

# LEVEL DESCRIPTOR FOR BEGINNER

## SPEAKING

On completion of this level you should:

- Be able to exchange greetings.
- Be able to take part in a basic conversation on a predictable topic.
- Be able to use a basic range of words and simple phrases related to personal details and situations.
- Be able to ask for very basic personal information *e.g. about possessions.*

## WRITING

On completion of this level you should:

1. Be able to complete basic forms.
2. Be able to write notes including times, dates and places.
3. Be able to write a simple routine request such as: *Can I have...please?*

## LISTENING

On completion of this level you should:

1. Be able to show understanding of simple instructions.  
Be able to understand short, simple questions, requests and statements.
- 2.

## Reading

On completion of this level you should:

- Be able to read basic notices and instructions.
- Be able to read and understand basic information.

## Pronunciation

On completion of this level you should:

- Be able to correctly pronounce individual sounds to form intelligible words.
- Be able to recognise and use the correct pronunciation of items associated with vocabulary covered at this level.
- Be able to use contractions *e.g. I've / I'm / She's.*
- Be able to use the appropriate stress for short form answers *e.g. Yes, I do.*

## Grammar & Vocabulary

On completion of this level you should:

- Be able to understand imperatives for common actions such as come/go and the question words *What / How many / How old / Who / When.*
- Be able to identify demonstratives *this / that.*
- Be able to understand and use the present simple tense of to be in the positive and question forms.
- Be able to identify and use common nouns in singular and regular plural such as *chair / chairs*, simple adjectives like *small / thin*, the determiners *a, the, my, your, his, hers, some, any*, the pronouns *I, you, he, she, it, we, they*, and the possessive pronouns *mine, yours, his, hers, its, ours, theirs.*
- Be able to understand present continuous questions and respond to these questions using *yes / no* answers.
- Be able to use *there is / there are* and *has / have got.*
- Have the ability to understand and use vocabulary associated with *personal information, immediate surroundings, parts of the face and body, animals (domestic / wild / pets), numbers up to 50, colours, clothings, rooms in the house and household objects, family and friends, possessions and days of the week, months and years.*

# LEVEL DESCRIPTOR FOR ELEMENTARY

## SPEAKING

On completion of this level you should:

1. Be able to introduce yourself.
2. Be able to find information by asking questions.
3. Be able to respond to questions about yourself and be able to talk about yourself.
4. Be able to ask for and tell the time.
5. Be able to give opinions by expressing likes and dislikes in more than one way.
6. Be able to ask for and give simple directions.
7. Talk about the past.
8. Have basic phone skills.
9. Be able to describe people.  
Use "**shall**" and "**lets**" to make suggestions.

## WRITING

On completion of this level you should:

1. Be able to complete a form.
2. Be able to record information that you have asked for.
3. Be able to write messages or notes containing specific information.
4. Write brief descriptions of your family, friends, country, food etc.
5. Be able to use time linkers such as **before**, **after**, **when**.
6. Be able to write a simple narrative.
7. Be able to edit i.e. correct simple mistakes in a text.  
Be able to write a postcard.

## LISTENING

On completion of this level you should:

1. Be able to listen for missing information such as words or phrases to complete texts or forms.
2. Be able to listen for specific information.
3. Be able to listen for gist, context and implied meaning.
4. Be able to understand RP English spoken at a medium rate with some hesitation in natural situations **e.g. telephone calls, dialogues, interviews etc.**

## Reading

On completion of this level you should:

1. Be able to guess the meaning of unknown words through context of the text and by recognising their form.
2. Be able to predict the context of a text by the headlines or preceding sentences or paragraphs.
3. Be able to use a monolingual (English - English) dictionary.
4. Be able to find your way around a text by understanding what the words are referring to **e.g. pronouns**
5. Understand sequences and jumbled instructions through the use of link words **e.g. first/next/finally etc**
6. Be able to skim read at reasonable speed to understand the gist of a text.
7. Be able to scan a text to find specific information using **e.g. using timetables etc**
8. Be able to read a text and fully understand the whole text.

## Pronunciation

On completion of this level you should:

1. Have been introduced to the common contracted forms of the verb "**To Be**" the verb "**To Have**" and "**Can**" and "**Can't**".
2. Be able to recognise some of the common stress patterns within words.
3. Have been introduced to the Phonemic chart and will be able to recognise phonetic script with the help of the chart.
4. Have been introduced to the strong and weak forms of common words such as **was, can, of, to, the, etc**
5. Be able to recognise the different **-ed** endings of regular past simple letters.
6. Have been introduced to the pronunciation of common words with silent letters.
7. Have been introduced to the pure vowel sounds and some of the diphthongs.

## Grammar & Vocabulary

On completion of this level you should:

1. Be able to use the present tense and **can/can't**.
2. Have worked on prepositions of movement **from, to, up, down, along, across**, prepositions of time **on, in, at** and prepositions of place **near, in front of, behind, opposite**.
3. Be familiar with the past tense of "**to be**" and the past simple of regular and common irregular verbs.
4. Know the ordinal numbers to 31st (for dates).
5. Be able to use the linking words **and, and then, but**.
6. Have covered **going to** for future.
7. Have had exposure to adverbs of manner and frequency and comparatives and superlatives of adjectives.
8. Be able to use countable and uncountable nouns with **some/any**.
9. Have built up a vocabulary base which includes topics such as **jobs, places, place of study, home life, weather, free time, times and dates, holidays, shops, work, hobbies, sports, food, weekend/ seasonal activities**.
10. Be able to communicate using adverbs of frequency **e.g. sometimes/ often/ never**, adverbial phrases of frequency **e.g. every day/ once a week** and expressions of past time like **last night/ yesterday**.

Ref: Trinity College, GESE syllabus and ALTE 'Can do' framework

# LEVEL DESCRIPTOR FOR PRE-INTERMEDIATE

## SPEAKING

On completion of this level you should:

1. Be able to use adverbs of frequency to talk about a variety of situations.
2. Be able to use a variety of adjectives to express opinions, likes and dislikes.
3. Be able to talk about the past using a variety of tenses - past simple, past continuous and present perfect.
4. Be able to talk about obligation, permission and to give advice, using appropriate modal verbs.
5. Be able to use a variety of ways to talk about the future.
6. Be able to invite, suggest, accept and refuse.
7. Be able to talk about simple sequences and simple instructions and directions.
8. Be able to talk about and describe a picture using present continuous.
9. Be able to spell words and names out loud using the English alphabet.

## WRITING

On completion of this level you should:

1. Be able to do simple sentence transformations.
2. Be able to complete a form with a variety of personal information.
3. Be able to write letters of apology, acceptance, refusal and thanks.
4. Be able to use a variety of linking words.
5. Be able to write short narratives of 80 - 100 words.
6. Be able to write descriptions of people and things.
7. Be able to edit a short text.

## LISTENING

On completion of this level you should:

1. Be able to listen to short dialogues and choose the answer from a series of pictures.
2. Be able to listen to longer recordings while answering a series of questions about the recording in chronological order.
3. Be able to listen to longer recordings which contain redundant material while filling in missing information i.e a word, phrase or number.
4. Be able to listen to a discussion in which people agree and disagree, apologise and complain etc. This will test your understanding of the language of agreement and disagreement, apologies or complaints, etc. as well as your understanding of the gist of a conversation.
5. Be able to understand recordings with a number of different functions e.g **descriptions, asking and giving information, reporting, planning, instructing, and narrating**. All of the above on a variety of different topics.

## Reading

On completion of this level you should:

1. Be able to guess the meaning of unknown words from the context and the form.
2. Be able to predict the context of a text by the headlines or the preceding sentences or paragraphs.
3. To be able to use a monolingual dictionary.
4. Have had practice reading aloud.
5. Be able to organise jumbled texts.
6. Have had practice at jigsaw readings.
7. Be able to skim, scan and fully understand texts appropriate for this level.
8. Be able to recognise what the main ideas in a text are and what the supporting details are.

## Pronunciation

On completion of this level you should:

1. Be familiar with the phonemic script and the phonemes.
2. Be familiar with word stress and will have been introduced to sentence stress.
3. Have been introduced to the different pronunciation of various consonants and consonant clusters **e.g WGHSTH**
4. Be starting to gain a level of accuracy when pronouncing past simple regular verbs.
5. Be aware of the importance of the schwa sound and its use in weak forms.
6. Have been introduced to the concept of intonation in English.

## Grammar & Vocabulary

On completion of this level you should:

1. Have been introduced to the Present Perfect tense including use with **for, since ever, never, just**.
2. Be able to use connecting clauses with **because**.
3. Have covered **will** referring to future for informing and predicting and the present continuous tense for future use.
4. Be able to use the adjectives and adverbials of quantity e.g a lot of / not very much / many.
5. Be able to express preference **e.g I'd rather / I prefer**.
6. Have covered the past continuous tense and modals connected to functions listed above **e.g must / have to / need to / might**.
7. Be familiar with infinitive of purpose.
8. Have built up a vocabulary based on topics such as **festivals, cars and bicycles, special occasions, entertainment, music, recent personal events, travel, money, fashion, rules and regulations, health and fitness and shopping**.
9. Use expressions related to past and future time. e.g two days ago, in the future, the day after tomorrow, in a year's time.

# LEVEL DESCRIPTOR FOR INTERMEDIATE

## SPEAKING

On completion of this level you should:

1. Be able to describe people.
2. Be able to agree and disagree in a variety of ways.
3. Be able to discuss advantages and disadvantages.
4. Be able to talk about a variety of topics.
5. Be able to describe your lifestyle.
6. Be able to take part in a role play.
7. Be able to ask permission and request specific information.
8. Be able to offer opinions.

## WRITING

On completion of this level you should:

1. Be able to fill in forms (appropriate to this level) accurately.
2. Be able to write an informal / formal letter of approximately 100 words.
3. Be able to follow a writing task accurately and include any information expected.
4. Be able to write descriptions of people, places, objects and things.
5. Be able to write a story.
6. Be able to edit your writing.
7. Have a widening number of standard written expressions.

## LISTENING

On completion of this level you should:

1. Be able to listen for specific information.
2. Be able to transfer information.
3. Be able to listen for gist.
4. Be able to take notes.
5. Be able to distinguish between fact and opinion.
6. Be able to predict information and then compare it with what you hear.
7. Be able to understand clear natural English spoken at a moderate pace.

## Reading

On completion of this level you should:

1. Be able to recognise a wide variety of different text styles and registers.
2. Be able to read texts, appropriate at this level for gist.
3. Be aware of the skill of being able to predict what will happen next in a text appropriate to this level.
4. Be able to predict when to use the skills of skimming and scanning.
5. Be able to understand the relationship of the sentences and paragraphs in a text through the use of pronouns etc.
6. Be aware of various conjunctions and the implication they have on the text.
7. Be aware of the use of inference in text.

## Pronunciation

On completion of this level you should:

1. Be confident when spelling words out loud.
2. Be aware of weak forms of auxiliary verbs.
3. Have had practice at reading out loud.
4. Be aware of the main stress and intonation in questions and numbers.
5. Have worked on a variety of minimal pairs.
6. Be aware of how stress is used in a variety of situations e.g surprise, degrees of enthusiasm.
7. Be aware of word linking and contractions.
8. Be aware of rising and falling intonation in question tags.

## Grammar & Vocabulary

On completion of this level you should:

1. Have had exposure to and be able to use the 2nd and 3rd Conditionals, Simple Passive and Used to.
2. Be able to use the present perfect continuous and the past perfect tenses.
3. Have knowledge of relative clauses and reported speech.
4. Have covered modals and phrases used to give advice and make suggestions *e.g. should/ ought to/ could* etc and phrases used to express possibility and uncertainty *e.g. may/ might/ I'm not sure*.
5. Be able to use the discourse connectors because of/ due to, linking expressions such as *even though/ in spite of/ unless/ although* and cohesive devices *e.g. to continue/ in other words/ for example*.
6. Have built up a vocabulary based on topics such as *nationalities, houses, furniture, clothes, travel, work, education, village and city life, national and local produce and products, early memories, the environment, society and living standards, personal values and ideals, the supernatural and public figures*.
7. Be able to use simple fillers to give time for thought *e.g. well... um...* and convey agreement and disagreement.
9. Have knowledge of reporting verbs *say, tell, ask, report, advise, promise*.  
Be able to use appropriate word and expressions to encourage further participation *e.g. and then? And what about you?*

# LEVEL DESCRIPTOR FOR UPPER INTERMEDIATE

## SPEAKING

On completion of this level you should:

1. Be able to exchange information about yourself.
2. Be able to discuss the pros and cons of a given situation.
3. Be able to give an opinion on a subject appropriate to this level.
4. Be able to take part in role play.
5. Be able to take part in group decision activities.
6. Be able to give a short talk.
7. Be able to agree, disagree, complain, request etc.

## WRITING

On completion of this level you should:

1. Be able to summarise texts.
2. Be able to write arrangements, instructions, inquiries and requests, apologies and explanations.
3. Be able to write formal and informal letters for a variety of transactional purposes **e.g. complaint, thank you, etc.**
4. Be able to write descriptions of people, places, and situations.
5. Be able to write a description of a process.
6. Be able to report experiences, incidents and events and relate biographical details.
7. Be able to present a balanced argument.

## LISTENING

On completion of this level you should:

1. Have been exposed to a wide variety of authentic and scripted dialogues etc.
2. Be able to interpret situational material even if you don't understand everything.
3. Be able to understand a listening from inference and also from accentuation, intonation and pronunciation.
4. Have been exposed to a large variety of voice types.
5. Be able to listen for specific information.
6. Be able to understand spoken instructions.
7. Have tried jigsaw listening.
8. Be able to complete notes from listening.

## Reading

On completion of this level you should:

1. Have improved your ability to guess at unknown words from the context of the text.
2. Be able to read for specific information from texts appropriate to this level.
3. Be able to skim read a text quickly and be able to answer the following questions: What subject is the text about? Why was the text written? Who was it written for? Why would someone read this text? What type of text is it?
4. Be able to label graphical information using information from the text.
5. Be able to understand inferred information from a text.
6. Have been exposed to a wide variety of texts and comprehension questions.
7. Be able to take notes from a text and summarise it verbally or in writing.
8. Be able to scan text and know when it is appropriate to either skim or scan.
9. Be able to order a jumbled text appropriate to this level by making connections within the text.
10. Be able to collect linked information from various parts of a text **e.g. what are the reasons for Mary's disappearance?**
11. Be able to recognise the function of a text. **e.g. does it inform, entertain or educate etc.**

## Pronunciation

On completion of this level you should:

1. Be confident when spelling words out loud.
2. Be aware of weak forms of auxiliary verbs and other commonly used weak forms and be attempting to produce them.
3. Be aware of grammatical and phonetic terminology.
4. Be aware of word and sentence stress.
5. Be aware of the use of intonation to express different meanings.
6. Be able to use linking with common expressions.
7. Have knowledge of some of the common homonyms and homophones.
8. Be aware of the shifting stress when word forms change.  
Have worked on a variety of minimal pairs.

## Grammar & Vocabulary

On completion of this level you should:

1. Be able to use verbs followed by gerund and/or infinitive **e.g. forget / shop / go on / remember.**
2. Be confident with the more complex forms of passive with modals **should/ might / must / could** plus the present perfect tense.
3. Be able to use correct verb patterns after **wish and hope.**
4. Be exercising consistent control over all basic structures specified for lower levels.
5. Be confident and accurate with the more complex structures, although errors may occur when attempting to use combinations of all these structures across sentence boundaries.
6. Have built up a vocabulary bank including topics such as **dreams and nightmares, crime and punishment, technology, habits and obsessions, global environmental issues, design, roles in the family, youth behaviour, the school curriculum, bullying, use of the internet, designer goods, international events, equal opportunities, social issues, the future of the planet, scientific developments, stress managements.**
7. Be able to use cohesive devices to recap and recover **e.g. As I was saying... Anyway** and hesitation fillers **e.g. I mean, you know.**
8. Have knowledge of stock phrases to gain time for thought and keep the turn **e.g. well, let me think.**
9. Be able to use modifying words **e.g. basically, quite, certainly,** and intensifiers **e.g. absolutely, completely, totally** and tentative expressions **e.g. I might be wrong but... Don't you think it might be...**
10. Have knowledge of 'signposting' words **e.g. firstly, finally.**

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