

Student Levels

0	Total Beginner	Student is totally new to English: young child or a person from a culture with few to no cognates or loan words in English who is unfamiliar with the writing system.	Simple greetings, phrases, vocabulary, phonics, alphabet and spelling.	Hello. Goodbye. Nice to meet you. What's your name? My name is _____.
1	False Beginner	Student can use cognates and loan words from English. - can answer very simple questions on familiar topics. - often uses one-word answers and broken grammar. Can write the alphabet to form words and simple sentences.	- simple question / answer usage - basic patterns - thematic vocabulary - very simple writing - words / short phrases	A: What are you going to do tomorrow? B: I'm going to go shopping. A: Where are you going to go shopping? B: I'm going to go shopping in Yokohama. A: Who are you going to go shopping with? B: I'm going to go shopping with my mother.
2	True Beginner	Student understands and recognizes different simple tenses. - can talk about familiar topics or daily routines. - can respond to and ask some simple yes/no and Wh questions. - beginning to use rejoinders and filler language. - can use limited independent conversation but requires support from an instructor to keep it going. Can write simple sentences though communication is highly limited in written form.	- simple question / answer usage - basic patterns - simple sentences - thematic vocabulary - plus one - simple writing - sentences	A: What are you going to do tomorrow? B: I'm going to go shopping with my mother. A: Sounds great. Where are you going to go shopping? B: I'm going to go shopping at <i>Smith's</i> in Yokohama.
3	High Beginner	Student can hold short (five-minute) conversations using set, repeated patterns. - can add extra information using simple conjunctions. - can function in some situations like taking a taxi, ordering dinner or getting a room at a hotel. - uses some filler language naturally but some seems forced. Student can write a paragraph or more in a single tense with limited accuracy.	- basic pattern reinforcement and expansion - basic patterns - simple / compound sentences - general vocabulary - plus two - simple writing - paragraphs	A: What are you going to do on Saturday? B: I'm probably going to go shopping with my mother. We are going to go to Yokohama because <i>Smith's</i> is having a sale. A: That's great. I love <i>Smith's</i> .
4	Low Intermediate	Student can hold simple conversations on a single topic for ten minutes or so. - still uses fairly repetitive sentence patterns but has a solid grasp of the simple tenses. - can switch between tenses with limited accuracy. - uses some filler language reasonably smoothly. - beginning to change topics in a very simple way but lacks fluency. Can write two or more paragraphs on a topic with some compound sentences.	- extended pattern reinforcement - general patterns - compound / complex sentences - general vocabulary - plus three - simple writing with longer sentences in organized paragraphs	A: What are you going to do on Saturday? B: I'm probably going to go shopping with my mother. We went to <i>Smith's</i> last weekend and there was a sign. It said, they were having a sale. A: Sounds great. Shopping is fun but I like shopping on weekdays.
5	Intermediate	Has a solid understanding and ability to use most of the main patterns of English with a moderate degree of accuracy. - starting to go a little deeper into topics giving general reasons, opinions and supporting examples. - can change topics to maintain a conversation. - beginning to speak a little faster and more smoothly. - can express themselves in a general way with limited accuracy. Can write several paragraphs on a variety of topics. Writing is well organized.	- extended pattern reinforcement - complex patterns continued - plus four - start of extended speaking - general vocabulary - complex writing with greater length	A: Do you have any plans this weekend? B: Yeah, I might go shopping at <i>Smith's</i> in Yokohama. I went there last weekend with my mother and I saw a sign that said they were having a sale. Have you been there? A: No, but I've been to the one in Shinjuku. I like that one because it's really big. B: I see. I don't usually go to Shinjuku. It's a little crowded. How often do you go there? A: I work near Shinjuku so I go there almost every day.

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6	<p>High Intermediate</p>	<p>Can express themselves in many situations but with frequent breakdowns when faced with unfamiliar language.</p> <ul style="list-style-type: none"> - can use perfect and conditional tenses with clarity but often a low degree of accuracy. - able to report or discuss topics or events at length without prompts. - are able to change topics ask questions and generally lead the conversation. <p>Students' writing contains complex sentences, is well organized and may be able to write a couple short pages on a given topic.</p>	<ul style="list-style-type: none"> - rewording or explaining new or complicated ideas - variety in speaking style - extended speaking continued, recounting stories or events from daily life in more developed way - complex / academic vocabulary <p>- form and style in writing to develop fluency and interesting writing with variety</p>	<p>A: Are you doing anything this weekend? B: Yeah, I might go to Smith's in Yokohama. I've been there a few times before and the last time I went there I saw they were planning a sale. A: Oh that's right! I heard they were having a big blow out sale. B: Sorry? A what? A: A blow out sale. B: I've never heard of that. Is that a big sale? A: Yeah, basically. It means they are selling everything really cheap. B: Sounds good to me!</p>
7	<p>Low Advanced</p>	<p>Capable in most conversations with some variety in vocabulary and expressions in order to reword or explain new or difficult concepts.</p> <ul style="list-style-type: none"> - has a grasp of the perfect and conditional tenses but may break down where concepts and grammar become highly complex. - fluency is improving and students speed does not affect the flow of conversation. - can tell basic stories in their conversations to give examples and explain or report events. - can follow some shows and movies though with difficulty. <p>Capable of writing at length with a mix of sentence types though writing may show a lack of fluidity and naturalness.</p>	<ul style="list-style-type: none"> - extended speaking further developed recounting stories and events in a more natural, smooth way - further listening and pronunciation development - naturalness in speaking "real English" - complex / academic vocabulary <p>- fluency and smooth transitions between ideas as well as development of more complicated ideas and length</p>	<p>A: Are you doing anything this weekend? B: Nothing too special but you know what? A: What? B: Last week I was out with my mother and we were doing a little shopping. We were just hanging out like usual and I saw this big sign at Smith's. Apparently they're having some sort of big blow out sale this weekend and I can't wait to go. A: Oh that's fantastic. I should take my wife. She loves Yokohama and I need to get some new clothes anyway. That's sort of perfect. B: I know, right?</p>
8	<p>Advanced</p>	<p>Highly functional and conversational. Effectively uses most tenses though may have frequent small grammatical errors that effect clarity.</p> <ul style="list-style-type: none"> - may use specialized terms and phrases specific to their job or field of study. - can tell stories as part of their natural conversational ability. - can watch most shows and movies with moderate difficulty. <p>Writing is well organized both in format and idea. It is complex and begins to show a degree of fluidity that makes it more useful for work or school.</p>	<ul style="list-style-type: none"> - further fluency and accuracy development - functional language applied where needed - further extended storytelling or recounting of things from work, daily life, news and other sources as part of the dialogue - complex / academic / situational vocabulary <p>- focus on depth in writing and development of complex ideas</p>	<p>A: So what are you doing this weekend? B: Actually I have to work. This Monday I'm meeting some of our share holders for a luncheon and sort of informal meeting. A: Yeah? What's that all about? B: Well our company is thinking about restructuring our relationship with some of our subsidiaries so we have to meet to discuss it. A: What does that mean for you? B: Well for now it just means that my schedule is going to be pretty tight for a few weeks. A: But is it going to affect your position down the road? B: No, that's not too likely. I'm fortunate in that my position is fairly stable regardless of what the company does in the long run.</p>
9	<p>High Advanced</p>	<p>Student is fully fluent in conversation and functional in nearly every situation.</p> <ul style="list-style-type: none"> - can clearly comprehend written text in books, media and spoken language. <p>Writing is competent but may lack naturalness and flow.</p>	<ul style="list-style-type: none"> - further extended storytelling or recounting of things from work, daily life, news and other sources as part of the dialogue - complex / academic / situational vocabulary <p>- further customized development of writing based on student needs i.e. writing for work, school or private usage</p>	
10	<p>Native Speaker</p>	<p>Person has grown up with English as their first or strong second language and is completely fluent. Mistakes and errors occur in common patterns, with specialized language, typical spelling and grammatical errors common to the culture.</p>	<ul style="list-style-type: none"> - accent reduction where needed, acquiring and applying vocabulary as well as idiomatic and culturally specific language. - discuss challenging and unfamiliar topics. <p>Writing should be developed to expand expressiveness and accuracy especially as it concerns work and school.</p>	