

LEVELS	Speaking Ability	Listening Ability	Reading Ability	Writing Ability	Grammar that will be taught	Competencies that will be learned
<p><u>Literacy Level</u></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 1st language (or can) not English -recognizes limited “environmental” sight words (men, women)</p>	<p>-cannot write in 1st 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><u>Beginner 1</u></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 1st 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 1st 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><u>Beginner 2</u></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><u>Beginner 3</u></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>

LEVELS	Speaking Ability	Listening Ability	Reading Ability	Writing Ability	Grammar that will be taught	Competencies that will be learned
<p><u>Intermediate 1</u></p> <p>At the start, functions satisfactorily in English, in basic survival situations related to their needs</p>	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -reads/interprets simple material on familiar topics, simple directions, schedules, signs, maps, menus -can get limited meaning from some authentic materials on daily matters 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -all of the above, in new contexts -present perfect and continuous -past perfect and continuous tense -since / for -gerunds -infinitives -two-word verbs -connectors 	<ul style="list-style-type: none"> -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><u>Intermediate 2</u></p> <p>At the start, have enough ability in English to function independently in most familiar situations</p>	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -read simplified materials on familiar subjects -limited success with authentic materials 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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><u>Intermediate 3</u></p> <p>Same as above – better skills, yet hesitant</p>	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -same as above – better skills, yet not quite understanding as much as they should -needs more practice at this level, despite observable skill-set 	<ul style="list-style-type: none"> -same as above -needs more practice at this level for whatever reason 	<ul style="list-style-type: none"> -same as above -needs more practice at this level for whatever reason 	<ul style="list-style-type: none"> -same as above -needs more practice at this level for whatever reason 	<ul style="list-style-type: none"> -same as above with more understanding, and fluency -competent enough for an advanced class, but not ready to make the leap for whatever reason

LEVELS	Speaking Ability	Listening Ability	Reading Ability	Writing Ability	Grammar that will be taught	Competencies that will be learned
<p><u>Advanced 1</u></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><u>Advanced 2</u></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>