

LEVELS	Speaking Ability	Listening Ability	Reading Ability	Writing Ability	Grammar that will be taught	Competencies that will be learned
<p><b><u>Literacy Level</u></b></p> <p>At the start, functions minimally, if at all, in English – may be due to many factors</p>	<p>-does not speak English -may speak only a few isolated words or expressions -communicates mainly through gesture -very difficult to understand speech</p>	<p>-does not understand English -may understand only a few isolated words or expressions</p>	<p>-cannot read in 1<sup>st</sup> language (or can) not English -recognizes limited “environmental” sight words (men, women)</p>	<p>-cannot write in 1<sup>st</sup> language (or can) not English -may be able to write a few isolated words or expressions -may be able to write name</p>	<p>-present tense, some negative commands -WH words and Q -to be, have, do, and can / can’t -basic yes /no Q -few prepositions -sing / plural</p>	<p>-alphabet, numbers, money -basic personal info on forms -basic body parts -common foods -basic shopping -basic family relationships -basic time, days, months -basic health -basic job info</p>
<p><b><u>Beginner 1</u></b></p> <p>At the start, unable to function unassisted in situations requiring spoken English</p>	<p>-speaks conversational English with hesitancy and difficulty -asks and responds to basic learned phrases slowly, repeated often -depends mainly on gesture, a few English words, or 1<sup>st</sup> language for communication -may not have comprehensible speech</p>	<p>-understands conversational English with hesitancy and difficulty -unable to understand conversation -may demonstrate comprehension of a few isolated words or phrases</p>	<p>-may read and understands some sight words -may read some familiar words and phrases -may read in 1<sup>st</sup> language -recognizes some letters and numbers</p>	<p>-may write name and address -may write some familiar words and phrases</p>	<p>-all of the above -present tense -present continuous -prepositions of location -possessive adjectives/nouns -there is/there are -adverbs of frequency -simple future -regular verbs</p>	<p>-all of Lit. level, more detail -basic social conversation -handle routine entry-level job if tasks demonstrated / conveyed in basic written / oral language -basic social conventions (apologizing, describing, complimenting, introducing, weather, feelings) -basic community conversation (doctor, stores, bank, restaurant)</p>
<p><b><u>Beginner 2</u></b></p> <p>At the start, functions in the use of English in a very limited way, speaks English in situations related to immediate needs</p>	<p>-speaks conversational English with difficulty -can respond to simple questions about personal everyday activities -speaks using basic learned phrases and sentences -can communicate survival needs using very simple phrases and sentences -cannot be understood outside of routine context</p>	<p>-understands parts of lessons and directions -understands only basic phrases and sentences -understands many high-frequency words in context -understands some conversational and academic English</p>	<p>-reads letters, numbers, few basic sight words, simple phrases about needs -understands limited meaning from print materials with successive rereading and checking</p>	<p>-writes personal info on simple forms -can copy isolated words and phrases and generate short sentences based on previously learned material</p>	<p>-all of the above -simple past -future-going to -time expressions -count / no-count -pronouns - indirect object, possessive -comparatives and superlatives -imperatives -if / then -simple modals -some/any</p>	<p>-all of Beg. 1, more detail -giving/taking directions -telling preferences -asking for/giving opinion, recommendation, advice, information, help, plans -asking for/making prediction -giving/following instruction -tell sequence of events -describing daily life -expressing concern, sympathy, agreement, obligation, problems -calling/answering phone</p>
<p><b><u>Beginner 3</u></b></p> <p>Same as above – better skills, yet hesitant</p>	<p>-same as above – better skills, yet hesitant to take risks and make mistakes -needs more practice at this level, noticeable and recurrent gaps and errors -speaks conversational English with hesitancy</p>	<p>-same as above – better skills, yet not quite understanding as much as they should -needs more practice at this level, despite observable skill-set</p>	<p>-same as above -needs more practice at this level for whatever reason</p>	<p>-same as above -needs more practice at this level for whatever reason</p>	<p>-same as above -needs more practice at this level for whatever reason</p>	<p>-same as above with more understanding, and fluency -can handle routine work situations that involve basic oral communication on non-technical level and in all tasks which can be demonstrated</p>

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<p><b><u>Intermediate 1</u></b></p> <p>At the start, functions satisfactorily in English, in basic survival situations related to their needs</p>	<p>-can handle conversation with basic survival needs and situations and with routine social demands -hesitation, error, and misunderstanding may be frequent -can make basic needs understood in most routine situations with English speakers used to non-native speakers – however those not used to non-native speakers will have difficulty</p>	<p>-understands learned phrases easily and new simple phrases containing familiar vocabulary, spoken slowly with repetition -understands some unfamiliar words in familiar context -in 1:1 conversation, gets basic meanings</p>	<p>-reads/interprets simple material on familiar topics, simple directions, schedules, signs, maps, menus -can get limited meaning from some authentic materials on daily matters</p>	<p>-can fill out forms on basic personal information -writes simple notes about familiar situations -meets limited practical needs -can generate sentences into loosely organized paragraphs about personal topics or survival skills, with errors</p>	<p>-all of the above, in new contexts -present perfect and continuous -past perfect and continuous tense -since / for -gerunds -infinitives -two-word verbs -connectors</p>	<p>-handles entry-level jobs if communication is oral -small talk, familiar topics, increasing complexity -reporting information -reacting to information -using idiomatic expressions -expressing ability, jealousy, satisfaction, surprise, nerves, congratulations, appreciation -giving excuses, apology -asking to borrow, for a favor, for clarification -describing familiar things with detail</p>
<p><b><u>Intermediate 2</u></b></p> <p>At the start, have enough ability in English to function independently in most familiar situations</p>	<p>-some ability to participate in 1:1 conversations on topics beyond survival needs -have ability to clarify meaning by asking questions or rewording questions -satisfies basic survival needs and limited social demands -can usually be understood with some effort by English speakers who are not used to dealing with non-native speakers</p>	<p>-can comprehend conversations containing some unfamiliar vocabulary -follows oral directions in familiar contexts -has limited ability to understand on the telephone -easily understands learned and new phrases containing familiar vocabulary</p>	<p>-read simplified materials on familiar subjects -limited success with authentic materials</p>	<p>-generate simple sequential paragraphs on survival skills, personal topics, and non-personal topics w/ errors -writes messages or notes related to basic needs -fills out basic medical forms and job applications</p>	<p>-all of the above -perfect modals -passive voice -relative pronoun -reported speech -sequence of tenses -tag questions -emphatic sentences -embedded questions -if - will /if - would /if - would have -hope / wish clauses</p>	<p>-can function in jobs with oral communication at technical level, written directions simplified -sharing news -expressing possibility, opinion, sympathy, hopes, wishes, disappointment, obligations, empathy -making a deduction -offering to do something -describing background, education, experience, and life events -make hypothetical statements about the future -describing traditions</p>
<p><b><u>Intermediate 3</u></b></p> <p>Same as above – better skills, yet hesitant</p>	<p>-same as above – better skills, hesitant to consider self advanced level -student themselves feel they need more practice at intermediate -isn't ready to go on to academic English</p>	<p>-same as above – better skills, yet not quite understanding as much as they should -needs more practice at this level, despite observable skill-set</p>	<p>-same as above -needs more practice at this level for whatever reason</p>	<p>-same as above -needs more practice at this level for whatever reason</p>	<p>-same as above -needs more practice at this level for whatever reason</p>	<p>-same as above with more understanding, and fluency -competent enough for an advanced class, but not ready to make the leap for whatever reason</p>

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<p><b><u>Advanced 1</u></b></p> <p>At the start, has the ability in the use of English to function effectively in familiar and unfamiliar social situations and familiar work situations</p>	<p>-can engage in extended conversation on a variety of topics but lack fluency in discussing technical subjects</p> <p>- generally use appropriate syntax, but lack thorough control of grammatical patterns</p> <p>- can be understood by English speakers not used to non-native speakers, but with difficulty</p>	<p>-can comprehend conversations on unfamiliar topics and are beginning to understand essential points of discussions or speeches on topics in special fields of interest</p>	<p>-reads a simple employee handbook</p> <p>-reads authentic materials on everyday subjects and non-technical prose</p> <p>-has difficulty reading technical matters</p> <p>-interprets simple charts, graphs, labels, and a payroll stub</p>	<p>-can write routine correspondence about previously discussed topics</p> <p>- has control of basic grammar patterns</p> <p>- error are common when using complex structures</p> <p>- writes short personal notes and letters/simple log entries</p> <p>-completes simple order form</p> <p>-fills out medical info forms and job applications</p>	<p>-all of the above with a more academic approach</p> <p>-more formal usages</p> <p>-noun and verb phrases</p> <p>-tense and time</p> <p>-modals</p> <p>-contrast/emphasis</p> <p>-no-count nouns</p> <p>-articles</p> <p>-noun modifiers</p> <p>-quantifiers</p> <p>-passive voice</p> <p>-reporting</p> <p>-gerunds</p> <p>-infinitives</p>	<p>-works effectively in familiar work situations</p> <p>-can handle job training and work situations that involve oral communication skills both among fellow employees and with the public, although pronunciation may inhibit</p> <p>-can interpret written materials that are technical and work-related</p>
<p><b><u>Advanced 2</u></b></p> <p>At the start, has the ability to meet most routine social and work-related demands with confidence, though not without instances of hesitation and circumlocutions</p>	<p>-if pronunciation inhibits communication, able to adjust language</p> <p>-participate in casual / extended conversation</p> <p>-show hesitancy and grope for vocabulary when speaking on technical subjects or new and unfamiliar topics</p> <p>-errors in grammar and pronunciation sometimes interfere with some American public</p>	<p>-comprehends abstract topics in familiar contexts</p> <p>-understands descriptive / factual material in narrative</p> <p>-participates in practical and social conversation and in technical discussions in own field</p>	<p>-reads authentic materials on abstract topics in familiar contexts</p> <p>-reads factual material</p> <p>-most reading tasks related to life roles</p> <p>-reads/interprets non-simplified materials mostly</p> <p>-interprets routine charts, graphs, and labels</p>	<p>-can follow technical work manuals</p> <p>-writes descriptions, short essays summaries, responses to questions on forms and applications</p> <p>-fills out medical forms / job applications</p>	<p>-all of the above</p> <p>-adverb clauses</p> <p>-adverbial phrase</p> <p>-adjective clauses</p> <p>-adjective clauses with quantifiers / modifying phrase</p> <p>-noun clauses</p> <p>-complementation</p> <p>-unreal conditionals</p> <p>-inverted / implied conditionals</p> <p>-subjunctive in noun clauses</p>	<p>NOTE: this level student is able to begin pre-GED</p> <p>-can meet most work demands with confidence</p> <p>-can function mostly effectively in work with public</p>