

# Functions and Notions

## A1

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## Language Functions

### The Learner CAN impart and elicit factual information

#### identifying

- with pointing gesture
    - (an object) this one, that one, these, those
    - (a person) me, you, him, her, us, them
  - where pointing impossible
    - (a person) It + be + me, you, him, her, us, them
    - (a person or object) It + be + NP
- reporting (describing and narrating)**
- declarative sentences within the learner's grammatical and lexical competences

NB This limitation applies wherever declarative sentence is specified

#### correcting

- as with identifying and reporting sections above but with contrastive stress

#### asking

- for confirmation
    - declarative sentences with high-rising intonation
- short questions**
- I, you, he, she, it, we, they + *be/have/do/can/will?*
  - OK?
- for information
    - wh questions (time) when? (place) where? (manner) how? (reason) why?
  - seeking identification
    - wh questions (person) who? (thing) what?
    - which (+ one/NP)?

#### answering questions

- for confirmation
  - Yes (+tag)
  - No (+negative tag)
- for information

**short answers**

  - (time and place) adverbs, prepositional phrases
  - (manner) prepositional phrases
  - like this (with demonstration)
  - (reason) because + declarative sentence
- for identification
  - see identifying section above
  - NP

# The learner CAN express and find out attitudes

## factual: agreement, etc.

- expressing agreement with a statement.
  - (with positive statements)  
Yes (+ *nod of the head*)
  - (with negative statements)  
No (+ *shake of the head*)
- expressing disagreement with a statement
  - (Sorry)
  - (with positive statements)  
No (+ *shake of the head*)
  - (with negative statements)  
Yes (+ *nod of the head*)
- enquiring about agreement and disagreement
  - OK?
- denying something
  - No (+ *shake of the head*)

## factual: knowledge

- stating whether one knows or does not know something, someone, or a fact
  - I (don't) know (+ NP)
  - I know + declarative sentence
- enquiring whether someone knows or does not know something, someone, or a fact
  - You know (+ NP)?
  - You know + declarative sentence?

## factual: modality

- expressing ability and inability
  - NP+ can('t) + VP inf
- enquiring about ability and inability
  - NP+ can + VP inf?

## factual: certainty

- expressing how certain one is of something
  - I am (not) sure.
- enquiring how certain someone is of something
  - (You're) sure?

## obligation

- expressing obligation to do something
  - I, you, he, she, we, they/NP have to + VPinf
- expressing one is not obliged to do something
  - I, you, he, she, we, they/NP don't/doesn't have to + VPinf
- enquiring whether one is obliged to do something
  - I, you, he, she, we they + have/has to+ VPinf?

## permission

- giving permission
  - Yes
  - You, he, she, they can (+ VPinf)
- seeking permission
  - Can I, he, she, we, they (+ VPinf)?
- stating that permission is not given
  - No
  - (I'm) sorry
  - You, he, she, they, can't (+ VPinf)

## volitional

- expressing wants, desires
  - something**
    - I'd like + NP, please
  - to do something**
    - I'd like to + VPinf, please
  - asking for something**
    - Can I have + NP, please?
  - asking to do something**
    - see section on asking above
- enquiring about wants, desires
  - You would like (to do) something?
  - (To have something) NP?
  - (To do something) You, he, she, they would like to + VPinf?
- expressing intention
  - NP + will (+VPinf)

- enquiring about intention
  - NP = will (+ VPinf)?
- expressing preference
  - I('d) like + NP better/best

## emotional

- expressing and reporting emotional states
  - I'm/NP + be (very) happy/sad/glad/excited/worried/afraid
  - enquiring about emotional states**
    - How are you?
- expressing liking
  - Lovely!
  - NP + be (very) nice
  - I/NP love(s)/like(s) + NP (very much)
- expressing dislike
  - Horrible!
  - NP + be + not very nice
  - I, he, she, we, they hate + NP.
  - (disgust) Ugh!
- enquiring about (dis)pleasure, (dis)like
  - OK?
  - Do you like + NP?
- expressing hope
  - I hope + so/declarative sentence
- expressing satisfaction
  - Good!
- expressing dissatisfaction
  - It's not good
- enquiring about satisfaction
  - OK?
- giving reassurance
  - Never mind
  - There, there
- expressing disappointment
  - What a pity!
- expressing gratitude
  - Thank you (very much)

## moral

- apologizing
  - Sorry!
- granting forgiveness
  - OK
  - That's all right
- expressing approval
  - (Very) Good!
- expressing appreciation
  - (Very) good!
  - (Very) nice!
- expressing regret
  - (*a shake of the head*)
  - (I'm) (very) sorry.
- expressing indifference
  - (*with a shrug of the shoulders*)
  - It is not important.

## The learner CAN get things done (suasion)

- suggesting a course of action
  - Why not + VP?
  - including the speaker*
  - Let's (+VP)
- agreeing to a suggestion
  - OK
  - Yes, why not?
  - Yes, let's
- requesting others to do something
  - Please + VP imperative
  - Please can you + VP infinitive
- inviting others to do something
  - Please (+ VPimp)
  - Would you like to + VPinf?
- accepting an offer or invitation
  - Thank you
  - Yes, please
- declining an offer or invitation
  - No, thank you
  - (*with shake of head*) Sorry!
- enquiring whether an invitation or offer is accepted or declined
  - OK?
  - Can you (+ VPinf)?
- advising others to do something
  - Why not + VPinf?
- warning
  - (Be) Careful!
- offering assistance
  - Can I help you?
- requesting assistance
  - Help!
  - Can you help me please?

## The learner CAN socialise

- attracting attention
  - Hallo!
  - Excuse me, please
- greeting people
  - Hallo (+ *name*)!
  - How are you?
- responding
  - Fine, thank you
- addressing people
  - strangers*
  - no address form
  - deferential or formal, especially in writing*
  - Sir/Madam
- acquaintances*
  - Mr./Mrs./Miss + family name
- friends and relations*
  - first name
- introducing someone
  - (other people) (*address form* +)
  - This is + *name*
  - (oneself) Hallo! I'm + *name*
- reacting to being introduced
  - Hallo!
- formal*
  - How do you do?
- congratulating someone
  - Congratulations!
  - Well done!
- proposing a toast
  - Cheers!
- taking leave
  - Goodbye!

## The learner CAN structure discourse

- opening a conversation
  - Hallo!
  - Well, ...
- expressing hesitation, looking for words
  - ...er....
  - ...er, what is it, ... er...
- correcting oneself
  - (incorrect form) No, sorry + corrected form
- enumerating
  - (first item) and (second item) and (third item)

- summing up
  - ...and so...
- closing
  - Well, thank you
  - Goodbye.

### using the telephone

- opening
  - if the caller*
    - Hallo, this is + name
  - if the person called*
    - Hallo? (+ own telephone number/ name)

- asking for an extension
  - Number/name + please
- requesting or giving notice of a new call
  - (I will) call back later

### opening and closing a letter or e-mail

- opening
  - Dear + address form
- closing
  - Yours, + signature on next line

## The learner CAN repair snags in communication

- signalling non-understanding
  - Sorry (?)
- asking for overall repetition
  - Sorry?
  - Again, please
- asking for partial repetition
  - Sorry? (+ *wh?*)
- asking for clarification
  - Sorry? (+ queried word?)

- asking for confirmation of understanding
  - (Sorry) you said + queried word?
- asking for a word to be spelt out
  - Please spell that
- asking for something to be written down
  - Please write that

- expressing ignorance of an expression
  - Sorry, I don't know the word
- appealing for assistance
  - What is + '*native language expression*' in English?
- asking a speaker to slow down
  - Slowly, please

# General Notions

## General notions for Breakthrough with recommended exponents

### existential

- existence, non-existence
  - There is + *NP*
  - There is no + *NP*
  - There is (no) + *NP*?
- presence, absence
  - (not) here, (not) there
- availability, non-availability
- occurrence, non-occurrence
  - to happen

### spatial

- location
  - here, there
  - where?
- relative position
  - in, on, under, behind, near
- distance
  - (not) far (from)
  - how far?
- motion
  - go, come, stop, start, move, push, pull, fall, drop, lift
  - sit, stand, lie
- direction
  - here, away, up, down, left, right
  - to, from, back, forward
  - bring, take, send, put
- origin
  - from
- arrangement
  - first, then, last
  - before, after

### dimensions

- size
  - (not) big, tall, high, deep
  - How big, tall, high, deep?

- length
  - inch, foot, yard, mile
  - centimetre, meter, kilometre
  - (not) long
  - How long?

- pressure
  - (not) heavy
  - How heavy?

- weight
  - ounce, pound, ton
  - gram(me), kilogram(me)
  - (not) heavy
  - How heavy?

- volume
  - pint
  - litre
  - (not) much
  - how much?

- space
  - (not) big
  - how big?

- temperature
  - degree
  - (not) hot, (not) cold
  - how hot?, how cold?

### temporal

- points of time
  - number (1 – 12) + o'clock
  - number (1 – 12) + number (1 – 59)
  - what's the time?

- divisions of time
  - second, minute, hour, day, week, month, year
  - times of day: morning, afternoon, evening, night
  - seasons: spring, summer, autumn, winter

- indications of time
  - yesterday, today, tomorrow
  - last/this/next + items in 3.2
  - dates: ordinal numbers 1 – 31 + month + year
  - names of days of week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
  - names of months of year: January, February, March, April, May, June, July, August, September, October, November, December
  - names of years:
    - at + time
    - on + day
    - in + month, year

- duration
  - for, until, since, by
  - (not) long
  - how long?

- earliness
  - (too) early

- lateness
  - (too) late

- anteriority
  - before, earlier

- posteriority
  - after, later

- sequence
  - first, then

- simultaneity
  - at the same time
  - 'continuous' aspect

- future reference
  - NP + will + VPinf
  - soon, later
  - next + items in divisions of time section above
  - tomorrow, tonight

- present reference
  - simple present
  - present continuous
  - present perfect
  - now
- past reference
  - simple past
  - past continuous
  - yesterday
  - ago
  - last + items in divisions of time section above
- simple present
- delay
  - late
- speed
  - (not) (very) fast
  - number + miles an hour (written mph)
- frequency
  - always, never, sometimes
  - every + items in divisions of time above
- continuity
  - continuous aspect
  - perfective aspect
  - for + number + seconds, years, etc.
  - since + items in indications of time section above
- intermittence
  - sometimes, not always
- permanence
  - always, never
- temporariness
  - continuous aspect (as in I am living in London vs. I live in London)
  - for + division of time section above
- repetitiousness
  - again, many times, number + times, sometimes
- uniqueness
  - only one time

- commencement
  - start
  - since + items in the indications of time section above
- cessation
  - stop
  - until, by + items in the indications of time section above
- stability
  - stay, wait
  - always never
- change, transition
  - become

#### quantitative

- number
  - singular/plural
  - cardinal numbers: 1 – 99, hundred, thousand, million
  - ordinal numbers: first, second, third, etc., 1st – 1,000,000th
  - fractions: half, one + ordinal number, point (as in one point three five, written 1.35)
- quantity
  - (not +) all, much, many, enough, any, some
  - how + much, many?
  - cup,/bottle/glass/piece + of + N
- degree
  - comparative and superlative of adjectives and adverbs in vocabulary
  - (not +) very, too, enough, much, quite

#### qualitative

- physical *shape*
  - round
- dimension
  - see dimension section above
- moisture, humidity
  - wet, dry

- visibility, sight
  - see, light, dark, look
- audibility, hearing
  - hear, sound, loud, listen
- taste and smell
  - to taste, to smell
  - sweet, sour
  - (not) good
  - like + NP
- texture
  - hard
- colour
  - blue, green, yellow, red, black, white, grey, brown
- age
  - (not) new, young, old
  - How old?
  - NP + be + number (+ years old)
- physical condition and actions
  - well, strong
  - hurt, dead
  - hit, kick, kill
- accessibility
  - (not) open
- cleanness
  - (to) clean, dirty
  - dirt
- material
  - air, water
  - (made of +) leather, plastic, wood, paper, metal, cloth, glass
- fullness
  - full, to fill, (to) empty

#### evaluative

- value, price
  - How much?
  - (not) cheap
- quality
  - (not) (very) good, well
- acceptability
  - OK

- adequacy
  - (not) OK,
  - (not) (adj) enough
  - (not) too +adj
- desirability/undesirability
  - nice, to like
- correctness/incorrectness
  - (not) right
- capacity/incapacity
  - can, can't
- importance
  - (not) important
  - how important?
- normality/abnormality
  - (un)usual(ly)
- facility/difficulty
  - (not) easy

#### mental

- reflection
  - to hope, to know, to think
- expression
  - to say, to ask, to write

#### relational

- spatial relations
- temporal relations
- action-event relations
- agency
  - agent as subject NP  
(as in: My cat eats fish):

- objective
  - objective as object NP  
(as in: He eats fish)
- dative
  - to + NP (as in: Give the book to me)
- instrumental
  - with + NP (as in: He opened the door with his key)
- benefactive
  - for + NP (as in: I have bought this for you)
- place
- time
- manner, means
  - like this (with demonstration)
  - fast, well, hard
  - how?
  - with + NP

#### contrastive relations

- equality/inequality
  - (not) the same (as + NP), another
  - (not) as adj/adv as NP
- contrast
  - (not) like
  - comparative degree + than + NP

#### possessive relations

- ownership, possession
  - possessive adjectives: my, your, his her, our, their
  - possessive pronouns: mine, yours, his, hers, ours, theirs
  - have, give, get

#### logical relations

- conjunction
  - and, but
- disjunction
  - or
- inclusion/exclusion
  - with(out)
- cause
  - why?
  - because of + NP
  - because + sentence(s)
- effect
  - so
- reason
  - why?
  - because of + NP
  - because + S
- purpose
  - to + VPinf (as in I did it to help you)
- condition
  - if + S



deixis

- definite

non-anaphoric	
personal pronouns, subject forms personal pronouns, non-subject forms possessive adjectives possessive pronouns demonstrative adjectives and pronouns definite article interrogative (WH) pronouns interrogative adjectives adverbs	I, you, he, she, it, we, they me, you, him, her, it, us, them my, your, his, her, its, our, their mine, yours, his, hers, ours, theirs this, that, these, those the who? what? which? what? which + NP? here, there, now, then
anaphoric	
personal pronouns, subject forms personal pronouns, non-subject forms possessive adjectives possessive pronouns demonstrative adjectives and pronouns adverbs pro-clause definite article propword pro-VP	he, she, it, they him, her, it, them his, her, its, their his, hers, theirs this, that, these, those there, then so (as in 'Is the food good?' 'I think so') the one (as in 'I like the red one') do (so) (as in 'He asked me to come in and I did (so)').)

- indefinite

indefinite article indefinite pronouns, personal indefinite pronouns non-personal indefinite adverbs: place indefinite adverbs: time indefinite adverbs: manner	a, an somebody, anybody, nobody, everybody something, anything, nothing, everything somewhere, anywhere, nowhere, everywhere some times, any time, never, always somehow, anyhow, in no way
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semi-deictics

- Generic nouns may be used in a deictic, more particularly an anaphoric function e.g. person, people, man, woman, boy, girl, child, animal, plant, thing, stuff, place, time, way (as in: I know Bill well and I like the man)

# Themes and specific notions

## The personal domain

### personal identification

Adult learners CAN state and write down (e.g. in application and registration forms, or in personal notes): their name, address, telephone number and e-mail address, nationality, where they are from, what they do for a living, their family, personal relations, likes and dislikes, personal possessions.

They CAN elicit and understand similar information from others. With assistance if necessary, younger learners CAN state and elicit information regarding: their name, address, family, friends, pets, school and personal possessions. They can spell their name and address and give a telephone number.

- name
  - personal names
  - first names
  - nicknames
  - family names
  - Mr.
  - Mrs.
  - Miss
  - Ms. (writing only)
  - to write
  - *names of letters of the alphabet*
  - to be
- address
  - to live
  - *street names*
  - number
  - *names of cities*
  - *names of countries*
- telephones, fax and e-mail
  - telephone
  - *cardinal numbers 0-10*
  - to phone
  - number
  - zero
  - nought, oh (receptive)
  - fax
  - e-mail
  - at (written '@')
  - dot (written '.')
  - slash (written '/')
- date and place of birth
  - to be born, birthday
- age
- sex
  - male
  - female
  - man
  - woman
  - boy
  - girl
- marital status
  - (not) married
- nationality
  - *names of nationalities*
- origin
  - to be from... *names of countries*
- occupation
  - *names of occupations* to be a... (e.g. I am a teacher, my mother is a nurse)
  - *places of work* (to) work (e.g. What is your work? I work in a hospital)
- education (see also Section D below)
  - school
  - university
  - student
  - to study
  - to learn
  - to go to (school, university)
  - *names of subjects*
- family
  - family
  - father
  - mother
  - husband
  - wife
  - child
  - son
  - daughter
  - brother
  - sister
  - cousin
- religion
  - *names of religious affiliations* (e.g. Christian, Catholic, Protestant, Orthodox, Muslim, Hindu, Agnostic, Atheist)
  - God
  - faith
  - to believe
- likes and dislikes
- character and personal appearance
  - to be (+ not) (+ very)
  - to look (+ not) (+ very)
  - brave
  - clever
  - kind
  - nice
  - tall
  - slim
  - dark
  - fair

## house, home and environment

Learners CAN refer to the home, its rooms, furnishings, equipment, services, amenities, and to the main features of the environment, its landscape, climate and weather, flora and fauna. They CAN understand and elicit similar information from other people.

Younger learners CAN name many of the common zoo and domestic animals and their young. They CAN describe their own pets and their care. They CAN listen to simple stories about animals, read very simple well-illustrated children's books about animals and watch animal films, videos and TV broadcasts.

- accommodation, rooms
  - house
  - flat
  - room
  - floor
  - bathroom
  - bedroom
  - toilet
  - living-room
  - kitchen
  - garage
  - garden
  - window
  - door
  - wall
  - (to) rent
- furniture, bedclothes
  - chair
  - table
  - bed
  - bedclothes
- services
  - heat(ing)
  - light(ing)
  - switch (on/off)
- equipment and amenities
  - machine
  - bath
  - shower
  - telephone
  - computer
  - cooker
  - fridge
- household articles
  - knife
  - fork
  - spoon
  - plate
  - cup
  - bottle
  - glass
  - towel
  - box
  - clock
- environment
  - town
  - park
  - country
  - field
  - hill
  - river
  - lake
  - sea(side)
- flora and fauna
  - animal
  - pet
  - *names of animals* (pets, zoo and domestic) e.g. cat, dog, tiger, cow, bird, insect
  - plant
  - *names of plants* e.g. grass, flower, tree, vegetable
- climate and weather
  - weather
  - sun(ny)
  - rain(y)
  - fog(gy)
  - snow(y)
  - ice, icy
  - wind(y)
  - storm(y)
  - flood

## daily life

Learners CAN speak about the main features of their daily routines at home and elicit and understand similar information from other people. They can talk about the major seasonal and religious festivals.

- |  |  |   |
|--|--|---|
| <ul style="list-style-type: none"><li>• at home<ul style="list-style-type: none"><li>– home</li><li>– to get up</li><li>– to wash</li><li>– to (un)dress</li><li>– to go to bed</li><li>– to have:<ul style="list-style-type: none"><li>a meal</li><li>breakfast</li><li>lunch</li></ul></li></ul></li></ul> | <ul style="list-style-type: none"><li>dinner</li><li>supper</li><li>– to clean</li><li>– to go:<ul style="list-style-type: none"><li>out</li><li>to work</li><li>to school</li><li>shopping</li></ul></li><li>– to come home</li></ul> | <ul style="list-style-type: none"><li>• seasonal festivals<ul style="list-style-type: none"><li>– names of festivals (e.g. Christmas, Easter)</li></ul></li></ul> |
|--|--|---|

## free time, entertainment

Learners CAN say when they are free and what they do in their spare time. They can elicit and understand information on these topics from other people.

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"><li>• leisure<ul style="list-style-type: none"><li>– to be free</li><li>– (to go on) holiday</li><li>– to go out</li></ul></li><li>• play and games<ul style="list-style-type: none"><li>– to play</li><li>– toy</li><li>– doll</li><li>– draw(ing)</li><li>– paint(ing)</li><li>– game</li><li>– <i>names of games</i> (e.g. ludo, snap, poker)</li><li>– <i>names of playground equipment</i> (e.g. swing, slide, see-saw)</li></ul></li><li>• hobbies and interests<ul style="list-style-type: none"><li>– hobby</li><li>– <i>names of hobbies</i>, e.g. gardening, DIY</li><li>– <i>names of fields of interest</i>, e.g. the Internet, the arts, sport, politics</li><li>– walk</li><li>– to collect</li><li>– <i>names of collectables</i>, e.g. stamps, dolls, teddy bears</li></ul></li></ul> | <ul style="list-style-type: none"><li>• entertainment, media<ul style="list-style-type: none"><li>– radio</li><li>– hi-fi</li><li>– to listen (to)</li><li>– television, TV</li><li>– video</li><li>– to watch</li><li>– programme</li><li>– news</li><li>– quiz</li><li>– film</li><li>– music</li></ul></li><li>• intellectual and artistic pursuits<ul style="list-style-type: none"><li>– (to) talk</li><li>– to read</li><li>– book</li><li>– art</li><li>– music</li><li>– <i>kinds of music</i> (e.g. classical, pop)</li><li>– <i>names of musical instruments</i> (e.g. guitar, piano)</li><li>– to sing, song</li><li>– dance</li></ul></li></ul> | <ul style="list-style-type: none"><li>• sports and physical activities<ul style="list-style-type: none"><li>– sport</li><li>– <i>names of sports and games</i> (e.g. football, athletics, chess)</li><li>– match</li><li>– to play</li><li>– to win</li><li>– to swim</li><li>– to walk</li><li>– to run</li><li>– (to) cycle</li></ul></li><li>• press<ul style="list-style-type: none"><li>– (news)paper</li><li>– magazine</li><li>– story</li><li>– article</li><li>– picture</li><li>– page</li></ul></li></ul> |
|---|---|--|

## relations with other people

Learners CAN refer to and establish personal relations, participate in social life and deal with correspondence. They CAN understand simple information, e.g. on dates, names, places, addresses wishes, etc. on postcards, greetings cards, invitations, etc.

- social life
  - (boy-/girl-) friend
  - partner
  - colleague
  - guest
  - to know
  - to visit
  - present
  - party
- correspondence
  - to write (to)
  - to hear (from)
  - card
  - letter
  - fax
  - e-mail
  - to send
  - to get
- paper
- pen
- pencil
- envelope
- to answer

# The public domain

## public entertainment: cinema, theatre, spectator sports

Adult and teenage learners CAN take part in public entertainment events, finding out what is on offer, booking and buying tickets, buying programmes, finding their seats, etc. They CAN discuss them later. They CAN recognise relevant information in written texts, such as on posters and in programmes.

Younger learners CAN talk about films, etc. they like, have seen or want to see.

- cinema
- theatre
- stadium
- *kinds of entertainment*  
(e.g. play, film, show, concert, gig)
- to watch
- ticket
- programme
- seat

## travel

Adult and teenage learners CAN refer to places, speak about and use travel facilities, such as means of public and private transport, tourist accommodation, luggage and documents. They CAN elicit and understand such information from other people. They CAN give and receive simple directions, written and spoken, as to how to get to places. They CAN gather relevant information from written texts, such as timetables, roadside signs and notices.

Younger learners CAN name, describe and talk about means of transport, journeys they have made, places they like, have been to or would like to visit. They CAN give and follow simple directions, especially if repeated and accompanied by appropriate gestures.

## places

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| <ul style="list-style-type: none"><li>• public transport<ul style="list-style-type: none"><li>– to go (by)</li><li>– <i>means of transport</i> (e.g. bus, train, plane, taxi, ship)</li><li>– ticket</li><li>– return</li><li>– to go</li><li>– to arrive</li><li>– station</li><li>– airport</li><li>– stop</li><li>– platform</li><li>– information</li></ul></li><li>• private transport<ul style="list-style-type: none"><li>– (bi)cycle</li><li>– car</li><li>– to drive</li><li>– driver</li><li>– garage</li><li>– petrol</li></ul></li></ul> | <ul style="list-style-type: none"><li>• traffic, directions<ul style="list-style-type: none"><li>– street</li><li>– road</li><li>– motorway</li><li>– traffic lights</li><li>– <i>common road sign texts</i> (e.g. stop!, slow!, accident, road works ahead.)</li><li>– stop</li><li>– (turn) left, right</li><li>– (keep) straight on</li><li>– park</li></ul></li><li>• holidays<ul style="list-style-type: none"><li>– tourist</li><li>– visit</li><li>– <i>names of sights and buildings of interest</i></li><li>– foreign</li><li>– <i>names of cities</i></li><li>– <i>names of countries</i></li><li>– <i>names of continents</i></li><li>– beach</li></ul></li></ul> | <ul style="list-style-type: none"><li>• accommodation<ul style="list-style-type: none"><li>– hotel</li><li>– camp site</li><li>– tent</li><li>– to book</li><li>– single room</li><li>– double room</li><li>– key</li><li>– bill</li></ul></li><li>• luggage<ul style="list-style-type: none"><li>– luggage</li><li>– case</li><li>– bag</li></ul></li><li>• documents<ul style="list-style-type: none"><li>– passport</li><li>– insurance</li><li>– driving licence</li></ul></li></ul> |
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## health and body care

All learners CAN refer to matters of personal well-being, personal hygiene and health. They CAN describe symptoms in simple terms to a doctor or dentist. Adult learners CAN elicit and understand similar information from other people. They CAN report accidents and use medical services and understand simple information and instructions given by a doctor or nurse, using repair strategies as needed. They CAN read and understand simple written instructions such as those on medicine bottles, tablets, etc.

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| <ul style="list-style-type: none"><li>• parts of the body<ul style="list-style-type: none"><li>– <i>names of parts of the body</i> (e.g. head, eyes, ears, nose, mouth, tooth, chest, back, stomach, arms, legs, fingers, foot)</li></ul></li><li>• personal well-being<ul style="list-style-type: none"><li>– to feel</li><li>– to look</li><li>– (un)well</li><li>– better</li><li>– hungry</li><li>– thirsty</li><li>– tired</li><li>– awake</li><li>– asleep</li><li>– (to) sleep</li><li>– to wake up</li></ul></li></ul> | <ul style="list-style-type: none"><li>• hygiene<ul style="list-style-type: none"><li>– towel</li><li>– wash</li><li>– bath</li><li>– shower</li><li>– soap</li></ul></li><li>• ailments, accidents<ul style="list-style-type: none"><li>– Help!</li><li>– <i>names of illnesses</i>, e.g. cold, flu</li><li>– ill(ness)</li><li>– (to have a) pain/ache (in a body part)</li><li>– hurt</li><li>– accident</li><li>– fire</li><li>– break</li><li>– burn</li><li>– cut</li><li>– blood</li></ul></li></ul> | <ul style="list-style-type: none"><li>• medical services<ul style="list-style-type: none"><li>– medicine</li><li>– tablet</li><li>– <i>names of medicines</i>, e.g. aspirin, antibiotic.</li><li>– hospital</li><li>– clinic</li><li>– doctor</li><li>– nurse</li><li>– dentist</li><li>– chemist</li><li>– medicine</li><li>– <i>names of medicines</i></li><li>– glasses</li><li>– ambulance</li></ul></li></ul> |
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## shopping

Learners CAN refer to and use shopping facilities, refer to and purchase goods, such as foodstuffs, clothes and souvenirs, using repair procedures as needed, and elicit and understand information from others on these matters. They CAN understand store guides (e.g. information on where to find goods, lifts, toilets, etc.). They CAN gather simple information from the labelling of goods (name, price, contents, sell- & use-by dates, instructions for cooking, cleaning, etc).

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| <ul style="list-style-type: none"><li>• shopping facilities<ul style="list-style-type: none"><li>– shop</li><li>– (to go) shopping</li><li>– market</li><li>– supermarket</li><li>– store</li><li>– <i>names of kinds of shop</i> (e.g. bakery, florist's)</li><li>– <i>names of goods</i> (e.g. bread, book, toy, necklace, hankies)</li><li>– to pay (for)</li><li>– to buy</li><li>– to sell</li><li>– <i>names of weights and measures</i> (e.g. gram(me), kilo, meter)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• foodstuffs</li><li>• clothes, fashion<ul style="list-style-type: none"><li>– clothes</li><li>– <i>names of articles of clothing</i> (e.g. coat, skirt, dress, shirt, trousers, jeans, shoes, stockings)</li><li>– to put on</li><li>– to take off</li><li>– watch</li></ul></li></ul> | <ul style="list-style-type: none"><li>• prices and quality of goods<ul style="list-style-type: none"><li>– cost</li><li>– to pay</li><li>– sale</li><li>– money</li><li>– note</li><li>– change</li><li>– pound (written £)</li><li>– penny</li><li>– euro (written)</li><li>– cent</li><li>– <i>names of national currencies</i> (e.g. dollar, franc)</li><li>– credit card</li><li>– receipt</li></ul></li></ul> |
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## food and drink

Learners CAN refer to, buy and order various kinds of food and drink and can elicit and understand information from other people on these matters.

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| <ul style="list-style-type: none"><li>• types of food and drink<ul style="list-style-type: none"><li>– food</li><li>– to eat</li><li>– to taste</li><li>– vegetable</li><li>– <i>names of vegetables</i></li><li>– salad</li><li>– (to)cook(ed)</li><li>– meat</li><li>– <i>names of kinds of meat</i><br/>(e.g. pork, beef, lamb)</li><li>– sausage</li><li>– fish</li><li>– <i>names of kinds of fish</i><br/>(e.g. cod, salmon, tuna)</li><li>– chicken</li></ul></li></ul> | <ul style="list-style-type: none"><li>– egg</li><li>– cheese</li><li>– soup</li><li>– salt</li><li>– pepper</li><li>– fruit</li><li>– <i>names of fruits</i> (e.g. apple, orange)</li><li>– bread</li><li>– butter</li><li>– sweet(s)</li><li>– chocolate</li><li>– ice(-cream)</li><li>– (to) drink</li><li>– <i>names of drinks</i> (e.g. water, milk, lemonade, beer, wine)</li></ul> | <ul style="list-style-type: none"><li>• eating and drinking out<ul style="list-style-type: none"><li>– restaurant</li><li>– café</li><li>– pub</li><li>– menu</li><li>– bill</li><li>– self-service</li><li>– waiter</li></ul></li></ul> |
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## services

Adult learners CAN refer to and use postal, banking, garage, medical, security and emergency services. They CAN elicit and understand information from others on these matters. They CAN read and understand the basic information and instructions on public signs, notices, leaflets and brochures relating to these services.

Younger learners CAN name buildings, jobs and workers in the service area. In post offices, clinics and in contact with police officers, they CAN make simple requests and ask, understand and answer questions relevant to their needs, if given help.

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| <ul style="list-style-type: none"><li>• post<ul style="list-style-type: none"><li>– post office</li><li>– mail</li><li>– parcel</li></ul></li><li>• telephone, fax and e-mail</li><li>• bank<ul style="list-style-type: none"><li>– bank</li><li>– change</li><li>– note</li><li>– (traveller's) cheque</li><li>– (to) cash</li></ul></li></ul> | <ul style="list-style-type: none"><li>• police<ul style="list-style-type: none"><li>– police</li><li>– (police) officer</li><li>– police station</li><li>– to steal</li><li>– to lose</li></ul></li><li>• medical services</li><li>• garage, breakdown services<ul style="list-style-type: none"><li>– garage</li><li>– <i>names of parts of car</i></li><li>– problem</li><li>– (not) to work</li><li>– broken</li><li>– to repair</li><li>– to tow</li></ul></li></ul> | <ul style="list-style-type: none"><li>• petrol station<ul style="list-style-type: none"><li>– petrol</li><li>– oil</li><li>– full</li><li>– to check</li><li>– to wash</li></ul></li></ul> |
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