English Speaking Goals Checklist

Choose one or two speaking goals to practise. Tick one box after trying a goal. Model = I needed an example to copy. Cue = I needed a small hint. On my own = I used it without a prompt.

Learner _____ Date _____

Pre-A1

A0 · First words and phrases

Speaking goal	Model	Cue	On my own
I can say hello and goodbye using familiar words.	☐	☐	☐
I can say my name and where I am from using short phrases.	☐	☐	☐
I can answer a very simple question about myself with a word or short phrase when someone speaks slowly.	☐	☐	☐
I can ask a practised question such as “What’s your name?” with a gesture or picture to help.	☐	☐	☐
I can ask for something I need, such as water, using a word and a gesture.	☐	☐	☐
I can say familiar numbers clearly enough to give a phone number one digit at a time.	☐	☐	☐

A1

Simple conversations with a little help

Speaking goal	Model	Cue	On my own
I can introduce myself and ask someone their name and where they live.	☐	☐	☐
I can describe a familiar person or place in a few short phrases.	☐	☐	☐
I can say when I do everyday things using days and simple times.	☐	☐	☐
I can ask for food or drink and ask how much it costs.	☐	☐	☐
I can answer simple questions about what I like and ask the other person about their likes.	☐	☐	☐
I can use “Sorry?” or “I don’t understand” when I need help.	☐	☐	☐

Speaking Goals for A2 and B1

Tick one box after trying a goal. Model = I needed an example to copy. Cue = I needed a small hint. On my own = I used it without a prompt.

Learner _____ Date _____

A2

Everyday conversations and short stories

Speaking goal	Model	Cue	On my own
I can start and end a short conversation and ask a relevant follow-up question.	☐	☐	☐
I can tell a short story using simple links such as “first”, “then” and “in the end”.	☐	☐	☐
I can make a plan with someone and agree on a day, time and place.	☐	☐	☐
I can book or change an appointment and repeat the details to check them.	☐	☐	☐
I can say what I prefer and give a simple reason.	☐	☐	☐
I can ask someone to repeat a detail or spell a word I missed.	☐	☐	☐

B1

Keeping a conversation going

Speaking goal	Model	Cue	On my own
I can join an unplanned conversation about a familiar topic and keep it going with questions and comments.	☐	☐	☐
I can tell a connected story and explain how I felt or why it mattered.	☐	☐	☐
I can explain what went wrong in an everyday situation and discuss what to do next.	☐	☐	☐
I can give my opinion on a familiar issue and support it with a reason and an example.	☐	☐	☐
I can give a short prepared talk on a familiar subject and answer straightforward questions.	☐	☐	☐
I can describe a word I don’t know in another way so the conversation can continue.	☐	☐	☐

Speaking Goals for B2 and C1

Tick one box after trying a goal. Model = I needed an example to copy. Cue = I needed a small hint. On my own = I used it without a prompt.

Learner _____ Date _____

B2

Explaining and discussing ideas

Speaking goal	Model	Cue	On my own
I can take an active part in a discussion and respond directly to someone else's point.	☐	☐	☐
I can explain and defend a view with relevant reasons and examples.	☐	☐	☐
I can compare the benefits and drawbacks of several options before recommending one.	☐	☐	☐
I can give a clear, organised talk that highlights the most important points.	☐	☐	☐
I can adjust how formal I sound when speaking to a friend, a colleague or someone I've just met.	☐	☐	☐
I can ask a precise follow-up question when someone's intended meaning is unclear.	☐	☐	☐

C1

Speaking flexibly about complex topics

Speaking goal	Model	Cue	On my own
I can give a clear, detailed talk on a complex subject and bring its main points together at the end.	☐	☐	☐
I can respond spontaneously to challenging questions and develop my answer as I speak.	☐	☐	☐
I can use tactful language to disagree or raise a sensitive issue.	☐	☐	☐
I can link my contribution to what others have said and help a discussion move forward.	☐	☐	☐
I can rephrase an idea smoothly when a word or expression doesn't come to mind.	☐	☐	☐
I can use emphasis and intonation to make important distinctions clear.	☐	☐	☐

Speaking Goals for C2

Tick one box after trying a goal. Model = I needed an example to copy. Cue = I needed a small hint. On my own = I used it without a prompt.

Learner _____ Date _____

C2

Expressing fine shades of meaning

Speaking goal	Model	Cue	On my own
I can organise a complex explanation so listeners can follow and remember the main points.	☐	☐	☐
I can express subtle differences in attitude, certainty or emphasis with precise wording.	☐	☐	☐
I can recognise and use idioms or informal expressions where they fit the audience and setting.	☐	☐	☐
I can reformulate a difficult point smoothly when I sense that listeners have misunderstood it.	☐	☐	☐
I can handle demanding or unexpected questions while maintaining the thread of my argument.	☐	☐	☐
I can adjust my wording, tone and delivery when explaining the same complex idea to different audiences.	☐	☐	☐

My Speaking Goal and Review

Use this with any level. Agree on one goal, try it in conversation and revisit it with a different topic.

My goal _____

When I will try it _____

Date	Speaking task	Support used	What I did and my next step

Example goal In a conversation about hobbies, I'll ask two questions that build on what the other person tells me.

Example review One question on my own and one after a cue. Next time I'll try it while talking about a recent outing.

Classroom goals adapted from the Council of Europe's CEFR Companion Volume (2020), oral production, oral interaction and interaction strategies.