



CHANGING LIVES TOGETHER

## **STUDENT INITIAL ASSESSMENT FOR STUDENTS WISHING TO STUDY ON STAGES 1B, 1C OR 2A COURSES (CEFR LEVEL A1)**

### **STAGE 1B**

Stage 1B is for students who have completed a 20-30 hours course, or who have an equivalent knowledge of the language acquired by self-study, travelling or contact with native speakers.

To join a stage 1B course you should be able to agree with about 2 'can do' statements per skill (Listening, Reading, Spoken Interaction, Spoken Production, Writing) for a total of about 10 ticks.

### **STAGE 1C**

Stage 1C is for students who have completed about 40 hours of study, or who have an equivalent knowledge of the language acquired by self-study, travelling or contact with native speakers.

To join a stage 1C course you should be able to agree with about 3 'can do' statements per skill (Listening, Reading, Spoken Interaction, Spoken Production, Writing) for a total of about 15 ticks.

### **STAGE 2A**

Stage 2A is for students who have completed a Beginners course (50-60 hours) or who have an equivalent knowledge of the language acquired by self-study, travelling or contact with native speakers. It is suitable for people who would like to brush-up and extend a basic knowledge of the language.

To join a stage 2A course you should be able to agree with about 4 'can do' statements per skill (Listening, Reading, Spoken Interaction, Spoken Production, Writing) for a total of about 24 ticks.

## STUDENT INITIAL ASSESSMENT FOR STUDENTS WISHING TO STUDY ON STAGES 1B, 1C OR 2A COURSES (CEFR LEVEL A1)

<b>STUDENT</b>		<b>YEAR</b>	
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	<b>CODE</b>	<b>LEARNING OBJECTIVES</b>	<b>Start of term (tick where appropriate)</b>
LISTENING	L1	I can understand basic greetings and phrases (e.g. 'hello', 'good morning', 'excuse me', 'sorry', 'thank you').	
	L2	can understand simple questions about myself when people speak slowly and clearly.	
	L3	I can understand very simple information concerning numbers and time (e.g. days of the week, months of the year, numbers, prices and times).	
	L4	I can understand short simple instructions and/or directions given in clear slow speech.	
	L5	I can understand very short dialogues when people speak slowly and clearly.	
	L6	I can understand simple words concerning myself, my family, my immediate environment when people speak slowly and clearly.	
READING	R1	I can understand simple forms well enough to give basic personal details (e.g. names, address, date of birth).	
	R2	I can pick out familiar names, words and phrases in very short simple texts.	
	R3	I can understand very short simple greetings and messages (e.g. on birthday cards, party invitations or text messages).	
	R4	I can pick out the information I need from lists and posters (e.g. football league tables, film showing times, trains timetables).	
	R5	I can understand words and very short phrases on common public notices (e.g. 'No smoking', 'Toilet').	
	R6	I can understand common commands (e.g. classroom instructions).	
	R7	I can follow short simple written directions (e.g. to go from X to Y).	
SPOKEN INTERACTION	SI 1	I can make basic introductions (e.g. say who I am, ask someone's name and introduce someone).	
	SI 2	I can use basic greetings and courtesy phrases (e.g. 'please', 'thank you', 'how are you?', 'I'm fine').	
	SI 3	I can make simple purchases, using pointing and gestures to support what I say.	
	SI 4	I can ask and answer very simple questions about my job, my family or interests, if I can take my time and get help from the person I am talking to.	
	SI 5	I can reply to simple direct questions about personal details if these are spoken very slowly and clearly in standard language.	
	SI 6	I can indicate that I understand or do not understand.	
	SI 7	I can interact using a variety of verbs in the present tense.	
SPOKEN	SP 1	I can produce simple, mainly isolated phrases about people and places.	
	SP 2	I can give basic information about myself (e.g. age, address, job, family, interests).	
	SP 3	I can introduce myself and say what I do very briefly and simply using set phrases.	
	SP 4	I can pronounce words and simple sentences clearly enough for a native speaker to understand me with some effort.	
WRITING	W1	I can write simple isolated phrases and sentences.	
	W2	I can fill in a simple form or questionnaire with my personal details (e.g. date of birth, address, nationality).	
	W3	I can write a greeting card or simple postcard.	



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## **STUDENT INITIAL ASSESSMENT FOR STUDENTS WISHING TO STUDY ON STAGES 2B, 2C OR 3A COURSES (CEFR LEVEL A2)**

### **STAGE 2B**

Stage 2B is for you if you have:

- completed about 80 hours of study, or
- completed stage 2A or
- reached an equivalent knowledge of the language acquired by self-study, travelling or contact with native speakers.

You can join stage 2B if you:

- can deal with confidence with the 'can do statements' in the A1 level of language competency in the Common European Framework of Reference for languages (see Self-Assessment Questionnaire for Stage 1B, 1C and 2A above).
- agree with about 3 'can do' statements per skill (Listening, Reading, Spoken Interaction, Spoken Production, Writing), for a total of about 15 ticks, in the Self-Assessment Questionnaire for Stage 2B, 2C and 3A below.

### **STAGE 2C**

Stage 2C is for you if you have:

- completed about 100 hours of study, or
- completed stage 2B or
- reached an equivalent knowledge of the language acquired by self-study, travelling or contact with native speakers.

You can join stage 2C if you:

- can deal with confidence with the 'can do statements' in the A1 level of language competency in the Common European Framework of Reference for languages (see Self-Assessment Questionnaire for Stage 1B, 1C and 2A above).
- agree with 3 or 4 'can do' statements per skill (Listening, Reading, Spoken Interaction, Spoken Production, Writing), for a total of about 20-25 ticks, in the Self-Assessment Questionnaire for Stage 2B, 2C and 3A below.

### **STAGE 3A**

Stage 3A is for you if you have:

- completed about 120-140 hours of study, or
- completed stage 2C at MWC or a recent second year language study elsewhere
- reached an equivalent knowledge of the language acquired by self-study, travelling or contact with native speakers.

You can join stage 3A if you agree with about 6 'can do' statements per skill (Listening, Reading, Spoken Interaction, Spoken Production,

**STUDENT INITIAL ASSESSMENT FOR STUDENTS WISHING TO STUDY ON STAGES 2B, 2C OR 3A COURSES (CEFR Level A2)**

STUDENT		YEAR	
	CODE	LEARNING OBJECTIVES	Start of term (tick where appropriate)
LISTENING	L1	I can understand simple phrases, questions and information relating to basic personal needs (e.g. shopping, eating out, going to the doctor).	
	L2	I can understand everyday words and phrases relating to areas of personal interest (e.g. social life, holidays).	
	L3	I can understand basic information about people, their family, home, work and hobbies.	
	L4	I can identify the topic of conversation around me when people speak slowly and clearly.	
	L5	I can grasp the essential elements of clear, short, simple messages and recorded announcements (e.g. on telephone, at the railway station).	
	L6	I can follow simple directions (e.g. how to get from X to Y on foot or by public transport).	
	L7	can identify the main topic of TV news items reporting events, accidents etc. if there are accompanying pictures.	
READING	R1	I can understand short simple messages & texts containing basic everyday vocabulary relating to areas of personal relevance.	
	R2	I can understand short simple messages about my life or my interests (e.g. e-mails, webchats, postcards or notes).	
	R3	I can skim simple everyday materials for specific predictable information (e.g. adverts, timetables, menu).	
	R4	I can understand everyday signs and public notices (e.g. on the street, in shops, hotels, railway stations).	
	R5	I can identify key information in short newspaper/magazine reports recounting stories or events.	
	R6	I can follow clear, simple, step-by-step instructions (e.g. for using a telephone, taking out cash or buying a drink from a machine).	
SPOKEN INTERACTION	SI 1	I can ask and answer simple questions about familiar topics and routine activities (e.g. weather, family, interests, times of working day).	
	SI 2	I can address people in both informal and formal ways.	
	SI 3	I can make and respond to invitations, suggestions, apologies and requests for permission.	
	SI 4	I can carry out simple transactions (e.g. in shops, post offices, railway stations) and order something to eat or drink.	
	SI 5	I can make simple plans with people (e.g. what to do, where to go and when to meet).	
	SI 6	I can express what I feel in simple terms, and express thanks.	
	SI 7	I can handle simple phone calls (e.g. say who is calling, ask to speak to someone, give my number, answer a call, take a simple message).	
	SI 8	I can ask for and provide simple, practical information (e.g. directions, times, dates, quantities).	
	SI 9	I can give or follow simple instructions (e.g. explain how to get somewhere or how to do something).	
	SI 10	I can show that I am following what people say, and can get help if I cannot understand.	
	SI 11	I can interact using a variety of verbs in appropriate past, present and future tenses	
SPOKEN PRODUCTION	SP 1	I can use simple words and phrases to describe people I know.	
	SP 2	I can give short simple descriptions of events or tell a simple story.	
	SP 3	I can give a short rehearsed presentation on a familiar subject.	
	SP 4	I can explain what I like or dislike about something.	
	SP 5	I use simple structures correctly but I still systematically make basic mistakes.	
	SP 6	My pronunciation is generally clear enough to be understood despite a noticeable foreign accent. At times people ask me to repeat what I said.	
WRITING	W1	I can write about aspects of my everyday life (e.g. family, job, studies or interests, holidays) in simple linked sentences.	
	W2	I can write very short basic descriptions of events and activities.	
	W3	I can write very basic standard letters or emails requesting information (e.g. about hotel accommodation).	
	W4	I can write a simple note or letter to a friend or colleague to accept or offer an invitation, thank someone or apologise.	
	W5	I can fill in a questionnaire giving an account of my educational background, my job, my interests and tastes.	

**STUDENT INITIAL ASSESSMENT FOR STUDENTS WISHING TO STUDY ON STAGES 4B OR 4C COURSES  
(OR EXPLORATION DE LA CULTURE FRANCOPHONE) (CEFR LEVEL B2)**

These courses are for people who have completed stage 3 (A, B and C) at MWC (or, in the case of French have completed Decouverte de la culture Francophone), or have 3 or 4 years (about 250 hours) of study or have reached an equivalent knowledge of the language acquired by self-study, travelling or contact with native speakers.

You can join if you:

- can deal with confidence with (all or nearly all) the 'can do statements' in the B1 level of language competency in the Common European Framework of Reference for languages (see Self-Assessment Questionnaire above).

- agree with 3 to 5 'can do' statements per skill (Listening, Reading, Spoken Interaction, Spoken Production, Writing), for a total of about 15-25 ticks, in the Self-Assessment Questionnaire for Stage 4B, 4C below.

**STUDENT INITIAL ASSESSMENT FOR STUDENTS WISHING TO STUDY ON STAGE 4B OR 4C (OR EXPLORATION DE LA CULTURE FRANCOPHONE) COURSES (CEFR LEVEL B2)**

STUDENT		YEAR	
	CODE	LEARNING OBJECTIVES	Start of term (tick where appropriate)
LISTENING	L1	I can understand standard spoken language on both familiar and unfamiliar topics in everyday situations.	
	L2	I can identify information, ideas and opinions in extended speech and follow complex lines of argument, provided the topic is reasonably familiar and delivered in standard spoken language.	
	L3	I can follow lively conversations with several fast speakers, although I may have a problem joining in.	
	L4	I can grasp the overall meaning of most radio programmes and audio material delivered in standard speech and identify the speaker's mood, tone etc.	
	L5	I can grasp the overall meaning of most films, TV news programmes, documentaries, interviews, chat shows in standard speech.	
READING	R1	I can read correspondence relating to my field of interest and readily grasp the essential meaning.	
	R2	I can understand in detail texts directly related to my specialist personal interests.	
	R3	I can understand articles on a range of specialised topics using a dictionary and other appropriate reference resources.	
	R4	I can quickly grasp the content and relevance of news items, articles and reports on a variety of topics connected with my interests, and decide if a closer reading is worthwhile.	
	R5	I can read and understand articles and reports in which writers express opinions or viewpoints (e.g. art reviews, political commentary, evaluations).	
	R6	I can understand articles or reports about contemporary problems in which the writers adopt particular stances or viewpoints.	
SPOKEN INTERACTION	SI 1	I can participate fully in conversations on general topics with a degree of fluency and naturalness, and appropriate use of formal or informal language.	
	SI 2	I can express my ideas and opinions clearly and precisely, and can present and respond to complex lines of reasoning convincingly, providing relevant explanations, arguments and comments	
	SI 3	I can cope linguistically with potentially complex problems in routine situations (e.g. complaining about goods or services, calling roadside help).	
	SI 4	I can exchange detailed factual information on matters related to my study, work or interests.	
	SI 5	I can interact quite fluently with a native speaker without too much effort.	
SPOKEN PRODUCTION	SP 1	I can give clear, detailed descriptions on a range of subjects related to personal, cultural or social issues.	
	SP 2	I can develop a clear coherent argument, linking ideas logically and expanding and supporting my points with appropriate examples.	
	SP 3	I can explain a viewpoint on a topical issue giving advantages and disadvantages of various options.	
	SP 4	I can give a clear, well developed presentation on a topic I am familiar with or that I have read or researched about, highlighting significant points and providing relevant supporting detail.	
	SP 5	I use simple structures correctly but I still systematically make basic mistakes.	
	SP 6	If I don't know a word or expression I can find another way of saying what I mean.	
	SP 7	My grammar and vocabulary range and accuracy allow me to express myself clearly, though I still make some mistakes.	
	SP 8	I can use complex grammatical structures and a range of verb tenses to talk about past, present and future.	
WRITING	W 1	I can write a clear, detailed text on a range of subjects relating to my personal interests.	
	W2	I can write summaries of articles on topics of general interest, and summarise information from different sources and media.	
	W3	I can write a short review of a film, play or book	
	W4	I can write a short essay or report which develops an argument, giving reasons to support or negate a point of view, weighing pros & cons.	
	W5	I can write letters and e-mails which are more or less formal, according to how well I know the person I am writing to.	
	W6	I can write letters highlighting the personal significance of events and experiences and expressing a variety of views and feelings.	