## Ability by Skill according to Level – What may be expected at each level

<table>
<thead>
<tr>
<th>LEVELS</th>
<th>Speaking Ability</th>
<th>Listening Ability</th>
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| **Literacy Level** | -does not speak English  
-may speak only a few isolated words or expressions  
-communicates mainly through gesture  
-very difficult to understand speech | -does not understand English  
-may understand only a few isolated words or expressions | -cannot read in 1st language (or can) not English  
-recognizes limited “environmental” sight words (men, women) | -cannot write in 1st language (or can) not English  
-may be able to write a few isolated words or expressions | -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 | -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 |
| **Beginner 1** | -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 | -understands conversational English with hesitancy and difficulty  
-able to understand some of the same as above with more detail  
-able to understand conversation  
-may demonstrate comprehension of a few isolated words or phrases | -may read and understands some sight words  
-may read some familiar words and phrases  
-may read in 1st language  
-recognition of sight words (men, women) | -may write name and address  
-may write some familiar words and phrases | -all of the above  
-present tense  
-present continuous  
-prepositions of location  
-possessive adjectives/nouns  
-there is/there are  
-verbs of frequency  
-simple future  
-regular verbs | -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) |
| **Beginner 2** | -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 | -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 | -reads letters, numbers, few basic sight words, simple phrases about needs  
-understands limited meaning from print materials with successive rereading and checking | -writes personal info on simple forms  
-can copy isolated words and phrases and generate short sentences based on previously learned material | -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 | -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 |
| **Beginner 3** | -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  
-same as above – better skills, yet not quite understanding as much as they should  
-needs more practice at this level, despite observable skill-set | -same as above – better skills, yet not quite understanding as much as they should  
-needs more practice at this level, despite observable skill-set | -same as above  
-needs more practice at this level for whatever reason | -same as above  
-needs more practice at this level for whatever reason | -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 |
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<td>Intermediate 1</td>
<td>-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</td>
<td>-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</td>
<td>-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</td>
<td>-all of the above, in new contexts -present perfect and continuous -past perfect and continuous tense -since / for -gerunds -infinitives -two-word verbs -connectors</td>
<td>-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</td>
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<td>Intermediate 2</td>
<td>-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</td>
<td>-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</td>
<td>-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</td>
<td>-all of the above -perfect modals -passive voice -relative pronoun -reported speech -sequence of tenses -tag questions -emphatic sentences -embedded questions -if - would</td>
<td>-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</td>
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<td>Intermediate 3</td>
<td>-same as above – better skills, better self advanced level -student themselves feel they need more practice at intermediate -isn’t ready to go on to academic English</td>
<td>-same as above – better skills, yet not quite understanding as much as they should -needs more practice at this level, despite observable skill-set</td>
<td>-same as above -needs more practice at this level for whatever reason</td>
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<td>-same as above -needs more practice at this level for whatever reason</td>
<td>-same as above with more understanding, and fluency -competent enough for an advanced class, but not ready to make the leap for whatever reason</td>
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<td><strong>Advanced 1</strong></td>
<td>- can engage in extended conversation on a variety of topics but lack fluency in discussing technical subjects - generally use appropriate syntax, but lack thorough control of grammatical patterns - can be understood by English speakers not used to non-native speakers, but with difficulty</td>
<td>- can comprehend conversations on unfamiliar topics and are beginning to understand essential points of discussions or speeches on topics in special fields of interest</td>
<td>- reads a simple employee handbook - reads authentic materials on everyday subjects and non-technical prose - has difficulty reading technical matters - interprets simple charts, graphs, labels, and a payroll stub</td>
<td>- can write routine correspondence about previously discussed topics - has control of basic grammar patterns - error are common when using complex structures - writes short personal notes and letters/simple log entries - completes simple order form - fills out medical info forms and job applications</td>
<td>- all of the above with a more academic approach - more formal usages - noun and verb phrases - tense and time - modals contrast/emphasis - no-count nouns - articles - noun modifiers - quantifiers - passive voice - reporting - gerunds - infinitives</td>
<td>- works effectively in familiar work situations - can handle job training and work situations that involve oral communication skills both among fellow employees and with the public, although pronunciation may inhibit - can interpret written materials that are technical and work-related</td>
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<td><strong>Advanced 2</strong></td>
<td>- if pronunciation inhibits communication, able to adjust language - participate in casual / extended conversation - show hesitancy and grope for vocabulary - when speaking on technical subjects or new and unfamiliar topics - errors in grammar and pronunciation sometimes interfere with some American public</td>
<td>- comprehends abstract topics in familiar contexts - understands descriptive / factual material in narrative - participates in practical and social conversation and in technical discussions in own field</td>
<td>- reads authentic materials on abstract topics in familiar contexts - reads factual material - most reading tasks related to life roles - reads/interprets non-simplified materials mostly - interprets routine charts, graphs, and labels</td>
<td>- can follow technical work manuals - writes descriptions, short essays summaries, responses to questions on forms and applications - fills out medical forms / job applications</td>
<td>- all of the above - adverb clauses - adverbial phrase - adjective clauses - adjective clauses with quantifiers / modifying phrase - noun clauses - complementation - unreal conditionals - inverted / implied conditionals - subjunctive in noun clauses</td>
<td>NOTE: this level student is able to begin pre-GED - can meet most work demands with confidence - can function mostly effectively in work with public</td>
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