

Tick one box per statement: ☐ not yet   ☐ nearly   ☐ confident.   / /

## 1. Reading skills

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### 1.1 Reading for specific information

- ☐☐☐ skim a text quickly to get the general idea, then scan to locate specific facts, names, numbers, times and places
- ☐☐☐ answer short questions with a single word or short phrase, using the exact detail from the text
- ☐☐☐ predict what kind of information a question is asking for before reading the text closely

### 1.2 Understanding connections between ideas

- ☐☐☐ follow how ideas, opinions and attitudes in a text connect to one another
- ☐☐☐ match each question to the section or short text that contains the relevant idea (multiple matching)
- ☐☐☐ recognise words and phrases that signal time, cause and effect, addition and contrast

### 1.3 Note-making and summary

- ☐☐☐ select only the relevant points from a text for a given purpose
- ☐☐☐ complete a set of brief notes under headings, using short phrases rather than full sentences
- ☐☐☐ leave out examples and repetition, keeping just the key information

### 1.4 Inference and the writer's attitude

- ☐☐☐ understand meaning that is implied but not directly stated
- ☐☐☐ work out a writer's opinion, attitude or feelings from the words and phrases they choose
- ☐☐☐ deduce the meaning of an unfamiliar word from the information around it
- ☐☐☐ answer multiple-choice questions about main ideas, details and attitudes

## 2. Writing: purpose, audience and accuracy

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### 2.1 Purpose, audience and register

- ☐☐☐ identify the purpose of a piece of writing: to inform, to argue or to discuss
- ☐☐☐ think about the audience and how formal or informal the language should be
- ☐☐☐ choose a register and style that suit the purpose and the reader

### 2.2 Organising ideas and linking devices

- ☐☐☐ plan what to include and the order in which to present it
- ☐☐☐ organise writing into clear paragraphs with a logical structure
- ☐☐☐ link ideas using devices for addition (in addition, moreover), contrast (however, although) and cause/effect (therefore, as a result)

### 2.3 Grammar, vocabulary and checking your work

- ☐☐☐ use a range of grammatical structures: different verb forms and tenses, conditionals and varied sentence types
- ☐☐☐ use a range of vocabulary, including set phrases, collocations and synonyms to avoid repetition
- ☐☐☐ check your writing for accuracy in grammar, spelling and punctuation

### 3. Writing an informal email

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#### 3.1 Purpose and audience

- ☐☐☐ recognise that an informal email is written to a friend or relative
- ☐☐☐ respond to all of the prompts given in the task
- ☐☐☐ use a friendly, personal tone that suits the reader

#### 3.2 Structure and useful language

- ☐☐☐ open and close an informal email appropriately (for example: Hi ... / Write back soon ...)
- ☐☐☐ organise the email into short paragraphs, with one main idea per paragraph
- ☐☐☐ use informal language: contractions, friendly phrases and questions to the reader

#### 3.3 Improving your email

- ☐☐☐ develop each idea with a reason, example or detail rather than just listing points
- ☐☐☐ vary your sentence openings and link ideas smoothly
- ☐☐☐ check the length (120–160 words), the tone and the accuracy before finishing

### 4. Writing a formal letter or email

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#### 4.1 Formal purpose and audience

- ☐☐☐ recognise when a task needs a formal or semi-formal response (for example, to a teacher or an event organiser)
- ☐☐☐ cover the purpose, format and audience information given in the task
- ☐☐☐ keep a polite, formal tone throughout

#### 4.2 Structure and formal language

- ☐☐☐ open and close a formal letter or email appropriately (for example: Dear ... / Yours sincerely ...)
- ☐☐☐ organise your points into clear paragraphs with a beginning, middle and end
- ☐☐☐ use formal language and avoid contractions and slang

### 5. Writing a report

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#### 5.1 Purpose, audience and format

- ☐☐☐ recognise that a report is written for a superior or a group about an event, experience or situation
- ☐☐☐ give factual information clearly and add suggestions or recommendations
- ☐☐☐ use a neutral, factual tone

#### 5.2 Headings, facts and recommendations

- ☐☐☐ organise a report using short headings or clearly separated sections
- ☐☐☐ separate facts from your own opinions and recommendations

- ☐☐☐ end with a clear recommendation or conclusion

## 6. Writing an article

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### 6.1 Purpose and engaging the reader

- ☐☐☐ recognise that an article is written for a general audience to inform or entertain
- ☐☐☐ choose a title and an opening that catch the reader's interest
- ☐☐☐ keep the reader engaged with questions, examples and a clear point of view

### 6.2 Structure and lively language

- ☐☐☐ organise the article into an introduction, development and conclusion
- ☐☐☐ use lively, varied language and a consistent tone
- ☐☐☐ address the reader directly where it suits the topic

## 7. Writing a review

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### 7.1 Purpose: describing and giving opinions

- ☐☐☐ recognise that a review describes something you have experienced (a film, place or product) and gives your opinion
- ☐☐☐ balance description with personal opinion and reasons
- ☐☐☐ write for a general audience, for example of a magazine or website

### 7.2 Structure and recommendation

- ☐☐☐ introduce what is being reviewed, then describe and evaluate it
- ☐☐☐ support your opinions with specific details and examples
- ☐☐☐ end with a clear recommendation to the reader

## 8. Writing an essay

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### 8.1 Discursive and argumentative essays

- ☐☐☐ tell the difference between a discursive essay (balanced, both sides) and an argumentative essay (one main view)
- ☐☐☐ plan the main points and the reasons or evidence for each
- ☐☐☐ keep a formal, organised style

### 8.2 Structure: introduction, body and conclusion

- ☐☐☐ introduce the topic and your approach in the introduction
- ☐☐☐ develop one main idea per paragraph in the body, with reasons and examples
- ☐☐☐ draw the ideas together in a clear conclusion

## 9. Listening skills

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### 9.1 Listening for specific information

- ☐☐☐ listen for specific facts and details: places, names, times, dates and directions
- ☐☐☐ predict what kind of information you will hear before you listen

- ☐☐☐ select the correct multiple-choice option based on what the speaker says

## 9.2 Opinions, attitudes and connections

- ☐☐☐ understand speakers' ideas, opinions, feelings and attitudes
- ☐☐☐ follow how ideas connect across a longer talk or conversation
- ☐☐☐ notice the language that speakers use to express how they feel

## 9.3 Inference in listening

- ☐☐☐ understand what is implied but not directly stated
- ☐☐☐ work out a speaker's overall intention or attitude
- ☐☐☐ deduce the meaning of an unfamiliar word from the words around it

# 10. Speaking skills

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## 10.1 Conversation and interview

- ☐☐☐ take part in a conversation or interview, giving factual information and opinions
- ☐☐☐ respond to questions and develop your answers with reasons and examples
- ☐☐☐ use interactive skills: starting, responding, asking for clarification and taking turns

## 10.2 Giving a short talk

- ☐☐☐ give a short talk that describes an event or explains and justifies an opinion
- ☐☐☐ expand your answers by giving examples, justifying, comparing and speculating
- ☐☐☐ speak with control of vocabulary, grammar, pronunciation and intonation

# 11. Vocabulary and text types

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## 11.1 Building vocabulary

- ☐☐☐ learn new words together with their meaning, spelling and how they sound
- ☐☐☐ group vocabulary by topic and by everyday situation
- ☐☐☐ use set phrases, phrasal verbs and collocations naturally

## 11.2 Common text types

- ☐☐☐ recognise common text types: article, blog, email, essay, report, review, notice, leaflet and interview
- ☐☐☐ know the purpose and audience of each text type
- ☐☐☐ match the right style and format to each text type