PROGRESSIVE ENGLISH

A Complete Progressive English Language Course

For speakers of other languages

Student Course • Entry Diagnostic • Listening Assessment
Six-Stage Progression • Skill Assessment • Personalised Study Plans

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About this course

Progressive English is a practical, skills-based course for learners whose first language is not English. It develops understanding and communication through a structured progression from early foundations to advanced, independent language use.

This working edition combines the saved course framework and assessment architecture into a single editable handbook. It includes a complete level map, repeatable lesson structure, entry assessment, listening scripts and questions, answer keys, skill profiles, and personalised study-planning tools.

Assessment note: the diagnostic tests in this handbook are informal placement and planning tools. They are not standardised examinations and do not, by themselves, certify an official CEFR level. Use results alongside conversation, learner goals, educational history, and ongoing classroom evidence.

How to use the handbook

- Learners: complete the entry diagnostic without a dictionary or translation tool unless your teacher says otherwise. Be honest about what feels easy or difficult.
- Teachers: administer the listening tasks by reading each script twice at a natural, clear pace. Do not show the scripts to learners during the test.
- Use the level map to select an initial learning band, then confirm it with a short interview and a sample of speaking and writing.
- Record each skill separately. A learner may read well but need more support with listening, pronunciation, or spontaneous speaking.
- Review progress after four to eight weeks and adjust the plan.

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PART I — Course framework and learning principles

Course aims

- Build the confidence to understand and use English in everyday, educational, social, and workplace situations.
- Develop reading, listening, vocabulary, grammar, writing, speaking, pronunciation, and communication strategies together.
- Move from recognition of language to independent, flexible use in unfamiliar situations.
- Help learners identify strengths and learning needs and follow an achievable individual plan.

Core teaching principles

- Meaning before terminology: learners first understand what language does, then learn its grammatical labels where useful.
- Spiral learning: important vocabulary and structures return in new contexts, with increasing complexity.
- Integrated skills: lessons connect listening, speaking, reading, and writing around a useful topic.
- Active practice: learners retrieve, say, write, adapt, and use language rather than only reading explanations.
- Feedback that leads to action: correct important errors, explain why, and provide a chance to try again.
- Respect for multilingual learners: the learner's first language is a resource, while English practice remains central.

Suggested skill weighting

Skill	Suggested weighting	Evidence to collect
Reading	15%	Comprehension, scanning, inference, text organisation
Listening	20%	Key information, detail, sequence, speaker purpose
Vocabulary	15%	Meaning, collocation, word choice, retrieval
Grammar	15%	Accuracy and control in meaningful contexts
Writing	15%	Organisation, clarity, grammar, vocabulary, task completion
Speaking	20%	Fluency, interaction, intelligibility, range, accuracy

These weights are a planning guide, not a universal grading rule. Adjust them to the learner's purpose—for example, workplace speaking or academic writing.

PART II — Ten-level curriculum map

The ten course levels sit within six broad progression bands. The exact level placement should be confirmed by performance, not by age, nationality, or time spent studying English.

Level	Band	Can-do goal	Core learning	Practical outcome
1	Pre-A1 Foundation	Recognise and use familiar words, names, numbers, classroom	Alphabet and sounds; greetings; numbers; personal details; classroom	Give name and basic information; recognise signs; complete a simple

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		language, and very short phrases.	instructions; be; this/that; basic nouns.	form.
2	A1 Starter	Understand and produce short sentences about familiar people and routines.	Family; home; food; days and time; present simple; be/have; articles; plurals; basic questions.	Introduce self and family; ask and answer simple questions; describe a typical day.
3	A1 Developing	Handle predictable everyday exchanges with support.	Shopping; places; transport; directions; can/can't; there is/are; frequency adverbs; countable/uncountable nouns.	Buy a ticket; ask for directions; explain needs; write a short message.
4	A2 Foundation	Describe experiences, plans, places, and familiar events in connected sentences.	Past simple; future with going to; comparatives; some/any; should; basic linkers; health and services.	Describe a past weekend; make plans; ask for help; write a short paragraph.
5	A2 Developing	Manage common practical tasks and understand short connected texts.	Past and present contrasts; present continuous; present perfect introduction; travel; work; appointments; requests and offers.	Explain a problem; arrange an appointment; understand practical notices.
6	B1 Foundation	Follow the main points of clear speech and explain experiences, opinions, and reasons.	Narratives; present perfect vs past simple; future forms; first conditional; relative clauses; reported speech introduction.	Tell a story; explain a preference; write an organised email.
7	B1 Developing	Communicate with growing independence across familiar social and work situations.	Second conditional; passive introduction; modals of obligation/possibility; phrasal verbs; paragraph cohesion; discussions.	Summarise information; compare options; explain a process or viewpoint.
8	B2 Upper-intermediate	Understand complex texts and interact with reasonable fluency and detail.	Nuanced modal meanings; passive and reporting structures; conditionals; collocations; argument structure; register; longer texts.	Present an argument; write a report or formal email; discuss abstract topics.
9	C1 Advanced	Use English flexibly and effectively for social, academic, and professional purposes.	Subtle meaning; stance and hedging; advanced cohesion; idiomatic language; rhetorical structure; synthesis of sources.	Lead a discussion; synthesise texts; produce well-structured analytical writing.

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10	C1/C2 Mastery	Interpret demanding material and express precise meaning with control, nuance, and appropriate register.	Implied meaning; irony and tone; stylistic choices; specialised vocabulary; complex argument; editing and self-correction.	Evaluate arguments; adapt style to audience; deliver a nuanced presentation or polished text.

A repeatable lesson pattern

12. Learning goals: state two or three observable outcomes.
13. Warm-up and retrieval: revisit language from the previous lesson.
14. Input: introduce a short text, dialogue, audio script, picture sequence, or real-world example.
15. Notice: identify useful vocabulary, pronunciation features, and grammar patterns.
16. Guided practice: controlled exercises with examples and feedback.
17. Communicative task: use the target language to solve a problem or exchange real information.
18. Integrated skills: read, listen, speak, or write around the same theme.
19. Review and exit check: learner demonstrates one target skill and records one next step.

Sample lesson — A1: My daily routine

Learning goals: describe a simple daily routine; ask what time someone does an activity; use the present simple with I/you/we/they and he/she.

Target vocabulary: wake up, get up, have breakfast, go to work, go to school, finish, come home, cook, relax, go to bed.

Model: “I get up at seven. I take the bus to work. I finish at five.” / “She gets up at seven. She takes the bus.”

Practice: complete five routine sentences; put six routine actions in order; ask a partner “What time do you…?”; write five sentences about a normal day.

Check for learning: the learner can produce three accurate routine sentences and ask one understandable question. If not, repeat the model with visual prompts before adding more grammar.

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PART IV — Entry diagnostic: learner test

Instructions for learners: work independently. If you do not know an answer, leave it blank and continue. This is used to plan learning, not to punish mistakes. Total core written score: 69 points. The optional extended writing and speaking tasks are scored separately.

Part 1 — Basic vocabulary and matching (15 points)

A. Write a simple meaning or example for each word. (10 points; 1 point each)

1. family: _____

2. hungry: _____

3. journey: _____

4. expensive: _____

5. borrow: _____

6. usually: _____

7. appointment: _____

8. improve: _____

9. careful: _____

10. advice: _____

B. Match each word to its meaning. Write the correct letter. (5 points)

Word	Answer	Meaning
11. hospital	___	A. a place where you wait for a bus
12. station	___	B. a place where people receive medical care
13. neighbour	___	C. a person who lives near you
14. message	___	D. information sent to someone
15. weather	___	E. conditions such as rain, sun, and wind

Part 2 — Reading comprehension (10 points)

Read the passage.

“My name is Sarah. I am twenty-eight years old and I live in a small town with my husband and daughter. I work in an office from Monday to Friday. I usually get up at seven o’clock and have breakfast before I leave home. I go to work by train. I finish work at five o’clock and get home at about six. At the weekend, I often visit my parents or go for a walk with my family.”

1. How old is Sarah? _____

2. Where does she live? _____

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3. Who lives with her? _____

4. Where does she work? _____

5. Which days does she work? _____

6. What time does she usually get up? _____

7. What does she do before leaving home? _____

8. How does she travel to work? _____

9. What time does she finish work? _____

10. Name one thing she often does at the weekend. _____

Part 3 — Vocabulary in context (5 points)

1. I am very ___; I need something to eat. (hungry / late / loud)

2. Could you ___ me your pen, please? (lend / borrow / take)

3. The opposite of “cheap” is ___. (easy / expensive / empty)

4. We need to ___ a table before we go to the restaurant. (book / cook / look)

5. Please speak more slowly. I do not ___ you. (understand / visit / remember)

Part 4 — Grammar choices (10 points)

1. I ___ from Poland. (am / is / are)

2. She ___ in a town near London. (live / lives / living)

3. They ___ English twice a week. (study / studies / studying)

4. He ___ like coffee. (don’t / doesn’t / isn’t)

5. Yesterday we ___ to the park. (go / went / gone)

6. Look! The children ___ football. (play / played / are playing)

7. I ___ visit my aunt next weekend. (am going to / went / have)

8. She bought ___ umbrella. (a / an / the)

9. There ___ two chairs in the room. (is / are / be)

10. We have lived here ___ 2020. (for / since / during)

Part 5 — Build a sentence (5 points)

1. usually / I / at seven / get up

_____

2. lives / my sister / in Bristol

_____

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3. yesterday / they / a film / watched

_____

4. going to / we / study / tonight / are

_____

5. because / stayed home / I / was tired / I

_____

Part 6 — Question words (6 points)

1. ___ is your name?

2. ___ do you live?

3. ___ do you get up? — At seven o'clock.

4. ___ is your birthday?

5. ___ are you learning English? — For my job.

6. ___ bag is this? — It is mine.

Part 7 — Everyday English (5 points)

Choose the most appropriate response.

1. Someone says "How are you?" (a) I'm fine, thanks. (b) I'm thirty. (c) It's Tuesday.

2. You did not hear someone. (a) Repeat yesterday. (b) Could you say that again, please? (c) I don't like it.

3. You want to order tea in a café. (a) I have tea yesterday. (b) A tea, please. (c) Tea is a colour.

4. Someone thanks you. (a) You're welcome. (b) I'm welcome. (c) Welcome you.

5. You need help finding the station. (a) How do I get to the station? (b) What station are you? (c) Where station go?

Part 8 — Reading between the lines (3 points)

1. "I forgot my umbrella, and now my clothes are wet." What is the likely weather? _____

2. "The shop closes in five minutes." What should you do if you need to buy something there? _____

3. "Mina checked the time, picked up her bag, and ran towards the platform." Why might Mina be running?

_____

Part 9 — Short writing (10 points)

Write 5–10 sentences about yourself, your family, your work or studies, your daily routine, or your interests. Try to use complete sentences.

_____

_____

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_____

_____

_____

_____

_____

Part 10 — Optional extended writing (10 additional points)

Write approximately 100 words about a memorable day, a goal you have, or why you are learning English. Include details and explain your ideas.

_____

_____

_____

_____

_____

_____

_____

_____

Part 11 — Learner confidence check (not scored)

Circle one response for each statement: 1 = not yet; 2 = with a lot of help; 3 = with some help; 4 = mostly independently; 5 = confidently.

I can understand short written messages. 1 2 3 4 5

I can understand clear, slow English. 1 2 3 4 5

I can introduce myself and ask simple questions. 1 2 3 4 5

I can explain an opinion and give a reason. 1 2 3 4 5

I can write a clear paragraph. 1 2 3 4 5

I can follow a conversation when people speak naturally. 1 2 3 4 5

Part 12 — Optional speaking assessment (20 points)

A teacher or partner asks these questions. Give as much detail as you can.

1. What is your name, and where are you from?

2. Tell me about your family or the people you live with.

3. What do you usually do during the week?

4. What did you do last weekend?

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5. What are you planning to do next weekend?

6. Describe a place you like.

7. What is difficult about learning English?

8. Tell me about a problem you solved.

9. Do you think learning English is important? Why?

10. What would you like to be able to do in English in six months?

Score each category from 0 to 4: intelligibility/pronunciation; fluency; vocabulary; grammar; interaction and development of ideas. Maximum 20. Use the rubric in Part IX.

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PART V — Teacher answer key and marking guide

Part 1 — Vocabulary (15)

A. Accept a clear, broadly accurate meaning or example. Suggested meanings: family = related people/people in a household; hungry = needing food; journey = travel from one place to another; expensive = costing a lot; borrow = take something temporarily and return it; usually = most of the time; appointment = an arranged meeting/time; improve = make/get better; careful = taking steps to avoid danger or mistakes; advice = a suggestion about what to do.

B. 11-B; 12-A; 13-C; 14-D; 15-E.

Part 2 — Reading (10)

- 1. She is 28.
- 2. In a small town.
- 3. Her husband and daughter.
- 4. In an office.
- 5. Monday to Friday.
- 6. At seven o’clock.
- 7. She has breakfast.
- 8. By train.
- 9. At five o’clock.
- 10. She visits her parents OR goes for a walk with her family.

Part 3 — Vocabulary in context (5)

1. hungry; 2. lend; 3. expensive; 4. book; 5. understand.

Part 4 — Grammar (10)

1. am; 2. lives; 3. study; 4. doesn’t; 5. went; 6. are playing; 7. am going to; 8. an; 9. are; 10. since.

Part 5 — Sentence building (5)

Suggested answers: 1. I usually get up at seven. 2. My sister lives in Bristol. 3. They watched a film yesterday. 4. We are going to study tonight. 5. I stayed home because I was tired. Award 1 point for a grammatical, meaningful sentence; accept valid alternatives.

Part 6 — Question words (6)

1. What; 2. Where; 3. What time; 4. When; 5. Why; 6. Whose.

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Part 7 — Everyday English (5)

1-a; 2-b; 3-b; 4-a; 5-a.

Part 8 — Inference (3)

1. It is raining / wet weather. 2. Go in or make the purchase quickly, if possible. 3. She may be late or trying to catch a train. Award for a reasonable inference, not exact wording.

Part 9 — Short writing rubric (10)

Criterion	Points	What to look for
Task completion and relevance	0–2	Answers the prompt and includes enough information
Sentence control	0–3	Understandable sentence structure and word order
Grammar	0–2	Verb forms, agreement, articles, basic tense control
Vocabulary	0–2	Appropriate words and some variety
Spelling and punctuation	0–1	Generally readable writing

Do not over-penalise a learner for a few errors if the intended meaning is clear. Note recurring error patterns for teaching.

Optional extended writing rubric (10)

Criterion	Points
Task response and development	0–2
Organisation and linking	0–2
Grammar range and accuracy	0–2
Vocabulary range and precision	0–2
Spelling, punctuation, and readability	0–2

Core written total and placement guidance

Core written total: Parts 1–9 = 69 points. Part 10 is optional and scored separately out of 10. Part 12 speaking is optional and scored separately out of 20. Part 11 is a confidence survey and is not scored.

Core score /69	Indicative starting point	Recommended response
0–15	Pre-A1 foundation	Begin with sounds, basic vocabulary, classroom language, and supported phrases.

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16–28	A1 foundation	Build everyday vocabulary, basic questions, be/have, and short sentences.
29–41	A1 developing	Strengthen routine communication, present simple, directions, and short reading.
42–52	A2 developing	Work on connected sentences, past events, practical exchanges, and paragraph writing.
53–60	A2/B1 transition	Check speaking and listening; introduce longer texts, opinions, and connected narratives.
61–65	B1 likely in tested areas	Use a higher-level follow-up task; identify gaps in fluency and complexity.
66–69	Above this test's ceiling; further assessment needed	Do not assume C1/B2 from this score. Administer a more demanding assessment.

These score bands are provisional and should be treated as clues, not formal CEFR equivalencies. The test has a limited ceiling: a high score means the learner should be assessed with more advanced material.

Skill profile: avoid double-counting

Record each section once. The core total is /69. For a skill profile, use these transparent groupings (some skills naturally overlap, so interpret them as diagnostic indicators rather than independent exam scores):

Skill indicator	Sections	Maximum	Calculation
Vocabulary	Part 1 + Part 3	20	score ÷ 20 × 100
Reading	Part 2 + Part 8	13	score ÷ 13 × 100
Grammar	Part 4	10	score ÷ 10 × 100
Sentence construction	Part 5	5	score ÷ 5 × 100
Question forms/functions	Part 6	6	score ÷ 6 × 100
Everyday communication	Part 7	5	score ÷ 5 × 100
Writing	Part 9	10	rubric score ÷ 10 × 100
Listening	Part 13	23	score ÷ 23 × 100
Speaking	Part 12	20	rubric score ÷ 20 × 100

The six headline course skills (reading, listening, vocabulary, grammar, writing, speaking) should be discussed alongside these subskills. Do not add the subskill percentages together as a second overall score.

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PART VI — Listening assessment: scripts and questions

Teacher instructions: do not show the scripts to learners. Read each script twice, clearly and at a natural pace. Pause briefly between readings. Learners may write short notes. The assessment has four tests and a total of 23 points.

Test A — Daily routine (8 points)

Teacher script — read twice:
“Hello, my name is Maria. I am twenty-five years old and I live with my brother in a small house. I work in a supermarket. I start work at nine o’clock in the morning, and I usually take the bus. After work, I go home and cook dinner. In the evening, I sometimes watch television or read a book.”

1. How old is Maria? _____ (1)
2. Who does she live with? _____ (1)
3. Where does she work? _____ (1)
4. What time does she start work? _____ (1)
5. How does she usually travel to work? _____ (1)
6. What does she do after work? _____ (1)
7. Name one thing she sometimes does in the evening. _____ (1)
8. Is Maria's home described as a large house or a small house? _____ (1)

Test B — Making arrangements (5 points)

Teacher script — read twice:
“John: Would you like to have a coffee tomorrow?
Anna: Yes, that sounds good. What time?
John: How about three o’clock?
Anna: I can do three. Where shall we meet?
John: Let’s meet outside the library.
Anna: Great. See you tomorrow at three.”

1. What would John and Anna like to do? _____ (1)
2. On which day will they meet? _____ (1)
3. What time will they meet? _____ (1)
4. Where will they meet? _____ (1)
5. Does Anna agree to the plan? _____ (1)

Test C — Weather and practical information (5 points)

Teacher script — read twice:
“The weather forecast for tomorrow says it will be sunny in the morning. Rain is expected in the afternoon, and the

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temperature will be around eighteen degrees. You should take a jacket with you. The rain is expected to stop in the evening."

1. What will the weather be like in the morning? _____ (1)

2. When is rain expected? _____ (1)

3. What temperature is forecast? _____ (1)

4. What should people take with them? _____ (1)

5. When is the rain expected to stop? _____ (1)

Test D — A delayed train (5 points)

Teacher script — read twice:
"James arrived at the station at eight o'clock, but his train had already left. The next train was due in an hour. James called his manager to explain that he would be late for work. He checked the departure board and waited on the platform."

1. What time did James arrive at the station? _____ (1)

2. What had happened to his train? _____ (1)

3. How long would he wait for the next train? _____ (1)

4. Who did he call? _____ (1)

5. Why did he call that person? _____ (1)

Listening test administration record

Test	Score	Maximum	Notes on errors or strategies
A — Daily routine	____	8	
B — Arrangements	____	5	
C — Weather	____	5	
D — Delayed train	____	5	
TOTAL	____	23	

PART VII — Listening answer key and interpretation

Answers

Test A: 1. 25; 2. her brother; 3. a supermarket; 4. nine o'clock/9 a.m.; 5. by bus; 6. goes home and cooks dinner; 7. watches television or reads a book; 8. a small house.

Test B: 1. have a coffee; 2. tomorrow; 3. three o'clock/3 p.m. (accept 3 if the context is clear); 4. outside the library; 5. yes.

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Test C: 1. sunny; 2. in the afternoon; 3. around 18 degrees; 4. a jacket; 5. in the evening.

Test D: 1. at eight o'clock; 2. it had already left; 3. one hour; 4. his manager; 5. to explain he would be late for work.

Informal listening bands

Score	Percentage	Interpretation
0–8 /23	0–39%	Priority weakness: start with short, slow, familiar messages and repeated listening.
9–13 /23	40–59%	Developing: practise key words, time expressions, and simple conversations.
14–17 /23	60–74%	Functional on these tasks: work on details, connected information, and paraphrase.
18–20 /23	75–89%	Strong on these tasks: introduce longer and less predictable speech.
21–23 /23	90–100%	Very strong on these tasks; assess with more demanding natural speech.

These are internal diagnostic bands, not official CEFR listening scores.

Listening error analysis

- Vocabulary: the learner does not know a key word.
- Sound recognition: the learner knows the word in print but does not recognise it when spoken.
- Grammar: tense, negatives, pronouns, or question forms cause confusion.
- Connecting information: individual words are heard but their relationship or sequence is missed.
- Concentration or memory: the learner loses details from longer speech.
- Speed or accent: the speech is too fast or unfamiliar.

After marking, ask the learner to listen again, identify the key phrase, and explain what helped. Use short daily practice of 5–10 minutes, increasing duration as confidence improves.

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PART VIII — Balanced six-stage difficulty progression

1. Foundation — Pre-A1

Typical input: Words, names, numbers, classroom instructions, short formulaic phrases.

Can-do evidence: Recognise familiar sounds and words; follow one-step instructions; give basic personal information.

Useful practice: Picture matching, repetition, pointing, short oral answers, copied or completed phrases.

Progression check: Do not require extended independent writing before the learner can understand and produce basic phrases.

2. Beginner — A1

Typical input: Short sentences and predictable exchanges about familiar people, places, routines, and needs.

Can-do evidence: Understand simple messages; ask and answer basic questions; describe a routine.

Useful practice: Short dialogues, forms, simple descriptions, guided pair work.

Progression check: Move forward when the learner can use target language with modest support in more than one context.

3. Elementary — A2

Typical input: Connected sentences, familiar past events, plans, comparisons, and practical instructions.

Can-do evidence: Describe experiences and plans; handle routine tasks; understand the main points of short texts.

Useful practice: Short narratives, role-play, practical notices, paragraph writing.

Progression check: Increase the amount of connected information and reduce prompts gradually.

4. Intermediate — B1

Typical input: Connected speech and texts on familiar topics, opinions with reasons, and narrative detail.

Can-do evidence: Explain experiences, express views, follow clear main points, and write connected text.

Useful practice: Discussions, summaries, problem-solving tasks, email writing, longer listening.

Progression check: Expect understandable independent communication; teach strategies for gaps and clarification.

5. Upper-intermediate — B2

Typical input: Complex texts, arguments, nuance, less predictable discussion, and formal/informal register.

Can-do evidence: Explain and defend views; compare arguments; understand detail and implication in familiar domains.

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Useful practice: Debates, reports, source comparison, presentations, natural-speed listening.

Progression check: Raise expectations for precision, organisation, collocations, and flexible language choices.

6. Advanced — C1/C2

Typical input: Demanding texts, implied meaning, tone, rhetoric, specialist content, and subtle register differences.

Can-do evidence: Interpret complex information; synthesise sources; express precise, nuanced meaning fluently.

Useful practice: Critical analysis, synthesis, presentations, editing, stylistic transformation.

Progression check: Prioritise nuance, audience, precision, and self-editing rather than simply adding harder grammar.

Five learning steps within every stage

20. Recognition: identify the word, form, sound, or communicative purpose.
21. Comprehension: explain or demonstrate what it means in context.
22. Controlled use: complete a model, substitution exercise, or supported response.
23. Independent use: communicate or write with less prompting.
24. Transfer: use the language appropriately in a new context or less familiar task.

Progression decision rules

Performance	Teaching response
Below 50% on a target skill	Revisit prerequisites, model the task, reduce language load, and provide supported practice.
50–69%	Continue guided practice and build retrieval and confidence; test the skill again in a familiar context.
70–84%	Consolidate and introduce unfamiliar examples, less prompting, and a small increase in complexity.
85% or above	Consider the next band only if performance is stable across more than one task and skill.

A percentage never determines progression by itself. Consider task completion, confidence, retention, real-world performance, and the learner's goals. A learner can work at different bands in different skills.

How difficulty should rise across skills

Skill	Foundation to beginner	Elementary to intermediate	Upper-intermediate to advanced
Reading	Words, labels, short notices, simple paragraphs	Connected texts, narratives, main ideas and inference	Complex articles, tone, implied meaning, synthesis
Listening	Short repeated instructions and familiar	Short conversations, sequence, reasons and	Natural speed, varied accents, implication,

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	phrases	practical details	stance and argument
Vocabulary	Concrete high-frequency words and chunks	Topic vocabulary, collocations, word families	Precision, idiom, connotation, register, specialised vocabulary
Grammar	Basic word order, be/have, present simple	Past/future, comparisons, clauses, common conditionals	Flexible structures, nuance, complex clauses and stylistic choice
Writing	Labels, forms, modelled sentences	Paragraphs, messages, narratives and emails	Reports, arguments, synthesis and polished style
Speaking	Names, needs, short answers	Descriptions, stories, opinions with reasons	Extended discussion, negotiation, presentation and nuanced response

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PART IX — Skill assessment rubrics and recording sheets

Shared four-point performance scale

Score	Description
0	No assessable response yet, or response is not relevant to the task.
1	Beginning: succeeds only with substantial support; meaning is often unclear.
2	Developing: communicates some meaning; frequent gaps or errors require support.
3	Secure for the current stage: generally clear and effective, with some errors or pauses.
4	Strong for the current stage: clear, flexible, accurate enough for the task, and increasingly independent.

Use the scale against the learner's current stage, not against an advanced native-speaker ideal.

Reading assessment

Criterion	Look for
Main idea	Identifies the overall purpose or central point.
Details	Finds explicit facts accurately.
Vocabulary in context	Uses nearby information to infer meaning.
Inference	Makes a reasonable conclusion supported by the text.
Reading strategy	Scans for details, rereads, and checks understanding.

Listening assessment

Criterion	Look for
Gist	Identifies topic, situation, and general message.
Specific information	Catches names, times, places, quantities, and instructions.
Sequence and relationships	Understands order, cause and effect, and who did what.
Inference and speaker purpose	Recognises likely intention, attitude, or implied information at the relevant level.
Repair strategies	Requests repetition, checks understanding, or uses context to recover meaning.

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Vocabulary assessment

Criterion	Look for
Meaning and recall	Recognises and retrieves target vocabulary.
Use in context	Chooses words that fit the intended meaning.
Collocation and word form	Combines words naturally and recognises common forms.
Range and precision	Uses an appropriate range for the learner's stage.
Retention	Can still use target words after a delay.

Grammar assessment

Criterion	Look for
Form	Builds the target structure correctly.
Meaning	Chooses a structure that conveys the intended time, relation, or emphasis.
Control in speech	Uses the structure while communicating, not only in an isolated exercise.
Control in writing	Maintains understandable word order, agreement, and punctuation.
Self-correction	Notices and repairs errors when prompted or independently.

Writing assessment

Criterion	Look for
Task response	Answers the prompt and includes relevant information.
Organisation	Orders ideas clearly and uses appropriate linking.
Grammar and sentence control	Produces understandable structures with stage-appropriate accuracy.
Vocabulary	Uses relevant words and avoids unnecessary repetition.
Mechanics and register	Uses spelling, punctuation, and tone appropriate to the task.

Speaking assessment

Criterion	Look for
Intelligibility	Speech can be understood; pronunciation supports

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	meaning.
Fluency	Maintains speech with stage-appropriate pauses.
Vocabulary	Uses words and phrases relevant to the topic.
Grammar	Uses stage-appropriate structures accurately enough to communicate.
Interaction and development	Responds, asks questions, gives detail, clarifies, and takes turns.

Reusable learner skill profile

Skill	Score or percentage	Strengths observed	Next learning target
Reading	_____	_____	_____
Listening	_____	_____	_____
Vocabulary	_____	_____	_____
Grammar	_____	_____	_____
Writing	_____	_____	_____
Speaking	_____	_____	_____
Pronunciation / intelligibility	_____	_____	_____
Everyday communication	_____	_____	_____

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PART X — Personalised study plans and reassessment

Planning procedure

25. Collect evidence: entry diagnostic, listening test, short speaking sample, and writing sample.
26. Identify strengths: choose two skills the learner can use confidently.
27. Identify priorities: choose one or two skills that most affect the learner's goals.
28. Set specific targets: describe what the learner will be able to do, not simply what they will study.
29. Select activities: choose short, repeatable tasks that directly practise each target.
30. Schedule retrieval: revisit important language over several days rather than cramming once.
31. Review after four to eight weeks: repeat comparable tasks, compare evidence, and update the plan.

Suggested allocation of study time

Use this flexible starting point when the learner has no urgent specialist goal:

Study time	Purpose
40%	Practise the weakest priority skill.
30%	Practise the next weakest skill or the skill most important for the learner's goal.
20%	Consolidate skills that are developing well.
10%	Review, learner choice, enjoyable English, or a personally meaningful topic.

This is a flexible allocation, not a rule. If the learner needs English urgently for a job interview, appointment, or examination, adjust the balance to meet that need.

Example personalised plan

Example profile: reading 85%, listening 55%, grammar 60%, speaking 40%. Reading is a current strength. Speaking and listening become the main priorities, with grammar practised through communication.

Priority	Target over 4–8 weeks	Practice	Evidence of progress
Speaking	Give a two-minute description of a familiar topic and ask three follow-up questions.	Short daily voice practice; role-play; repeat the same task with fewer notes.	More sustained speech, clearer organisation, improved interaction.
Listening	Identify the main point and at least four key details in a short conversation.	Listen to a short clip twice; note key words; check transcript afterwards; listen again.	Improved detail accuracy and fewer missed time/place words.
Grammar	Use present and past forms more consistently when describing routines and events.	Model sentences, personal examples, short oral retellings, error log.	Fewer recurring tense errors in speech and writing.
Reading maintenance	Maintain comprehension while increasing text length gradually.	Read two short texts weekly and summarise each in three sentences.	Stable comprehension and growing independence.

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Four-week study-plan template

Week	Target language / skill	Practice task	Time / frequency	Evidence / reflection
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
Review	What improved? _____	What remains difficult? _____	Next target: _____	Learner reflection: _____

Eight-week review checklist

- ☐ Repeat the same or a comparable listening task.
- ☐ Repeat a reading task of similar difficulty.
- ☐ Collect a new writing sample and compare clarity, organisation, and accuracy.
- ☐ Record a speaking sample or use the same speaking prompts.
- ☐ Review vocabulary retention after a delay.
- ☐ Ask the learner which activities were useful and realistic.
- ☐ Keep, adjust, or replace each target based on evidence.

Learner reflection

What can I do in English now that was difficult before?

_____

What still feels difficult?

_____

Which activity helped me most?

_____

When and where can I practise English during the next week?

_____

What is my next small, realistic goal?

_____

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PART XI — Learner progress record

Date	Assessment / task	Result	What it shows	Next action
_____	Entry diagnostic	____ / 69	_____	_____
_____	Listening assessment	____ / 23	_____	_____
_____	Speaking sample	____ / 20	_____	_____
_____	Writing sample	____ / 10	_____	_____
_____	Progress review	_____	_____	_____

Learner achievement record

This record recognises completion of a learning stage; it is not a formal qualification unless separately accredited.

Learner name: _____

Course level / stage completed: _____

Skills demonstrated: _____

Date: _____ Teacher / tutor: _____

Comments and next steps:

_____

_____

_____

Progress is built through practice, feedback, reflection, and steady use of English.

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