

# Intensive English Language Program Achievement Scale

	Reading and Writing	Listening and Speaking
<p data-bbox="264 347 465 453"><b>Level 1 Beginner</b></p> <p data-bbox="349 544 450 612"><b>A1</b></p>	<p data-bbox="580 355 1317 608"><b>Reading:</b> Learners will be able to utilize learned vocabulary to interpret a short paragraph, to draw on previous knowledge and contextual information (such as images, titles, or symbols) to identify main ideas of short texts that utilize limited vocabulary on a familiar topic, to scan for information from texts, such as details, personal information, or answers to specific questions, and to identify standard written formats, including emails, letters, and routine forms.</p> <p data-bbox="580 647 1317 995"><b>Writing:</b> Learners will be able to construct simple sentences on familiar topics, using capital letters, punctuation, subject and object nouns, adjectives, and basic conjunctions (and, but, because, so), to take notes during a spoken or visual presentation, to compose brief sentences that describe routine events using appropriate expressions of time and preference and make use of descriptive adjectives and/or adverbs, to complete a short form requesting basic personal information, using titles if appropriate, and to correspond via email with instructors, employers, and other students in the standard format and in a polite register, using simple sentences.</p>	<p data-bbox="1442 355 2179 608"><b>Listening:</b> Learners will be able to interpret slow speech that is carefully articulated and uses a limited vocabulary, and ask speakers to repeat phrases if necessary, to follow short, simple instructions and directions and perform corresponding requested actions, to identify the main idea of spoken or audio presentations, recognizing repeated and emphasized details, and to distinguish words that use similar sounds or patterns (such as he and she or many numbers).</p> <p data-bbox="1442 647 2179 1155"><b>Speaking:</b> Learners will be able to interact with other speakers in short, simple sentences, making use of subject and object nouns, pronouns, adjectives, common conjunctions, basic prepositions of time, and polite language, to ask and answer simple questions about self, immediate environment, opinions, and desires or needs, to introduce themselves with some detail and provide personal information if requested in an interview format, to pronounce common vowel and consonant sounds, including the varying sounds of English vowels, to pronounce the endings of singular and plural nouns (s, z, and -es sounds), simple present verbs (-s and -es), simple past verbs (-ed), and some irregular formations, to utilize basic word stress, intonation, and word linking to clearly pronounce and emphasize words, including using weak sounds in comparatives, and to show a command of common, isolated expressions in casual conversations (such as see you later and good afternoon).</p>

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<p style="text-align: center;"><b>Level 2</b> <b>High Beginner</b></p> <p style="text-align: center;"><b>A2</b></p>	<p><b>Reading:</b> Learners will be able to identify common written formats including letters, emails, forms, instructions, and printed notices on familiar topics, particularly when visual context is included, to identify specific and predictable information within simple materials such as letters, articles, advertisements, websites, lists, menus, catalogs, and timetables, to locate the main ideas and key details of paragraphs and short texts, using this information to interpret meaning, to infer new or unfamiliar words from context in short simple texts, and to interpret and follow common signs and notices in public places that primarily or exclusively utilize text.</p> <p><b>Writing:</b> Learners will be able to write short, simple notes, letters, and emails relating to matters of immediate personal need, to compose brief, basic descriptions of events, past activities, and personal experiences, to use common phrases and simple sentences relating to everyday or personal matters including family, location, employment, living conditions, experiences, and education, to utilize common conjunctions, ordinal numbers, and adverbs of sequence (then, next, etc.) to add context and detail to sentences, and to construct simple sentences and phrases that tell a story, give an opinion, or describe an idea or event in detail and chronological order.</p>	<p><b>Listening:</b> Learners will be able to follow clearly and carefully articulated speech, asking for repetition or clarification when needed, to infer words and phrases related to areas of immediate personal relevance and experience and comprehend their meaning or intention, to follow simple directions conveyed in a series of sentences and perform corresponding requested actions, to determine the central topic and meaning of conversations or visual presentations using descriptive visual elements to support the speech, and to distinguish spoken expressions of opinion from statements of fact.</p> <p><b>Speaking:</b> Learners will be able to model standard pronunciations of English consonant and vowel sounds with clarity, to pronounce easily confused sounds, such as r and r, correcting pronunciation when necessary, to ask and answer questions to exchange ideas and information on familiar topics in a simple way when addressed clearly, slowly and directly, to produce simple descriptions of common events or items, using a series of cohesive, simple phrases, to engage and take turns in short conversations on common topics, utilizing everyday phrases and relevant vocabulary to express opinions, make plans, compare, agree, and disagree, to follow changes of topic in formal discussion related to his/her field when conducted slowly and clearly, and to utilize word stress, rising and falling intonation, and sentence rhythm to increase the clarity and coherency of spoken sentences.</p>

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<p data-bbox="98 347 465 448"><b>Level 3</b> <b>Pre-Intermediate</b></p> <p data-bbox="356 544 454 612"><b>B1</b></p>	<p data-bbox="580 355 1319 671"><b>Reading:</b> Learners will be able to identify, describe, summarize, and infer texts that consist mainly of high-frequency everyday or job-related language, to identify and interpret the description of events, feelings and wishes in personal letters, to scan longer texts to find specific or relevant information in everyday material such as letters and brochures, to identify the main conclusions in clearly signaled argumentative texts, to recognize the line of argument in the treatment of the issue presented in texts, and to recognize significant points in straightforward newspaper articles on familiar subjects.</p> <p data-bbox="580 711 1292 963"><b>Writing:</b> Learners will be able to write simple connected text on topics that are familiar or of personal interest, to write personal letters describing experiences and impressions, to convey information and ideas on abstract and concrete topics, check information, and ask about or explain problems with reasonable precision, and to write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.</p>	<p data-bbox="1442 355 2179 576"><b>Listening:</b> Learners will be able to identify the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.; recognize the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear; identify both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</p> <p data-bbox="1442 616 2175 898"><b>Speaking:</b> Learners will be able to deal with situations most likely to arise whilst traveling in an area where English is spoken, to enter unprepared into conversation on topics that are familiar, of personal interest, or pertinent to everyday life (e.g. family, hobbies, work, travel, and current events), to connect phrases in a simple way in order to describe experiences, events, dreams, hopes, and ambitions, to briefly give reasons and explanations for opinions and plans, and to narrate a story or relate the plot of a book or film and describe reactions.</p>

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<p style="text-align: center;"><b>Level 4</b> <b>Intermediate</b></p> <p style="text-align: center;"><b>B2</b></p>	<p><b>Reading:</b> Learners will be able to read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints; interpret contemporary literary prose; scan quickly through long and complex texts, locating relevant details; identify the content and relevance of news items, articles, and reports on a wide range of professional topics, deciding whether a closer study is worthwhile; obtain information, ideas, and opinions from highly specialized sources within their field; identify and interpret specialized articles outside their field with occasional use of dictionary to confirm their interpretation of terminology.</p> <p><b>Writing:</b> Learners will be able to write straightforward, connected texts on a range of familiar subjects within their field of interest by linking a series of shorter discrete elements into a linear sequence; write personal letters and emails asking for or giving simple information, giving news, or expressing thoughts; write short, basic descriptions of events, past activities, and personal experiences; write a description of an event or a recent trip (real or imagined); write accounts of experiences, describing feelings and reactions in some detail; narrate a story; link a series of shorter, discrete simple elements into a connected, linear sequence of points.</p>	<p><b>Listening:</b> Learners will be able to identify and interpret extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar; identify and describe most TV news and current affairs programs; follow and interpret the majority of films in standard dialect; follow standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life; identify the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in their field of specialization.</p> <p><b>Speaking:</b> Learners will be able to participate in short conversations in routine contexts on topics of interest and familiar topics; express their feelings in simple terms; make and respond to invitations, apologies, suggestions, agree and disagree with others, discuss what to do, where to go, and make arrangements to meet; talk about what they like and dislike and the reasons behind it; express thoughts on more abstract, cultural topics such as films, books, music, etc.; give or seek personal opinions and give brief comments on the views of others; make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organize an event; explain why something is a problem, discuss what to do next, and compare and contrast alternatives, giving brief reasons and explanations ask for and provide personal information, exchange limited information on familiar and routine operational matters; describe how to do something by giving detailed instructions; summarize a short story, article, talk, discussion, interview, or documentary and answer further questions of detail; tell a story as a simple list of points; give short, basic descriptions of events and activities; relate the plot of a book or film and describe their reactions.</p>

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	Reading and Writing	Listening and Speaking
<b>Level 5 Advanced</b>  <b>C1</b>	<p><b>Reading:</b> Learners will be able to identify, indicate, and infer ideas and information in complex factual and literary texts; to appreciate distinctions of style; to identify important information from specialized articles and longer technical instructions, even when they do not relate to the learners' field.</p> <p><b>Writing:</b> Learners will be able to express their ideas and opinions in clear, well-structured text; to discuss complex subjects in a letter, an essay, or a report; can apply or adapt styles appropriate to the reader in mind.</p>	<p><b>Listening:</b> Learners will be able to identify ideas from extended speech, even when it is not well-structured or explicitly signaled, to recognize and predict content from TV programs and films without too much effort.</p> <p><b>Speaking:</b> Learners will be able to express themselves fluently and spontaneously without much obvious searching for expressions; to formulate, describe, explain, give examples, and discuss ideas and opinions with precision for social, academic, and professional purposes; to actively engage in oral communication by relating to other speakers or their talks; to present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p>
<b>Level 6 Proficient</b>  <b>C2</b>	<p><b>Reading:</b> Learners will be able to identify, indicate, and infer ideas and information in virtually all forms of written language; to interpret and infer abstract, structurally, or linguistically complex texts; to identify important information from any manuals, specialized articles, and literary works.</p> <p><b>Writing:</b> Learners will be able to write clear, smoothly flowing text in an appropriate style; to write complex letters, reports, or articles that present a case with an effective logical structure that helps the audience notice and remember significant points; to write summaries and reviews of professional or literary works.</p>	<p><b>Listening:</b> Learners will be able to identify content from any spoken language, live or broadcast, delivered at fast native speed, or with a common accent, given some time to familiarize themselves.</p> <p><b>Speaking:</b> Learners will be able to effortlessly participate in any conversation or discussion; to have a good command of idiomatic expressions and colloquialisms; to express themselves fluently and spontaneously and convey finer shades of meaning precisely; to smoothly backtrack and restructure around the difficulty without making others aware of it; to present a clear smoothly flowing description or argument; to organize speech with an effective logical structure which helps the audience notice and remember significant points.</p>

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	Reading and Writing	Listening and Speaking	Grammar and Vocabulary
<b>Business English</b>	<p><b>Reading:</b> to identify, indicate, and infer ideas and information in virtually all forms of written language in business documents and articles on business/professional topics; to interpret and infer abstract, structurally, or linguistically complex texts; to identify important information from articles in the field of general business and professional documents not related to the learners' specialized field or profession.</p> <p><b>Writing:</b> to write clear, smoothly flowing texts in an appropriate style for business and working purposes; to write complex letters, reports, or articles that present a case with an effective logical structure that helps the audience notice and remember significant points in professional scenarios; to write summaries and reviews of professional documents.</p>	<p><b>Listening:</b> to identify content regarding business or professional working scenarios from any spoken language, live or broadcast, delivered at fast native speed, or with a common accent, given some time to familiarize themselves; to collect significant information and nuances from specialized lectures and presentations on business-related topics employing a high degree of colloquialism, professionalism, regional usage, or unfamiliar terminology.</p> <p><b>Speaking:</b> to effortlessly participate in any conversation or discussion under professional circumstances; to have a good command of idiomatic expressions and colloquialisms in business and working scenarios; to express themselves fluently and spontaneously and convey finer shades of meaning precisely; to smoothly backtrack and restructure around the difficulty without making others aware of it; to present a clear, smoothly flowing description or argument for business purposes; to organize speech with an effective logical structure which helps the audience notice and remember significant points in real-world professional environments.</p>	<p><b>Grammar and Vocabulary:</b> to identify, classify, distinguish, demonstrate, and apply certain grammatical patterns, such as nominal clauses, conditional clauses, passive and causative structures, participle clauses, and relative clauses; to expand their vocabulary related to the course themes for real-life working and business scenarios, such as vocabulary related to business culture, career development, working practices, corporate crisis, teamwork, training, performance, corporate social responsibilities, leadership, values, etc.</p>