

NEW CUTTING EDGE

ELEMENTARY

Module 12 A weekend away
Framework level: A2

Language focus	1 Future intentions: <i>going to</i> , <i>would like to</i> and <i>want to</i> 2 Suggestions and offers
Vocabulary	Going out and staying in
Task	Plan a weekend away
Pronunciation	Weak form of <i>to</i> Sounding polite

	Descriptor	Page
OVERALL READING COMPREHENSION	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	106
READING FOR ORIENTATION	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	110
READING FOR INFORMATION AND ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	108, 109
OVERALL WRITTEN PRODUCTION	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.	105
CREATIVE WRITING	Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences.	110
UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS	Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.	107, 108, 110
LISTENING TO AUDIO MEDIA AND RECORDINGS	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	104
SUSTAINED MONOLOGUE: Describing experience	Can give short, basic descriptions of events and activities.	106
ADDRESSING AUDIENCES	Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions.	109
PLANNING	Can recall and rehearse an appropriate set of phrases from his/her repertoire.	107, 109
INFORMAL DISCUSSION (WITH FRIENDS)	Can discuss what to do in the evening, at the weekend. Can make and respond to suggestions.	107
	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	106
GOAL-ORIENTED CO-OPERATION (e.g.	Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when	109

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Repairing a car, discussing a document, organising an event)	he/she does not understand. Can discuss what to do next, making and responding to suggestions, asking for and giving directions.	
GENERAL LINGUISTIC RANGE	Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	107, 109
VOCABULARY RANGE	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	106, 108, 110
GRAMMATICAL ACCURACY	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	104, 105, 107
PHONOLOGICAL CONTROL	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.	105, 107