

Self-assessment checklist level A2

Use this checklist to determine whether you have reached level A2. Tick off the points you can already do and leave the ones you cannot do (or are unsure about) empty. The result may help you to choose your adequate course level. The result however does not substitute a well-founded levelling test.

Result

If you have less than 10 answers ticked try course A1.2, if your score is between 11 and 25 answers pick course A2.1 and if your score is between 26 and 39 answers try A2.2. If you have more than 39 answers ticked, you have probably reached level A2 and can try "Auffrischungskurs" or a B1-course.

Level A2	
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.	
I can recognise phrases, words and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment).	
I can catch the main point in short, clear, simple messages and announcements.	
Spoken Interaction	
I can make simple transactions in shops, post offices or banks.	
I can use public transport : buses, trains, and taxis, ask for basic information and buy tickets.	
I can get simple information about travel.	
I can order something to eat or drink.	
I can make simple purchases by stating what I want and asking the price.	
I can ask for and give directions referring to a map or plan.	
I can ask how people are and react to news.	
I can make and respond to invitations.	
I can make and accept apologies.	
I can say what I like and dislike.	
I can discuss with other people what to do, where to go and make arrangements to meet.	
I can ask people questions about what they do at work and in free time, and answer such questions addressed to me.	

I can ask and answer questions in conversation, and respond to simple statements.	
Spoken Production	
I can describe myself, my family and other people.	
I can describe where I live.	
I can describe my educational background, my present or most recent job.	
Strategies	
I can ask for attention.	
I can indicate when I am following.	
When I don't understand something, I can very simply ask the speaker to repeat what they said.	
Language Quality	
I can make myself understood using memorised phrases and single expressions.	
I can link groups of words with simple connectors like "and", "but" and "because".	
I can use some simple structures correctly.	
I have a sufficient vocabulary for coping with simple everyday situations.	
Reading	
I can read a very short message about a concrete event and understand what happened when and where.	
I can identify important information in messages or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.	
I can understand a very short narrative on everyday topics if written in simple language.	
I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.	
I can understand simple written messages from friends or colleagues, for example saying when we should meet to play football or asking me to be at work early.	
I can understand advertisements where firms present new products or make special offers and understand the main points.	
I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets.	
I can identify some pieces of information in short, simple, factual texts (for example the results in the sports section of a newspaper) and understand some expressions, for example in the illustrated weather forecast.	
I can skim small advertisements in newspapers, locate the heading or column I want and identify the most important pieces of information (price and size of apartments, cars, computers).	

I can understand instructions if they consist of single sentences or if they are illustrated (for example safety instructions in a hotel room or on the train).	
I can understand simple user's instructions for equipment (for example, a public telephone).	
I can understand feedback messages or simple help indications in computer programmes.	
I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.	
Writing	
I can describe an event in simple sentences and report what happened when and where (for example a party or an accident).	
I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies).	
I can write a very simple personal letter inviting or thanking somebody.	
I can explain where I live and how to get there.	
I can fill in a questionnaire giving an account of my educational background, my job, my interests and my specific skills.	
I can briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies).	
I can write simple sentences, connecting them with words such as "and", "but", "because".	
I can write a letter using simple expressions for greeting, addressing, asking or thanking somebody.	
I have a sufficiently large vocabulary to give general information about myself and my everyday life.	
I can use the most important connecting words to indicate the chronological order of events (first, then, after, later).	
Total (of 49)	