

HCT Foundations Level 2

Curriculum

Foundations Level 2	
A2+	
Functions	F1. Describing future plans F2. Describing habits and routines F3. Describing past experiences F4. Describing people, places, things in more detail F5. Explaining basic information from tables, charts and maps F6. Expressing and justifying basic opinions F7. Expressing feelings/emotions F8. Expressing obligation and necessity F9. Following and giving directions F10. Initiating and closing conversation with their peers and the teacher (both face to face and phone conversations) F11. Making basic inferences F12. Making suggestions F13. Telling the time F14. Using dates, years, calendar F15. Using numbers including fractions and percentages F16. Making comparisons
Vocabulary	V1. Can demonstrate an understanding of the meaning and use of the A2+ (Level 2) words on the <i>Curriculum Vocabulary List</i> .
Grammar	G1. Modals: can, could, might, may, ability and possibility G2. Basic Syntax and Word Order G3. Present and Past Simple G4. This, That, These, Those G5. Present Continuous G6. Comparatives and Superlatives G7. Intensifiers: too, enough, very, so G8. Articles and determiners: much, many, few, little, some, any G9. Conditional (1st) G10. Conjunctions: in addition, however, also G11. Future: will, going to & present continuous G12. Linkers, sequential: first, second, then, next, after that, finally, before/after G13. Question forms (subject and object)
Topics & Themes	T1. Activities: hobbies, interests, leisure activities, and sports T2. Animals T3. Celebrations/Traditions T4. Classroom Routines and Teacher Expectations T5. Current events T6. Education T7. Environment T8. Family life T9. Holidays/Travel T10. Local geography: describing places T11. Nationalities, countries, and languages T12. Personalities, feelings

Reading	<p>R1. Can demonstrate an emerging ability to deal with topics of a less familiar nature in various simple texts, while understanding details and general meaning.</p> <p>R2. Can demonstrate basic recognition of different types of text.</p> <p>R3. Can distinguish fact from opinion at a basic level.</p> <p>R4. Can distinguish main idea from supporting details.</p> <p>R5. Can find, understand and synthesise relevant information in everyday material, such as letters, emails, ecards, brochures and short official documents (e.g. official College letters and documents).</p> <p>R6. Can find specific, predictable information in simple non-linear texts such as advertisements, brochures, information leaflets, menus, reference lists, maps, charts, graphs and timetables.</p> <p>R7. Can identify pronoun references.</p> <p>R8. Can make use of clues such as titles, illustrations, paragraphing, punctuation, headings.</p> <p>R9. Can read simple texts up to 600 words with few important words above A2+ Level, as defined by the <i>Curriculum Vocabulary List</i>.</p> <p>R10. Can recognise main points in straightforward news articles on familiar subjects.</p> <p>R11. Can understand rules and regulations, when expressed in simple language.</p> <p>R12. Can understand, analyse, follow and check instructions.</p>
Reading Text Types	<p>Key text types:</p> <ol style="list-style-type: none"> 1. Descriptions of people and their personal details (e.g. profiles and bios) 2. Informative articles from newspapers, magazines, and online news websites 3. Instructions (e.g. how to book a ticket, sign up for an activity or use an app) 4. Personal narratives <p>Other text types:</p> <p>Signs, notices (e.g. warnings), posters, advertisements, brochures, leaflets, guides (e.g. hotel guides, city guides), price lists, timetables, bills, tickets, maps, simple graphs, online telephone directories, forms (e.g. landing forms, hotel registration forms), shop signs, product packaging (e.g. in supermarkets), personal correspondence (letters, e-mails, e-cards, memos, text messages).</p>
Writing	<p>W1. Can do basic self- and peer-editing using a predetermined checklist.</p> <p>W2. Can make effective use in writing of A2+, A2 and A1 words from the <i>Curriculum Vocabulary List</i> and the Level 2 grammatical structures given above.</p> <p>W3. Can write appropriately structured short descriptive and narrative paragraphs about personal environment, including people, places, past experiences and activities, habits and routines, including the ability to express likes and dislikes.</p> <p>W4. Can write descriptive and narrative texts of at least 150 words.</p> <p>W5. Can write personal messages asking for or clearly conveying simple information of immediate relevance.</p> <p>W6. Can write personal messages describing experiences, feelings, places and events in some detail.</p> <p>W7. Can write short objective descriptions of a picture or a series of pictures, and simple graphs.</p> <p>W8. Can express in writing his/her opinion about familiar and general matters at a basic level.</p>
Listening	<p>L1. Can demonstrate an ability to understand clear standard speech on familiar topics regularly encountered at home, work, school, leisure, etc.</p> <p>L2. Can follow simple directions and instructions.</p> <p>L3. Can follow videos and audio recordings of about 4-6 minutes.</p> <p>L4. Can identify at a basic level the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary.</p> <p>L5. Can identify main points, details and the gist in short narratives of familiar matters, messages and announcements.</p>

	<p>L6. Can identify speaker attitudes, feelings, and mood.</p> <p>L7. Can make basic inferences regarding an audio or video recording.</p> <p>L8. Can understand extended monologues and dialogues.</p> <p>L9. Can understand the main points of audio news items (e.g. podcasts) and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</p> <p>L10. Can understand topics on current affairs or of personal interest if the delivery is slow and deliberate.</p>
Speaking	<p>S1. Can ask for repetition or reformulation from time to time when communication breaks down.</p> <p>S2. Can communicate effectively in a range of common or familiar situations, with preparation (e.g. thinking time) and describe events, personal opinions and plans, and narrate a story.</p> <p>S3. Can describe plans and arrangements, habits and routines, past activities and personal experiences.</p> <p>S4. Can establish social contact: greetings and farewells; introductions.</p> <p>S5. Can exchange relevant information and suggest a solution to practical problems when asked directly, with some help with formulation and repetition of key points if necessary.</p> <p>S6. Can express how he/she feels in simple terms, likes and dislikes, and express thanks.</p> <p>S7. Can generally follow and respond to changes of topic in formal discussion conducted slowly and clearly and related to familiar subjects.</p> <p>S8. Can give a short, rehearsed presentation (3-5 minutes) (with and without technology) on an everyday topic, briefly giving reasons and explanations for opinions, plans and actions. Can respond appropriately to a limited number of straightforward follow up questions.</p> <p>S9. Can identify self on the phone and state purpose.</p> <p>S10. Can interact with reasonable ease in structured situations (e.g. role plays) and short conversations, provided the other person helps if necessary.</p> <p>S11. 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.</p> <p>S12. Can take part in routine formal discussion of familiar subjects in clearly articulated speech, involving the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.</p> <p>S13. Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, field trips, a job or study experience.</p> <p>S14. Can use simple descriptive language to make brief statements about and compare objects and possessions.</p>