

Speaking – simplified ESOL levels descriptors

At Entry 1, the learner can:

- Ask and respond to simple questions on simple everyday topics, e.g. I live in Leeds.
- Communicate basic information on familiar topics such as feelings, likes and dislikes using simple conjunctions like 'and' and 'but', e.g. I like bananas and apples.
- Use a limited range of vocabulary and a few simple structures for familiar situations, e.g. I've got three sisters.
- Engage in discussion with one person on a familiar topic.

At Entry 2, the learner can:

- Initiate, respond to and sustain straightforward conversations or discussions on familiar topics within structured situations, e.g. I'm from the Phillipines. Where are you from?
- Use a limited range of structures and vocabulary for a range of everyday functions such as, asking about people's feelings, interests, wishes, expressing views, e.g. How are you? Would you like some tea?
- Convey general meaning with some grammatical accuracy, e.g. using simple modals such as 'could' and conjunctions like 'and' and 'but'.
- Express feelings and opinions on familiar topics with some confidence and in an increased range of contexts, e.g. I think she is a good teacher.

At Entry 3, the learner can:

- Confidently hold a conversation on familiar every day and new topics.
- Hold a conversation with language flowing well and without much hesitation.
- Move between topics and express feelings and opinions in structured situations, e.g. I like Beanibazar because it's busy. I think/feel that ... In my opinion ...
- Deal with the unpredictable in formal interaction, e.g. I'm sorry, I don't understand.
- Re-phrase if necessary in order to convey meaning.
- Use non-verbal strategies to clarify and confirm understanding.
- Use a range of tenses with some accuracy to express past, present and future actions and events, e.g. I've lived in London since January 2011. I'm looking for English classes atthe moment. I would like to go back to university and study architecture.
- Use turn-taking conventions and different interruption strategies.

