type: none"> • Zero and 1st conditional • Range of verbs + <i>-ing</i> forms • <i>to</i> + infinitive to express purpose • common phrasal verbs and position of object pronouns, such as <i>I looked it up</i> • simple reported/embedded statements and questions • question tags using all verbs appropriate at the level • contracted forms appropriate to this level

Modals, nouns, pronouns, possessives, prepositions

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Modals	Present reference: <ul style="list-style-type: none"> • <i>can, can't</i> (ability/inability, permission) and would <i>like</i> (request) 	Modals and forms with similar meaning: <ul style="list-style-type: none"> • <i>must</i> (obligation) • <i>mustn't</i> (prohibition) • <i>have to, had got to</i> (need) • <i>can, could</i> (requests) • <i>couldn't</i> (impossibility) • <i>may</i> (permission) • single modal adverbs: <i>possibly, probably, perhaps</i> 	Modals and forms with similar meaning: <ul style="list-style-type: none"> • <i>should</i> (obligation, advice) • <i>might, may, will, probably</i> (possibility and probability in the future) • <i>would/should</i> (advice) • <i>need to</i> (obligation) • <i>needn't</i> (lack of obligation) • <i>will definitely</i> (certainly in the future) • <i>may I</i> (asking for permission) • <i>I'd rather</i> (stating preference)
Nouns	<ul style="list-style-type: none"> • regular and common irregular plural forms • very common uncountable nouns • cardinal numbers 1-31 	<ul style="list-style-type: none"> • countable and uncountable nouns • simple nouns phrases • cardinal numbers up to 100+ multiples of 100 	<ul style="list-style-type: none"> • noun phrases with pre- and postmodification such as <i>fair-haired people with sensitive skin</i> • all cardinal numbers
Pronouns	<ul style="list-style-type: none"> • personal - subject 	<ul style="list-style-type: none"> • object, reflexive 	
Possessives	<ul style="list-style-type: none"> • possessive adjectives such as <i>my, your, his, her, its, our, their</i> • use of 's, s' 	<ul style="list-style-type: none"> • possessive pronouns such as <i>mine, yours, whose</i> 	<ul style="list-style-type: none"> • As Access
Prepositions and prepositional phrases	<ul style="list-style-type: none"> • common prepositions such as <i>at, in, on, under, next to, between, near, to, from</i> • prepositional phrases of place, time and movement, such as <i>at home, on the left, on Monday, at six o'clock</i> 	<ul style="list-style-type: none"> • prepositions of place, time and movement, such as <i>before, after, towards, up, down, along, across, in front of, behind, opposite</i> • prepositional phrases of place and time, such as <i>after dinner, before tea</i> 	<ul style="list-style-type: none"> • wide range of prepositions, such as <i>beyond, above, beneath, below</i> • prepositional phrases such as <i>in her twenties, of average height, in the top right hand corner</i>

Articles, determiners, adjectives, adverbs, intensifiers

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Articles	<ul style="list-style-type: none"> Definite, indefinite 	<ul style="list-style-type: none"> definite article zero article with uncountable nouns definite article with superlatives 	<ul style="list-style-type: none"> definite article with post-modification, such as the <i>present you gave me</i> use of indefinite article in definitions, such as <i>an architect is a person who designs buildings</i>
Determiners	<ul style="list-style-type: none"> <i>any, some, a lot of</i> 	<ul style="list-style-type: none"> <i>all, none, not (any), enough, (a) few, (a) little, many, more, most, much, no</i> 	<ul style="list-style-type: none"> a range of determiners, eg <i>all the, most, both</i>
Adjectives	<ul style="list-style-type: none"> common adjectives in front of a noun demonstrative adjectives <i>this, that, these, those</i> ordinal numbers 1-31 	<ul style="list-style-type: none"> order of adjectives comparative, superlative, regular and common irregular forms use of <i>than</i> ordinal numbers up to 100 + multiples of 100 	<ul style="list-style-type: none"> adjectives ending <i>-ed + -ing</i> such as <i>tired and tiring</i> comparative structures, such as <i>as.....as</i>, is the same as, <i>not so.....as...., looks like/is like</i> all ordinal numbers
Adverbs	<ul style="list-style-type: none"> simple adverbs of place, manner and time, such as <i>here, slowly, now</i> 	<ul style="list-style-type: none"> simple adverbs and adverbial phrases: sequencing, time and place, frequency, manner position of adverbs and word order of adverbial phrases 	<ul style="list-style-type: none"> more complex adverbial phrases of time, place, frequency, manner, such as as soon as possible
Intensifiers	<ul style="list-style-type: none"> <i>very, really</i> 	<ul style="list-style-type: none"> <i>quite, so, a bit</i> 	<ul style="list-style-type: none"> a range of intensifiers such as <i>too, enough</i>

Punctuation and spelling

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Punctuation	<ul style="list-style-type: none"> • use of capital letters and full stops 	<ul style="list-style-type: none"> • use of question marks, exclamation marks, use of comma in lists 	<ul style="list-style-type: none"> • use of punctuation in formal and informal texts, such as dashes, brackets, bullet points, speech marks
Spelling	<ul style="list-style-type: none"> • the correct spelling of personal keywords and familiar words 	<ul style="list-style-type: none"> • the correct spelling of most personal details and familiar common words 	<ul style="list-style-type: none"> • the correct spelling of common words and key words relating to own work, leisure and study interests
Discourse	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Discourse	<ul style="list-style-type: none"> • sentence connectives: <i>then, next</i> 	<ul style="list-style-type: none"> • adverbs to indicate sequence (<i>first, finally</i>) • use of substitution (<i>I think so, I hope so</i>) • markers to structure spoken discourse (<i>Right, well, OK</i>) 	<ul style="list-style-type: none"> • markers to indicate addition (<i>also</i>), sequence (<i>in the first place</i>), contrast (<i>on the other hand</i>) • markers to structure spoken discourse, (<i>anyway, by the way</i>) • use of ellipsis in informal situations (<i>got to go</i>) • use of vague language (<i>I think, you know</i>)

