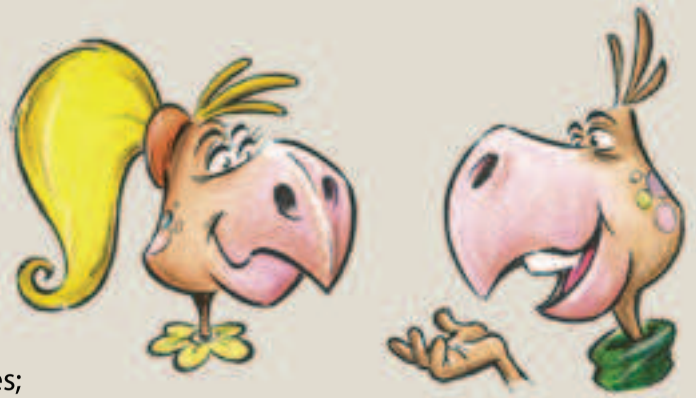
Spoken interaction *A1*

(language) _____



_____ ☐ *(date)* *(colour)*

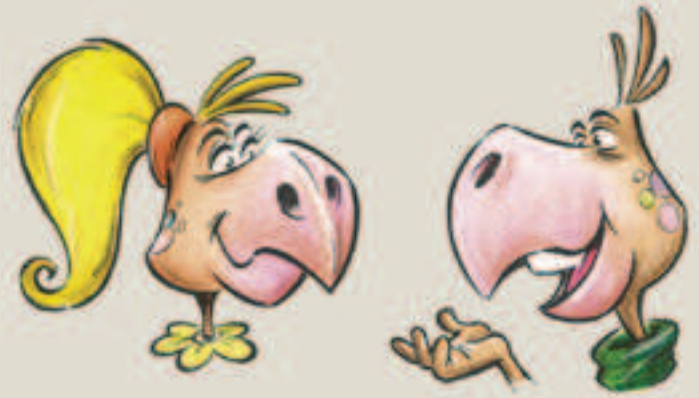
_____ ☐ *(date)* *(colour)*

_____ ☐ *(date)* *(colour)*

An A1-level student

- ☑ can express himself/herself using single words, expressions and gestures;
- ☑ can use the conjunction *and*.

Skill	Explanation/Example			
I can greet and say good bye.	E.g. *Good morning/afternoon/evening. Good bye! See you!*			
I can ask for things and say thank you.	E.g. *Could I have some cake, please! Thanks! Thank you!*			
I can introduce myself and my friend.	Name, age, occupation (pupil), school, class, nationality.			
I can ask and answer personal questions.	Name, age, occupation (pupil), school, class, nationality, address, phone number, hobbies.			
I can ask and tell the time.	E.g. *What's the time?* I can answer when I do not have to use the expressions *quarter past, half, quarter to*: E.g. *It is 9.45 (nine forty-five).*			
I can name the days of the week, months and seasons.				
I can say the price and amount.	E.g. *five euros, one hundred grams*.			
I can name school subjects and school supplies.				
I can name everyday commodities and food products.	E.g. commodities in the house, apartment, room; food products in a store, market.			
I can ask for help in case of an accident or emergency.	E.g. *Help! Help me! Fire! Thief!*			
I can apologise and reply to an apology.	E.g. *I'm sorry! It's okay!*			



(date) (colour)

(date) (colour)

(date) (colour)

Spoken interaction *(language)* _____
A2

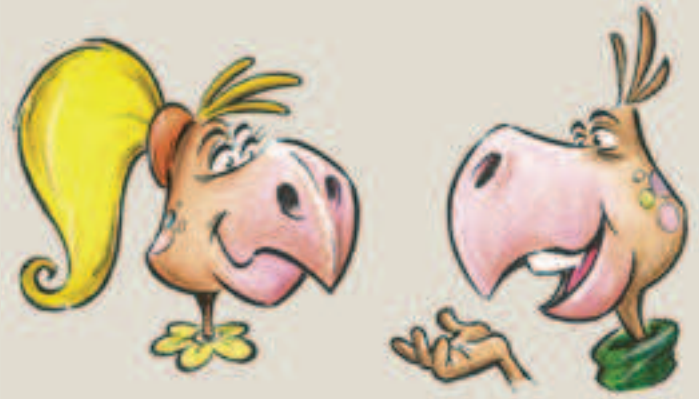
An A2-level student

- can communicate using memorised sentences or expressions joined by simple conjunctions such as *but*, *because*;
- has sufficient vocabulary for dealing with familiar situations.

Skill	Explanation/Example			
I can ask for what I would like to have and how much things cost.	E.g. in a store, cinema, post office, museum, at a market, concert.			
I can order food and drinks.	E.g. *I will have juice, please! Cheque, please! An ice cream, please.*			
I can ask for information to get to a destination both on foot and by using public transport.	E.g. on a bus, tram, trolleybus, train, underground. *When do I have to get off? How many bus tops do I have to ride? Can I have a (student) ticket, please? Where is the theatre? How do I get there? Where is the bus stop?*			
I can give directions.	E.g. *Go straight on! Turn right. Along this street. It is here* (showing on the map).			
I can ask how my friend is doing and respond to the information received.	E.g. *Hi, how are you? Is everything ok? Good! That's great! I am glad. Congratulations! I am sorry! My condolences!*			
I can make an invitation and reply to an invitation.	E.g. *Come and visit me. Thanks! Unfortunately I can't! Maybe another time!*			
I can apologise and justify my behaviour.	E.g. for being absent, late, for forgetting an arrangement, for not having done the homework. *I am sorry, but the bus didn't come. I am sorry, but I overslept. I am sorry, but I was ill. I am sorry, but I left my exercise book at home.*			

I can say which activities or things I like or dislike.	E.g. *I like to read. I like the new teacher. I don't like doing the dishes! I like pizza!*			
I can tell my friend what to do, where and when to go.	E.g. *Let's go to the cinema! Let's meet at half past five.*			
I can ask my friend what he/she does at school and in his/her free time.	E.g. *How many lessons do you have on Wednesday? Six (lessons). What do you do after school? I go home. Do you play sports? Yes, I play tennis. How many times a week? Three times (a week).*			
I can answer questions about my studies and free time.				
I can start and end simple conversations.	E.g. *Excuse me, I have a question. I have a problem. Could you help me? Do you have time? I have to go now!*			
I can tell the person I am talking to whether I understand him/her or not. I can ask him/her to repeat what he/she said.	E.g. *I see! I get it! I understand! I do not understand! Please repeat what you said! Once more please!*			

Spoken interaction *(language)* _____
B1



_____ ☐
(date) *(colour)*

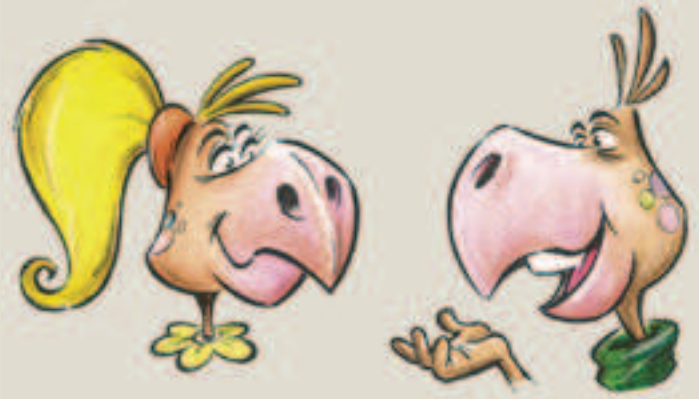
_____ ☐
(date) *(colour)*

_____ ☐
(date) *(colour)*

A B1-level student

- ☑ can make himself/herself understood in everyday situations on topics that interest him/her or are familiar to him/her; longer turns are interrupted by pauses while gathering thoughts;
- ☑ has an adequate vocabulary for conversing familiar topics.

Skill	Explanation/Example			
I can communicate in service establishments.	E.g. in a café, library, sports centre, at the doctor's, at a police station.			
I can discuss with my companion what to do and make suggestions.	E.g. date, place, time.			
I can start, develop and conclude conversations.				
I can give instructions if I do not have to use technical vocabulary.	E.g. preparing food, using food and drink vending machines and ATMs.			
I can ask for all kinds of information.				
I can express my feelings and react to emotions expressed by my companion.	E.g. surprise, gladness, sadness, interest, indifference.			
I can express my opinions and points of view in conversation.	E.g. *I think it was such a romantic film.*			
I can express agreement and disagreement.				
I can ask for clarification and explanation.	E.g. *Shall we meet tomorrow? What do you mean by that?*			
I can paraphrase what I want to say if I do not remember a word or expression.				



_____ ☐
(date) *(colour)*

_____ ☐
(date) *(colour)*

_____ ☐
(date) *(colour)*

Spoken interaction *(language)* _____
B2

A B2-level student

- ☑ can speak at a steady pace for a longer period, although has to look for suitable expressions from time to time;
- ☑ can communicate detailed information;
- ☑ has adequate vocabulary for conversing on a variety of topics.

Skill	Explanation/Example			
I can start, develop and conclude conversations taking into account the cultural traditions of the country whose language I am studying.				
I can express my thoughts and feelings and justify them.				
I can actively participate in longer conversations on familiar topics.				
I can explain and justify my opinions in an exchange of opinions.				
I can engage my companion in a conversation more actively.	E.g. *What do you think? What is your opinion?*			