

# NEW CUTTING EDGE

## ELEMENTARY

### Module 13 Learning for the future Framework level: A2

<b>Language focus</b>	1 Infinitive of <i>purpose</i> 2 <i>might and will</i>
<b>Vocabulary</b>	Education and careers
<b>Task</b>	Find the right course
<b>Pronunciation</b>	Present and future forms Silent vowel sounds

	<b>Descriptor</b>	<b>Page</b>
<b>READING FOR ORIENTATION</b>	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	117, 118
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	115
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	113, 116
<b>OVERALL SPOKEN INTERACTION</b>	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	113
<b>ADDRESSING AUDIENCES</b>	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.	116
<b>PLANNING</b>	Can recall and rehearse an appropriate set of phrases from his/her repertoire.	116
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	114
<b>GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)</b>	Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. Can discuss what to do next, making and responding to suggestions, asking for and giving directions.	113, 116
<b>INTERVIEWING AND BEING INTERVIEWED</b>	Can make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.	118
<b>GENERAL LINGUISTIC RANGE</b>	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	117

# NEW CUTTING EDGE

## ELEMENTARY

	search for words.	
<b>VOCABULARY RANGE</b>	Has a sufficient vocabulary for coping with simple survival needs.	112, 118
<b>GRAMMATICAL ACCURACY</b>	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.	114, 116
<b>PHONOLOGICAL CONTROL</b>	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.	112, 116