



**Trinity**

*The International Examinations Board*

THIS IS TO CERTIFY THAT

**Mariano Gaston Francolino**

*pupil of Arthur Edwards CELTA*

*passed*

**Grade 4**

**Spoken English for Speakers of Other Languages**

**with Distinction**

*Oxford—January 2001*

CHIEF EXECUTIVE

DIRECTOR OF EXAMINATIONS

CHIEF EXAMINER

Trinity College London Patron HRH The Duke of Kent KG

## **Initial Stage**

(Grades 1–3)

By the end of the Initial Stage the candidate can

- understand and use familiar everyday expressions and very basic phrases so as to satisfy basic needs of a concrete type relating to family, people known to the candidate, and immediate surroundings
- introduce him/herself and others
- ask and answer questions about personal details and very familiar subject areas and topics, such as where the candidate lives, people the candidate knows and items the candidate possesses
- interact in a simple way provided the other person talks slowly and clearly and is prepared to help

This profile is based on a broad definition of the first common reference level (A1/A2 Basic User, previously Breakthrough to Waystage) proposed in draft two of the Council of Europe's Common European Framework of Reference (1996).

## **Elementary Stage**

(Grades 4–6)

By the end of the Elementary Stage the candidate can

- understand and use language in familiar situations related to school, work, travel and leisure
- express and ask about personal interests and give opinions on familiar or prepared topics
- talk about past, present and future events
- express hopes and intentions
- maintain the flow of communication with minimal assistance

This profile is based on a broad definition of the second common reference level (B1 Independent User, previously Threshold) proposed in draft two of the Council of Europe's Common European Framework of Reference (1996).

## **Intermediate Stage**

(Grades 7–9)

By the end of the Intermediate Stage the candidate can

- understand more complex speech used in the discussion of reasonably familiar topics
- converse with fluency and some spontaneity in every day situations, including those related to studies, work or professional activities
- express and support views and opinions in discussion of these and other topics
- contribute with greater independence to conversations related to the above topics and to a range of topics of social and current interest
- initiate, maintain and influence the direction of conversations on general and more abstract topics

This profile is based on a broad definition of the second common reference level (B1/B2 Independent User, previously Threshold to Vantage) proposed in draft two of the Council of Europe's Common European Framework of Reference (1996).

## **Advanced Stage**

(Grades 10–12)

By the end of the Advanced Stage the candidate can

- understand the main points, arguments, inferences, changes in register and emphasis in extended, complex and sometimes unstructured speech
- contribute and respond confidently and appropriately in interaction in all social and professional contexts, except on matters outside their cultural range
- control the direction of the conversation and maintain its flow with ease, relating skilfully to the contributions of the examiner
- exhibit a high degree of control over the range and accuracy of the vocabulary and grammar used as well as over their pronunciation

This profile is based on a broad definition of the third common reference level (C1/C2 Proficient User, previously Operational Efficiency to Mastery) proposed in draft two of the Council of Europe's Common European Framework of Reference (1996).