

# Descriptors of language skills : level A2, according to the CEFR

as defined by the Common European Framework of Reference (\*)

If you master the skills of the A1 level (see separate download) and are in the process of acquiring the A2 skills as described below, you have a sufficient level to follow a total immersion course at CREA-Langues and take the maximum benefit of it.

## SPOKEN INTERACTION

I can communicate when simple daily tasks only require simple and direct information about familiar issues and activities. I can have very brief exchanges even if I usually don't understand enough to follow a conversation.

### A2.1

- I can say what I like and don't like.  
e.g. in a discussion about sport or leisure activities or when I am asked about what food I like.
- I can spell a name or say a phone number.
- I can say how I feel and express my feelings.  
e.g. to say I am cold, hungry or have a headache.

### A2.2

- I can talk about my family, my leisure time, my friends and life at school.
- I can use polite expressions.
- I can invite and answer if I am invited.
- I can set a time and place for an appointment.

### A2.3

- I can ask for and give advice or instructions about everyday issues.  
e.g. advice about spending a weekend or where to spend holidays.
- I can talk about what's on in the evening or at the weekend.  
e.g. go through what's on.

## SPOKEN PRODUCTION

I can use a series of phrases or expressions to describe my family or other people, the way I live, my educational background and my present or recent professional activity.

### A2-1

- I can describe my family.  
e.g. introduce my parents, my brothers and sisters, etc.
- I can describe places and things in simple terms.  
e.g. my room, my house, my school, etc.
- I can describe people with simple words.  
e.g. say their age, what they look like, what they like.
- I can describe how I spend my free time.  
e.g. the sports I practise.

### A2-2

- I can narrate a story or an event in a few successive sentences.  
e.g. to summarise events in a passage studied in class.
- I can explain why I like or dislike something.  
e.g. to accept or refuse an offer or an invitation.
- I can compare things concisely.  
e.g. decide on a purchase.

### A2.3

- I can relate what has happened to me.  
e.g. a meeting or an anecdote specifying when the events took place and showing the sequence of events clearly.
- I can describe what I intend to do and why.  
e.g. to justify a choice in one or two sentences.
- I can summarise a subject or a theme on which I have been working.  
e.g. to present results from research on the internet to the class.
- I can justify my opinions, my projects, my actions, as long as I have prepared them before very simply.  
e.g. in a discussion about different life-styles, etc.

## LISTENING

I can understand very common expressions and vocabulary closely concerning myself (e.g. myself, my family, purchases, close environment, work). I can grasp the essential meaning of simple, clear messages.

### A2-1

When the speaker deliberately uses almost uniquely words and expressions that I ought to know...

- I can understand if he is asking a question, if he is stating something or if he is asking to do something.  
e.g. when listening to a dialogue.
- I can understand when he is introducing himself, is speaking about his family and his likes and dislikes.  
e.g. when he says his name, his age, where he lives, what he likes and what he likes doing best in his spare time.
- I can understand when he asks me what I like.  
e.g. when he asks me what I like to do in my spare time.
- I can recognise words and expressions I know in a narrative or a dialogue.  
e.g. the places mentioned, the different characters, what they like and do during their spare time.

### A2-2

When the speaker uses simple sentences to talk about everyday issues because he knows he is talking to someone who is learning the language...

- I can understand when he introduces another person.  
e.g. giving his identity, his family or relations, saying what he does for a living, what he likes and / or does not like, what he does in his spare time.
- I can understand simple instructions about how to get from one place to another, on foot or by public transport.  
e.g. when I am explained a route in a town with the help of a map.
- I can understand the general subject of a discussion I hear.  
e.g. what the characters in the dialogue are talking about, the issues they raise or the decisions they take.
- I can understand the main theme of a short narrative, which contains connected sentences.  
e.g. by grasping the type of listening passage and the subject raised thanks to the sentences which are understood (event, description...).

### A2-3

When the speaker is addressing a wider audience on issues, which I am familiar with, but using sentences, which are short and simple...

- I can understand the key information of a short message.  
e.g. understand the time and the platform from which a train leaves, a doctor's visiting hours, opening and closing times.
- I can understand a narrative if it is about facts in the present, past or future.  
e.g. grasp when the speaker explains what happened before the events he is describing.
- I can understand the logical composition of a narrative.  
e.g. recognise when the speaker specifies why an event has taken place.
- I can follow the TV news headings or televised documentaries presented quite slowly and clearly in standard language, even if I do not understand all the details.  
e.g. recognise the issue dealt with, the type of news dealt with (political, economical, social, every day news items, etc.) and the essential meaning of this news.

## READING

I can read short simple texts. I can find a special piece of information, predictable in everyday language found in ads, leaflets, menus and timetables, and I can understand short personal letters.

(\*) We have indicated the skills on which we mainly focus at CREA-LANGUES.

