

A1  
Stage 1

A2  
Stage 2

A2+  
Stage 2+

B1  
Stage 3

B1+  
Stage 4

B2  
Stage 4\*

LISTENING	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (eg. Very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements	I can do everything described under A2 fluently, with confidence and using a broad range of vocabulary.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can do everything described under B1 fluently, with confidence and using a broad range of vocabulary	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
READING	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple text. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters	I can do everything described under A2 fluently, with confidence and using a broad range of vocabulary.	I can understand texts that consist mainly of high frequency everyday or job related language. I can understand the description of events, feelings and wishes in personal letters.	I can do everything described under B1 fluently, with confidence and using a broad range of vocabulary	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
SPEAKING INTERACTION	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can do everything described under A2 fluently, with confidence and using a broad range of vocabulary	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can do everything described under B1 fluently, with confidence and using a broad range of vocabulary.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar context. Accounting for and sustaining my views.
SPEAKING PRODUCTION	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can do everything described under A2 fluently, with confidence and using a broad range of vocabulary.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans, I can narrate a story or relate the plot of a book or film and describe my reactions.	I can do everything described under B1 fluently, with confidence and using a broad range of vocabulary.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options
WRITING	I can write a short, simple postcard, for example sending holiday greetings, I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can do everything under A2 fluently, with confidence and using a broad range of vocabulary.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions	I can do everything described under B1 fluently, with confidence and using a broad range of vocabulary.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

## Notes of Guidance

### How can the grid help me to assess my own language skills?

Start reading each column from the right, marking the first box which describes what you feel able to do in the language you want to study. Each column outlines the learning aims for that particular stage, so you need to enrol for the next stage if you feel that you can do the activities described for one particular stage.

### What can I do if I have reached different stages regarding different language skills, eg. If my listening is better than my writing?

Take the column in which you have ticked most boxes as a point of reference. If you are one stage behind with regard to one skill, you can still enrol for the stage following the one you have ticked most boxes in. However, you may want to focus on your weakest skill over the coming year. If you are more than one stage behind regarding one particular skill or one stage behind regarding more than one skill, we advise you to repeat the stage you ticked the most boxes in. If you are ahead with regard to one or two skills, don't worry.

Stage 1	Stage 2	Stage 2+	Stage 3	Stage 4	Stage 4*

**We would advise you to enrol for stage 4**

Stage 1	Stage 2	Stage 2+	Stage 3	Stage 4	Stage 4*

**We would advise you to enrol for stage 3**