

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 generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.	122, 127, 130, 135	1 2 3 4 5
I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.	127, 128, 135	1 2 3 4 5
I can catch the main points in videos on familiar topics when the delivery is relatively slow and clear.	127	1 2 3 4 5
I can understand simple technical information, such as operating instructions for everyday equipment.	122	1 2 3 4 5
Reading		
I can understand the main points in short newspaper articles about current and familiar topics.	123, 126, 127, 135	1 2 3 4 5
I can read columns or interviews in newspapers and magazines in which someone takes a stand on a current topic or event and understand the overall meaning of the text.	123, 134	1 2 3 4 5
I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.	123, 124, 126, 127	1 2 3 4 5
I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where).	123, 126, 128, 134	1 2 3 4 5
I can understand the plot of a clearly structured article or story and recognise what the most important episodes and events are and what is significant about them.	134	1 2 3 4 5
Speaking: Spoken Interaction		
I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	127, 130	1 2 3 4 5
I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to.	125, 127	1 2 3 4 5
I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	134	1 2 3 4 5
I can give or seek personal views and opinions in an informal discussion with friends.	123, 135	1 2 3 4 5
I can agree and disagree politely.	123, 130	1 2 3 4 5
Speaking: Strategies		
When I can't think of the word I want, I can use a simple word meaning something similar and invite "correction".	127	1 2 3 4 5
I can use fillers like <i>Well</i> , <i>Hmm</i> or <i>Let me think</i> to give myself time to think of what I'm going to say next.	122, 123, 125	1 2 3 4 5
I can use words and expressions like <i>but</i> , <i>whereas</i> , <i>however</i> , <i>One difference is that ...</i> to say things that are different in two situations.	130	1 2 3 4 5
Vocabulary: Language Quality		
I can convey simple information of immediate relevance, getting across which point I feel is most important.	130	1 2 3 4 5
I have a sufficient vocabulary to express myself with some circumlocutions on most topics pertinent to my everyday life such as family, hobbies and interests, work, travel, and current events.	127, 128	1 2 3 4 5
I can express myself reasonably accurately in familiar, predictable situations.	130, 131	1 2 3 4 5
Writing		
I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.	131	1 2 3 4 5
I can write text messages to communicate effectively in everyday situations, both using full words and abbreviations.	131	1 2 3 4 5