

Circle a score (1–5) for each competence covered in your Student's Book. Use the key to help you. Are there any areas where you might need more practice?

KEY

- 1 = I can do this with a lot of help from my teacher.
- 2 = I can do this with a little help.
- 3 = I can do this fairly well.
- 4 = I can do this really well.
- 5 = I can do this almost perfectly.

Competence	page	your score
Listening		
I can understand what is said clearly, slowly and directly to me in simple everyday conversation; it is possible to make me understand, if the speaker can take the trouble.	20, 22	1 2 3 4 5
I can generally identify the topic of discussion around me when people speak slowly and clearly.	22	1 2 3 4 5
I can understand phrases, words and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local area, employment).	14, 17	1 2 3 4 5
I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.	19	1 2 3 4 5
Reading		
I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.	18	1 2 3 4 5
I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.	23	1 2 3 4 5
I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets.	15	1 2 3 4 5
I can understand feedback messages or simple help indications in computer programmes.	15	1 2 3 4 5
I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.	15	1 2 3 4 5
Spoken Interaction		
I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly.	22	1 2 3 4 5
I can indicate time by such phrases as 'next week', 'last Friday', 'in November', 'three o'clock'.	14, 17	1 2 3 4 5
I can say what I like and dislike.	14, 19, 22	1 2 3 4 5
I can ask people questions about what they do at work and in free time, and answer such questions addressed to me.	20, 21, 22	1 2 3 4 5
Spoken Production		
I can give personal information (address, telephone number, nationality, age, family, and hobbies)	21	1 2 3 4 5
I can describe where I live.	17	1 2 3 4 5
I can give short, basic descriptions of events.	21	1 2 3 4 5
I can describe my educational background, my present or most recent job.	14, 15	1 2 3 4 5
I can describe my hobbies and interests in a simple way.	14	1 2 3 4 5
Vocabulary: Language Quality		
I can make myself understood using memorised phrases and single expressions.	23	1 2 3 4 5
I can link groups of words with simple connectors like 'and', 'but' and 'because'.	22	1 2 3 4 5
I can use some simple structures correctly.	16, 17, 20, 21, 24, 25	1 2 3 4 5
I have a sufficient vocabulary for coping with simple everyday situations.	14, 17, 24, 25	1 2 3 4 5
Writing		
I can write sentences and simple phrases about myself, for example where I live and what I do.	14, 20, 22, 23	1 2 3 4 5
I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies).	14, 21, 23	1 2 3 4 5
I can briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies).	19, 23	1 2 3 4 5
I can write simple sentences, connecting them with words such as 'and', 'but', 'because'.	22	1 2 3 4 5