**ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR**

**B1 SELF ASSESSMENT**

**EAQUALS-ALTE Can do Statements**

**Lee detenidamente cada aseveración y marca con una X aquellas que logras hacer sin problema en inglés. Sube tu producto a la plataforma Escuela en Red en la actividad SELF ASSESSMENT.**

* **Listening**

\_\_\_\_\_ 1. I can follow clearly articulated speech directed at me in everyday conversation, though sometimes I have to ask for repetition of particular words or phrases.

\_\_\_\_\_ 2. I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.

\_\_\_\_\_ 3. I can listen to a short narrative and form hypotheses about what will happen next.

\_\_\_\_\_ 4. I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.

\_\_\_\_\_ 5. I can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.

\_\_\_\_\_ 6. I can understand simple technical information, such as operating instructions for everyday equipment.

* **Reading**

\_\_\_\_\_ 7. I can understand the main points in newspaper articles about current and familiar topics.

\_\_\_\_\_ 8. 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.

\_\_\_\_\_ 9. I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.

\_\_\_\_\_ 10. I can skim short texts (for example news summaries) and find relevant facts and information (who has done what and where).

\_\_\_\_\_ 11. I can understand the most important information in short simple everyday information brochures.

\_\_\_\_\_ 12. I can understand simple messages and standard letters (for example from businesses, clubs or authorities.)

\_\_\_\_\_ 13. In private letters I can understand those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend.

\_\_\_\_\_ 14. I can understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them.

* **Spoken Interaction**

\_\_\_\_\_ 15. I can start, maintain and close simple face to face conversation on topics that are familiar or of personal interest.

\_\_\_\_\_ 16. I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to.

\_\_\_\_\_ 17. I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.

\_\_\_\_\_ 18. I can ask for and follow detailed directions.

\_\_\_\_\_ 19. I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.

\_\_\_\_\_ 20. I can give or seek personal views and opinions in an informal discussion with friends.

\_\_\_\_\_ 21. I can agree and disagree politely.

* **Spoken Production**

\_\_\_\_\_ 22. I can narrate a story

\_\_\_\_\_ 23. I can give detailed accounts of experiences, describing feelings and reactions.

\_\_\_\_\_ 24. I can describe dreams, hopes and ambitions.

\_\_\_\_\_ 25. I can explain and give reasons for my plans, intentions and actions.

\_\_\_\_\_ 26. I can relate the plot of a book or film and describe my reactions.

\_\_\_\_\_ 27. I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering.

* **Strategies**

\_\_\_\_\_ 28. I can repeat back part of what someone has said to confirm that we understand each other.

\_\_\_\_\_ 29. I can ask someone to clarify or elaborate what they have just said.

\_\_\_\_\_ 30. When I can’t think of the word I want, I can use a simple word meaning something similar and invite “correction”.

* **Language Quality**

\_\_\_\_\_ 31. I can keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying – especially when I talk freely for longer periods.

\_\_\_\_\_ 32. I can convey simple information of immediate relevance, getting across which point I feel is most relevant.

\_\_\_\_\_ 33. I have 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.

\_\_\_\_\_ 34. I can express myself reasonably accurately in familiar, predictable situations.

* **Writing**

\_\_\_\_\_ 35. I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.

\_\_\_\_\_ 36. I can write simple texts about experiences or events, for example about a trip, for a school newspaper or a club newsletter.

\_\_\_\_\_ 37. I can write personal letters to friends or acquaintances asking for or giving them news and narrating events.

\_\_\_\_\_ 38. I can describe in a personal letter the plot of a film or a book or give an account of a concert.

\_\_\_\_\_ 39. In a letter I can express feelings such as grief, happiness, interest, regret and sympathy.

\_\_\_\_\_ 40. I can reply in written form to advertisements and ask for more complete or more specific information about products (for example a car or an academic course).

\_\_\_\_\_ 41. I can convey – via fax, e-mail or a circular – short simple factual information to friends or colleagues or ask for information in such a way.

\_\_\_\_\_ 42. I can write my CV in summary form.