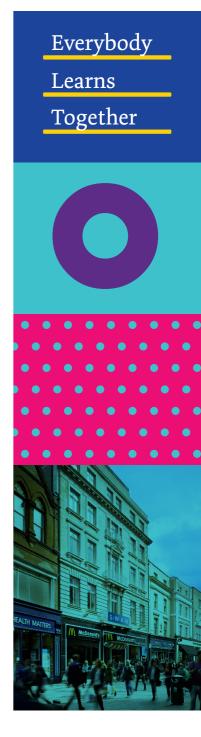
WANT TO MOVE LEVELS?

Read here how to move levels. Please note, you cannot move levels during the week. You can start a new level on Monday at 9am and should confirm this the Thursday before.

- 1. Talk to your teacher. You can decide together if you are ready. Use the checklist at the back of this page.
- 2. Take the placement test:

 www.selt.ie/swantest and don't forget to email your results at the end!
- 3. After this talk to the ADOS at reception at 1.30 on Thursday. You must take the test and talk to the ADOS by **Thursday**.
- 4. If your test shows you are ready for the next level, you can start at 9am on the next Monday.
- 5. **If it is your first day** and you think you have been placed in the wrong level, come back to the ADOS and you can discuss moving levels for the next day.
- 6. **IELTS students** if you want to move levels, please see the IELTS Coordinator at 1.30 on Thursday in reception. If you are ready for the next level, you will start the following Monday. You can also talk to the IELTS Coordinator if you want to **move into IELTS** from General English.



Moving levels checklist

A1 to A2	A2 to B1	B1 to B1+	B1+ to B2	B2 to C1
I can write about myself and where I live, using simple phrases. I can give person-	I know enough vocabulary for familiar everyday situations and topics, but I need to search for the	I know enough vocabulary to talk about my family, hobbies and inter- ests, work, travel, news and current	I have a sufficient range of language to describe un- usual and predict- able situations and to express	I can express myself clearly and without much sign of having to restrict what I want to say.
al information (address, telephone number, nationality, age, family, and hobbies).	words and some- times must sim- plify what I say. I can use the most important con-	when I explain something, I can make the other person understand	my thoughts on abstract or cultural as well as every- day topics (such as music, films).	I can reformulate ideas in different ways to ensure people understand ex-
I can very simply describe myself, my family and where I live.	necting words to tell a story ("first", "then", "after", "later").	the points that are most important to me.	I can explain the main points relating to an idea, problem, or argu- ment with reason-	actly what I mean. I can focus my attention effectively on how I formulate
I can use basic greeting and leave taking expres- sions, and ask people how they	I can use some simple structures correctly in com- mon everyday	of short phrases into a connected, sequence of points.	able precision. I can use connecting words to link sentences	things, in addition to expressing the message. I can use a variety
are.	situations.	I can express	into a coherent	of linking words
I can understand simple forms well enough to give basic personal	I can participate in a longer conversa- tion about familiar topics, but I often need to stop and	myself reasonably accurately in fa- miliar, predictable situations.	sequence, though there may be some "jumps".	efficiently to mark clearly the rela- tionships between ideas.
details.	think or start again in a different way	I can keep a conversation going,	self relatively eas- ily when talking	I can maintain good grammati-
I can understand the days of the week, months of the year, times and dates.	I can socialise simply but effec- tively using the simplest common expressions and	but sometimes have to pause to plan and correct what I am saying.	freely and keep the conversation going effectively without help, de- spite occasional	cal control. I may sometimes make mistakes but I can correct them afterwards.
L can understand	routines.	I can use simple expressions po-	pauses to plan and correct what I	I can communi-

litely in a neutral

way in everyday

situations.



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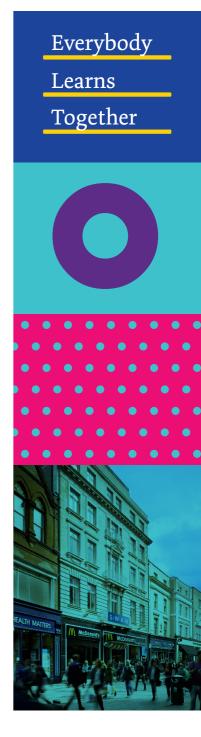
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