

## 44 Pre-A1 descriptoren

Uit: Table of a Representative Sample of Descriptors of Language Competences for Young Learners aged 11-15 Years

<https://rm.coe.int/collated-representative-samples-descriptors-young-learners-volume-2-ag/16808b1689>

*Pre-A1 represents a 'milestone' half way towards Level A1, a band of proficiency at which the learner has not yet acquired a generative capacity, but relies upon a repertoire of words and formulaic expressions.* Companion Volume, page 47

<b>LISTENING Pre-A1</b>	
1) Can recognise everyday, familiar words, provided they are delivered clearly and slowly in a clearly defined, familiar, everyday context.	<p>I can understand the names of everyday objects in the classroom.</p> <p>When someone is speaking this language, I can sometimes recognise words which I already know in other languages (for example "international", "active").</p> <p>I can understand numbers and important mathematical words.</p> <p>I can understand some scientific words and phrases.</p> <p>I can understand some important words in history and geography classes.</p> <p>I can understand some key words and phrases in English class.</p>
2) Can recognise numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a defined, familiar, everyday context.	<p>I can understand days of the week and months of the year.</p> <p>I can understand times and dates.</p> <p>I can understand numbers and prices.</p> <p>I can understand simple calculations using "plus", "minus" and "times".</p>
3) Can understand short, very simple questions and statements provided that they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary.	<p>I can follow simple instructions.</p> <p>I can understand simple classroom instructions, such as "Stand up, please", "Come here" or "Close the door, please".</p>
4) Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	<p>In simple and short recordings which are spoken slowly and clearly, I can understand words, names and numbers I already know</p>
5) Can understand short, simple instructions for actions such as 'Stop,' 'Close the door,' etc., provided they are delivered slowly face-to-face, accompanied by pictures or manual gestures and repeated if necessary.	<p>I can follow simple instructions.</p> <p>I can understand simple classroom instructions, such as "Stand up, please", "Come here" or "Close the door, please"</p>
6) Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	<p>In simple and short recordings which are spoken slowly and clearly, I can understand words, names and numbers I already know.</p>

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<b>READING Pre-A1</b>	
1) Can recognise familiar words accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.	In relatively simple texts, I can understand some expressions and very simple sentences if I am allowed to use a dictionary. I can read the names of sports and sports stars
2) Can understand from a letter, card or email the event to which he/she is being invited and the information given about day, time and location.	When I receive a written invitation, I can understand what I'm being invited to and the day, time and place.
3) Can recognise times and places in very simple notes and text messages from friends or colleagues, for example 'Back at 4 o'clock' or 'In the meeting room,' provided there are no abbreviations.	
4) Can understand simple everyday signs such as 'Parking,' 'Station,' 'Dining room,' 'No smoking,' etc.	On signs, I can understand words and expressions often found in everyday life (for example "station", "parking", "no smoking", "exit").
5) Can find information about places, times and prices on posters, flyers and notices.	I can pick out the main information (for example place, time or price) on posters, brochures and signs and understand it.
6) Can understand the simplest informational material that consists of familiar words and pictures, such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple, everyday words.	
7) Can understand very short, simple, instructions used in familiar, everyday contexts such as 'No parking,' 'No food or drink,' etc., especially if there are illustrations.	At school, I can understand certain very brief instructions if I have already come across them before in the same or a similar form.
8) Can deduce the meaning of a word from an accompanying picture or icon.	

<b>SPOKEN PRODUCTION Pre-A1</b>
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1) Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality).	
2) Can describe him/herself (e.g. name, age, family), using simple words and formulaic expressions, provided he/she can prepare in advance.	I can give some information concerning myself (for example my name, age, country, address and telephone number when speaking to a secretary who requires personal details for my registration).  I can say a short sentence about myself.
3) Can say how he/she is feeling using simple words like 'happy,' 'tired,' accompanied by body language.	I can say how I am feeling using simple words.

### WRITTEN PRODUCTION Pre-A1

1) Can give basic personal information in writing (e.g. name, address, nationality), perhaps with the use of a dictionary.	I can write some important information about myself.
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### SPOKEN INTERACTION Pre-A1

1) Can point to something and ask what it is.	I can point to something and ask what it is.
2) Can ask and answer questions about him/herself and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.	
3) Can understand a number of familiar words and greetings and recognise key information such as numbers, prices, dates and days of the week, provided speech is delivered very slowly, with repetition if necessary.	I can understand basic greetings and routine phrases (e.g., please, thank you). [10.2001-IE/Auth] – ND (A1) I can understand days of the week and months of the year. [10.2001-IE/Auth] - ND (A1) I can understand times and dates. [10.2001-IE/Auth] - ND (A1) I can understand numbers and prices. [10.2001-IE/Auth] - ND (A1)  I can understand simple classroom instructions, such as "Stand up, please", "Come here" or "Close the door, please". [LINGUAL-CH/13-15] (A1.1) I can follow simple instructions. (P.E.) [12.2001-IE/PP] (A1)
4) Can understand simple questions which directly concern him/her, for example about name, age and address, or similar things, if the person is asking slowly and clearly.	I can understand simple questions which directly concern me, for example when someone asks me my name or my address. [LINGUAL-CH/13-15] (A1.1) I can understand questions, for example about my family name and my first name, my age and address, or similar things, if the person asking slowly and clearly. [LINGUAL-CH/13-15] (A1.1)
5) Can understand simple personal information ( e.g. name, age, place of residence, origin) when other people introduce themselves, provided that they speak slowly and clearly directly to him/her, and can understand questions on this theme addressed to him/her, though the questions may need to be repeated.	When other people introduce themselves, I can understand simple important information such as their name and age and where they come from.

6) Can understand and use some basic, formulaic expressions such as 'Yes,' 'No,' 'Excuse me,' 'Please,' 'Thank you,' 'No thank you,' 'Sorry.'	<p>I can say basic greetings and phrases (e.g., "please", "thank you"), ask how someone is and say how I am. [10.2001-IE/Auth] – ND (A1)</p> <p>I can say thank you using very simple words. [LINGUAL-CH/13-15] (A1.1)</p> <p>I can greet someone with simple words and I can say "yes", "no", "sorry", "please" and "thank you". [LINGUAL- CH/13-15] (A1.1)</p>
7) Can recognise simple greetings.	
8) Can greet people, say his/her name and take leave of them.	I can greet people, introduce myself briefly and take leave of them. [LINGUAL-CH/13-15] (A1.1)
9) Can make simple purchases and/or order food or drink when pointing or other gesture can support the verbal reference.	I can make simple purchases, using pointing and gestures to support what I say. [10.2001-IE/Auth] – ND (A1) I can ask for things in a shop making gestures to help me. [7.2001-CZ/11-15] – ND (A1)
10) Can ask and tell day, time of day and date.	I can say what day of the week it is, the date and the time and I can also ask someone the day, the date and the time. [LINGUAL-CH/13-15] (A1.2)
11) Can tell people his/her name and ask other people their name.	I can tell people my name. I can also ask other people what they are called.
12) Can use and understand simple numbers in everyday conversations.	I can use and understand simple numbers in everyday conversations.
13) Can ask for and give a date of birth.	
14) Can ask for and give a phone number.	I can give some information concerning myself (for example my name, age, country, address and telephone number when speaking to a secretary who requires personal details for my registration)
15) Can say and ask people about their age.	I can give some information concerning myself (for example my name, age, country, address and telephone number when speaking to a secretary who requires personal details for my registration).
16) Can ask very simple questions for information, such as 'What is this?' and understand 1- or 2-word answers.	

**WRITTEN INTERACTION Pre-A1**

1) Can write short phrases and sentences giving basic personal information with reference to a dictionary.	
2) Can fill in very simple registration forms with basic personal details: name, address, nationality, marital status.	I can fill in a form (my name, address, age).
3) Can post simple online greetings, using basic formulaic expressions and emoticons.	
4) Can post online short simple statements about him/herself (e.g. relationship status, nationality, occupation), provided he/she can select them from a menu and/or refer to an online translation tool.	
5) Can make selections (e.g. choosing a product, size, colour) in a simple online purchase or application form, provided there is visual support.	

### 'Losse' Pre-A1 descriptorer

Can manage very short, isolated, rehearsed utterances using gesture and signalled requests for help when necessary.

Can communicate very basic information about personal details in a simple way.

Can employ very simple principles of word order in short statements.

Can use isolated words and basic expressions in order to give simple information about him/herself.

Can make selections (e.g. choosing a product, size, colour) in a simple online purchase or application form, provided there is visual support.

Can relay (in Language B) simple instructions about places and times (given in Language A), provided these are repeated very slowly and clearly.

Can relay (in Language B) very basic information (e.g. numbers and prices) from short, simple, illustrated texts (written in Language A).

Can list (in Language B) names, numbers, prices and very simple information from texts (written in Language A) that are of immediate interest, that are written in very simple language and contain illustrations.