

Triolearn General English Programmes adapt the standards and the Qualifications of Common European Framework of Reference (CEFR) and Cambridge ESOL. It is designed to be compatible to the local and the regional community of English. Hereunder is a short description of programmes and outcomes provided by Triolearn in consideration to the CEFR and Cambridge ESOL standards and expectations:

Triolearn General English Programmes

1. Foundation

Can **understand** a few everyday expressions of simple **functions** in known situations, and can **produce** some single words and set phrases in response, or can make requests using, for example, a single word + 'please' ('Salt, please'). Little structural grasp, except in **reading**, where (s)he can recognise the existence of a few basic structural contrasts (e.g. singular/plural or continuous v. simple) even if not always certain exactly what they mean. Can substitute items in one or two structural patterns in **writing**, but not manipulate the patterns any further.

2. ELEMENTARY

Can **understand** many simple expressions of everyday basic **functions** in familiar situations and sometimes grasp what the basic topic of a conversation in English is. Can **produce** understandable questions and answers involving information above basic (e.g. Not only 'What is your name?' but 'What does your father do?') even if structures often go wrong and words are not known. In **reading** can follow very simplified stories or information, and recognise the meanings of a number of structural contrasts (e.g. 'the'/'a' or 'I go'/'I'm going'), and can **write** a few simple but connected sentences on a given topic with some awareness of the forms required, even if not always using them correctly.

3. PRE-INTERMEDIATE

Can **understand** the gist of a commonplace conversation in English, though not in detail, and can **produce** English well enough to take part if spoken to carefully. Can also initiate conversation by asking questions on a range of everyday topics (e.g. sport, or food) and can perform most everyday social and practical **functions** (e.g. buying things in shops, going to the doctor) well enough to survive comfortably. In **reading** can grasp the full meaning (content) including details, of simpler authentic texts (e.g. instructions on a packet) with the exception of a few of the less common words, including understanding the sense of most basic structures (e.g. verb tense and modals). Can **write** coherent short compositions using simple but varied structures correctly on a variety of non-specialist topics (e.g.. telling stories, personal letters, giving and explaining an opinion).

4. INTERMEDIATE

Can **understand** the gist of a commonplace conversation involving fluent speakers, provided that some allowances are made, or occasional help given. Can **produce** well enough to make substantial relevant contributions (e.g. of an example or story clearly related to the topic) and to get full and satisfactory information from other speakers by questioning as necessary. Is **functionally** competent for all everyday negotiations except where completely unpredictable problems arise. In **reading** can get the gist/intention of most straightforward (i.e. non-stylised) authentic texts and can **write** effective communications of information or opinion, but perhaps with a number of errors, or problems arising from inability to handle some of the more complex structures.

5. UPPER INTERMEDIATE

Can **understand** well enough to hold a continuous conversation with a native speaker, even where the speaker does not, or can not, adapt his/her language to a foreigner. Can **produce** well enough to initiate new topics, change the subject, and generally take part in the management of the conversation rather than merely responding. Can manage all normal life **functions** with ease, and cope linguistically

with completely new situations (e.g. a negotiation in a shop not going according to expectations). In **reading**, can understand the majority of any non-specialist, modern text and begin to respond to different 'registers' or types of writing. Can produce fluent **writing** on most kinds of topic, including arguing for an opinion, and can use complex sentence structures without many errors. *A learner at the top of this level should be able to achieve a good pass in the Cambridge First Certificate exam.*

6. ADVANCED

Can **understand** native speakers of everyday standard English, even when not being directly addressed, and can therefore take part in normal interaction on almost the same terms as a native speaker. Can **produce** speech fluent enough to convey feeling, to argue and maintain a point of view, or to convey complex information (e.g. explaining a process) to a listener. In **reading**, can use specialist books written in English to acquire specialist knowledge (including new terminology), can recognise and respond to different styles of writing and, to some extent, to shades of meaning. Can **write** fluently and with relatively few errors, not only on any topic but also in a range of styles (e.g. narrative, formal argument, business letters, prepared public speaking).

English Proficiency Level Descriptions: Expected Outcomes

(Adapted from guidelines issued by the North Carolina Department of Education)

Proficiency Level	Beginner		Intermediate		Advanced	
	Non Proficient (Foundation)	High (Elementary)	Low (Pre-Intermediate)	High (Intermediate)	Low (Upper-Intermediate)	High
Listening	Zero to very limited ability in understanding spoken English	Understands simple questions and statements on familiar topics. Often requires restatements in graphic terms or at a lower rate.	Understands most questions and conversations on familiar topics spoken distinctively at normal speed; requires occasional restatement or clarification.	Understands most informal questions, statements, and conversations at normal speed. Comprehends lectures on familiar topics with some difficulty.	Understands most conversations and most lectures on familiar topics at normal speed.	Understands academic topical conversations and most lectures without difficulty.
Speaking	Zero to very limited ability in speaking English	Asks and Answers questions to satisfy routine daily speaking needs on very familiar topics. Speaking	Handles with confidence but not facility most daily speaking tasks. Can handle limited academic language and will need	Participates effectively and sometimes hesitantly in social and academic conversations. Makes occasional errors in idioms and structure.	Speaks English in most situations. Comprehension is quite complete for a normal rate of speech. Makes	Uses the language fluently on all levels normal to school related needs. Understands and participates in almost any conversations within the

		vocabulary expresses the most elementary needs.	help for most tasks. Vocabulary is limited.		occasional errors in idioms and structure obscuring meaning.	range of experience with a high degree of fluency.
Reading	Zero to very limited ability in reading English	Reads and understands simple narrative and descriptive text. Vocabulary for comprehension is limited to simple elementary needs (names, addresses, dates, short information pieces). Comprehension requires rereading and checking. Material understood rarely exceeds single phrases.	Understands simple material (messages, greetings, popular advertising, letters, and invitations). Can guess at unfamiliar vocabulary if highly contextualized. Understands short discourse on familiar topics. Misinterpretations still occur with complex material. May have to read material several times and may need clarification.	Reads simple printed material within a familiar context. Can read uncomplicated prose on familiar subjects in frequently used sentence patterns. Reads the facts but cannot draw inferences.	Understands most factual information in non-technical prose as well as some discussion on concrete topics related to special events. Able to read for information and description, to follow sequence of events, and to react to that information. Able to separate, locate, and interpret main ideas and details.	Reads standard newspaper items addressed to the general reader, routine correspondence reports and technical materials. Gains new knowledge from materials in unfamiliar topics in areas of a general nature. Can interpret hypotheses, support opinion, and conjectures. Able to "read between the lines." May be unable to appreciate nuances or style.
Writing	Zero to very limited ability in writing English	Copies isolated words or short phrases. Write simple memorized materials. Frequently misspells words.	Composes short paragraphs or takes simple notes on very familiar topics. Evidence of good control of basic sentence construction and inflections (subject/verb agreement) and straightforward syntactic constructions in present, past, and future tense though errors occasionally occur.	Takes notes in some detail on familiar topics and responds to personal questioning using elementary vocabulary and common structures. Expresses fairly accurately present and future tense. Produces some past verb forms, but not always accurately or with correct usage.	Writes simple social correspondence, takes notes, writes summaries, and describes factual topics. Make common errors in spelling and punctuation. Shows control of most common conventions. Joins sentences in limited discourse. Difficulty in producing complex sentences. Paragraphs are reasonably unified and coherent.	Uses the written English in most exchanges. Writes short papers and expresses statement of position, points of view and arguments. Good control of structure, spelling, and vocabulary. Uses complex and compound sentences and structures to express ideas clearly and coherently. Has some problems tailoring writing to a variety of audiences and styles.

The Common European Framework divides learners into three broad divisions which can be divided into six levels:

A Basic Speaker

A1 Breakthrough or beginner

A2 Waystage or elementary

B Independent Speaker

B1 Threshold or pre-intermediate

B2 Vantage or intermediate

C Proficient Speaker

C1 Effective Operational Proficiency or upper intermediate

C2 Mastery or advanced

The CEFR describes what a learner is supposed to be able to do in reading, listening, speaking and writing at each level.

Level	Description
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

