



2ND GRADE MIDDLE SCHOOL PROFILE

GRADE	CEFR LEVEL	GENERAL COMPETENCE	SPECIFIC COMPETENCES PER GRADE	GRAMMAR	VOCABULARY
2	A2	<p>During this stage students will be able to understand slow and clear speech related to everyday topics and simple instructions.</p> <p>They can follow short conversations, announcements, and descriptions of current or past activities.</p> <p>They comprehend short texts describing routines, preferences, and familiar topics.</p> <p>They can produce simple sentences to describe themselves, their surroundings, daily actions, and plans.</p>	<p>A student at the A2 level in English will be able to:</p> <ul style="list-style-type: none"> ✓ Understand people if they speak very slowly and clearly about simple everyday topics ✓ Understand short descriptions of current activities if it's spoken very slow and clearly ✓ Understand the main point in short, clear, simple messages, announcements and instructions ✓ Recognize daily situations, words and phrases SS know and use them to understand very simple 	<ul style="list-style-type: none"> ✓ Can use the present simple tense to talk about routines, habits, and general truths. "I go to school every day." / "She plays soccer on weekends." ✓ Can use the present progressive to describe actions happening at the moment of speaking or around the current period of time: "We are studying English right now." / "They are preparing for the school event." ✓ Can use the past simple tense to narrate completed actions and past events, including affirmative, negative, and interrogative forms. "I 	<ul style="list-style-type: none"> ✓ Can use vocabulary related to therapeutic portraiture: portrait, artist, design, masterpiece, light effect, shadows, gallery, photographer, psychology, therapeutic, tool, techniques, patients, altruistic. ✓ Can use vocabulary related to materials for artistic creation: oil, watercolor, paint, modeling clay, chalk, yarn, brushes, canvas, easel, paper, colored pencils, markers, ink, fabric. ✓ Can use verbs and expressions to describe

		<p>Students can write and follow basic directions, and exchange questions and answers about familiar topics.</p> <p>Orally, they describe and compare people, objects, and places, and use common expressions to talk about the present, past, and near future.</p> <p>They also understand simple commands and safety information in public contexts, and can express preferences, talk about the weather, and indicate time using basic phrases.</p>	<p>sentences</p> <ul style="list-style-type: none"> ✓ Read and understand short descriptions of current activities. ✓ Write simple sentences about themselves, for example where they live and what they do ✓ Write in a simple way, basic questions and answers about what they and others do currently ✓ Describe where they live ✓ Describe what they like and what they don't like ✓ Interact in a simple way, asking and answering basic questions, about what they do currently ✓ Express their current actions in every day situations ✓ Understand very short, basic oral or written descriptions of past 	<p>visited my grandparents last weekend." / "She didn't watch the movie." / "Did you finish your homework?"</p> <ul style="list-style-type: none"> ✓ Can use "there was" and "there were" to describe the existence of something in the past: "There was a big party at school." / "There were many students in the auditorium." ✓ Can use "used to" to talk about habits or situations in the past that are no longer true. "I used to live in another city." / "We used to play outside every afternoon." ✓ Can use the past progressive to describe actions that were in progress at a specific moment in the past, often combined with the past simple for interruptions. "I was reading when you called." / "They were 	<p>artistic processes: draw, paint, model, sculpt, shade, mix colors, frame, exhibit, display, hang, decorate.</p> <ul style="list-style-type: none"> ✓ Can use vocabulary for greetings around the world: Hello, Ciao, Bonjour, Ni-hao, Konnichiwa, Guten-Tag, Hola, Namaste, Salaam, Shalom. ✓ Can use vocabulary for personal introductions: name, age, country, nationality, hobby, favorite color, favorite food, occupation, family member. ✓ Can use verbs in simple form and gerund to describe actions in present and present continuous: look/looking, eat/eating, write/writing, read/reading,
--	--	--	---	--	--

			<p>activities, and personal experiences, for example a recent holiday</p> <ul style="list-style-type: none"> ✓ Verbally compare the characteristics of familiar nouns ✓ Understand information about people, compare them with others and recognize the superlative ✓ Verbally describe nouns or other familiar objects, compare them and recognize the superlative ✓ Understand short simple commands and warnings ✓ Understand the main information in announcements if people talk very clearly ✓ Understand conversations of people talking about general truths and consequences of certain actions 	<p>playing soccer while it was raining."</p> <ul style="list-style-type: none"> ✓ Can use "will" to make predictions, express decisions made at the moment of speaking, and talk about future facts: "It will rain tomorrow." / "I will help you with your homework." ✓ Can distinguish between "will" and "going to" to express spontaneous decisions versus previously planned actions: "I will call her right now." (decision at the moment) / "We are going to visit the museum next week." (planned) ✓ Can use comparative forms to compare people, places, or things, including regular (-er / more) and irregular forms. "My house is bigger than yours." / "This movie is more interesting than the other one." / "She is better at math than me." 	<p>dance/dancing, listen/listening, sleep/sleeping, drink/drinking, play/playing, run/running, speak/speaking, think/thinking, cook/cooking, wear/wearing, love/loving, like/liking, don't like/not liking, hate/hating.</p> <ul style="list-style-type: none"> ✓ Can use adjectives to describe people, clothing, and actions: tall, short, young, old, smiling, serious, colorful, traditional, casual, elegant, patterned, plain, bright, dark, artistic. ✓ Can use vocabulary for cultural and artistic expressions: folk dance, festival, exhibition, parade, performance, tradition, custom,
--	--	--	--	---	--

			<ul style="list-style-type: none"> ✓ Understand instructions expressed in simple language (for example public telephones, public transport ticket machines, safety information) ✓ Understand words and phrases in everyday activities. In everyday situations SS can understand simple messages written by friends or colleagues ✓ Predict the weather ✓ Write a simple message ✓ Indicate time by such phrases as "next week", "next Friday", "in November", "three o' clock" ✓ Talk about plans for the weekend or the next holiday for future already made plans or probabilities 	<ul style="list-style-type: none"> ✓ Can use superlatives to indicate the highest or lowest degree of a quality. "This is the tallest building in the city." / "He is the most talented student in the class." ✓ Can use "as...as" to compare equality in qualities or actions. "She is as tall as her brother." / "The test was as easy as I expected." ✓ Can use adjectives in the correct order before a noun (opinion – size – age – shape – color – origin – material – purpose). "A beautiful small round wooden table." ✓ Can use basic quantifiers (much, many, a lot of, some, any, a few, a little) and measurement expressions for quantities. "There are many books on the shelf." / "We have a little sugar left." 	<p>celebration, music, song, costume, mask.</p> <ul style="list-style-type: none"> ✓ Can use vocabulary for classroom activities: worksheet, poster, flashcard, board, notebook, chart, infographic, identification card, draft, final version, presentation, peer evaluation. ✓ Can use vocabulary related to project creation: plan, design, create, select, organize, prepare, write, describe, evaluate, edit, improve, finalize, present. ✓ Can use vocabulary to describe locations and settings in projects: school, classroom, gallery, exhibition hall, park, auditorium, stage, art room. ✓ Can use vocabulary for
--	--	--	--	---	--

			<ul style="list-style-type: none"> ✓ Give and follow orders, simple directions and instructions ✓ Follow clearly spoken, straightforward short talks on familiar topics ✓ Follow orders, simple directions and instructions ✓ Write about close future plans ✓ Write orders, simple directions and instructions, e.g. explain how to get somewhere 	<ul style="list-style-type: none"> ✓ Can use the present perfect simple to talk about experiences up to now. 	<p>storytelling and description: introduce, describe, explain, compare, contrast, narrate, retell, sequence, summarize.</p> <ul style="list-style-type: none"> ✓ Can use vocabulary for expressing likes and dislikes: I like, I love, I don't like, I hate, I prefer, I enjoy, I'm interested in, I'm not interested in, I'm good at, I'm not good at. ✓ Can use vocabulary for expressing emotions and reactions: happy, excited, nervous, proud, confident, curious, inspired, surprised, satisfied. ✓ Can use time expressions for past, present, and future: yesterday, last week, last month, two days ago, in the morning, in the afternoon, next
--	--	--	---	---	---

					<p>week, tomorrow, in the future, nowadays.</p> <ul style="list-style-type: none">✓ Can use vocabulary to compare and describe characteristics of objects, people, and places: big, small, tall, short, large, tiny, huge, beautiful, modern, old, colorful, noisy, quiet, expensive, cheap, better, worse, best, worst.✓ Can use vocabulary for quantities and measurement units: meter, liter, kilogram, gram, centimeter, millimeter, gallon, pound, inch, foot, mile, temperature, degree, scale.
--	--	--	--	--	--