

Humber Online EAP-Levels Self-Assessment

The Self-assessment Test: Introduction

The HUMBER EAP SELF-ASSESSMENT TEST is a test to help you plan your EAP studies at Humber. The test asks you to think about what you can do in English. Based on your responses, the test helps you to guess which EAP level you will start at.

PLEASE NOTE: the results of this self-assessment test are intended only to give you an idea of your level in our program; they will not be used for official placement purposes.

The SELF-ASSESSMENT TEST:

If you can't do anything in one section, score zero. If you can do more than one thing, choose the last one you can do.

Speaking

- a. In English, when I don't understand, I can
 - i. Say I don't understand.
 - ii. Ask people to explain or repeat what they said.
 - iii. Ask people to explain more about a particular idea.
 - iv. Ask questions to check that I have understood what a speaker intended to say, and get clarification on unclear points.
- b. In English, when I speak to somebody, I can
 - i. Say what I like and don't like and answer simple questions.
 - ii. Have short conversations in everyday situations.
 - iii. Have a longer conversation and change topics when I want to.
 - iv. Be active in longer conversations on most general topics.
- c. In English, in a formal group discussion, I can
 - i. Say what I think only in a few words when somebody asks me, but I might have to ask for repetition.
 - ii. Discuss and give my opinion when somebody asks me, but I might need some help or repetition.
 - iii. Explain my point of view clearly.
 - iv. Participate actively in the discussion.

Reading

- d. In English, I can read and understand well:
 - i. Simple words and sentences
 - ii. Short messages, signs, and advertisements
 - iii. Forms (e.g., school registration)
 - iv. Short personal letters and e-mails
 - v. Short news articles (up to 300 words)
 - vi. Longer articles (800-1000 words)

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- vii. Extended articles (3-5 pages)
- viii. Short stories for adults written by famous writers, textbook chapters, or books
- e. When I read in English, I can
 - i. Find specific information like times, dates, names, etc in simple writing, such as letters, brochures and short newspaper articles.
 - ii. Get the main ideas from short simple stories or descriptions.
 - iii. Understand the main idea and most details in newspaper articles on familiar subjects.
 - iv. Understand most articles and reports concerned with the problems of the day in which the writers adopt particular viewpoints.
- f. Read this [text](#) **one** time. Don't use a dictionary. Stop reading after 15 minutes. Which of the following is true? For me, this text was:
 - i. Very difficult; I didn't understand very much
 - ii. Difficult
 - iii. A little difficult
 - iv. Easy
 - v. Very easy; I understand it perfectly or almost perfectly

Listening

- g. In English, I can listen to and understand well one person talking to me:
 - i. Very slowly and carefully about me and my family
 - ii. Slowly about simple general topics.
 - iii. Normally about simple general topics.
 - iv. Normally on most topics even in a noisy environment.
- h. In English, I can listen to and understand well conversations between native speakers of English speaking normally about:
 - i. Simple general topics.
 - ii. Normal work or school, topics.
 - iii. Complex work or school, topics.
- i. In English, I can listen to and understand well radio programs about:
 - i. Familiar subjects spoken slowly and clearly.
 - ii. A variety of topics spoken in clear standard speech.
 - iii. Technical social, professional, or academic topics
- j. In English, when I watch TV or movies, I understand:
 - i. Some words or short phrases.
 - ii. Parts of conversations.
 - iii. Most of what is said.
 - iv. Everything or almost everything.
- k. Listen to [this](#) lecture. Which of the following is true. For me, this lecture was:
 - i. Very difficult; I didn't understand very much
 - ii. Difficult
 - iii. A little difficult

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- iv. Easy
- v. Very easy, I understood it perfectly or almost perfectly in one listening.

Writing

- l. The longest piece of English writing I have done in the past is:
 - i. A sentence or two
 - ii. A five sentence paragraph (about 100 words)
 - iii. Two or three paragraphs (about 250 words)
 - iv. Five paragraphs (about 500 words)
 - v. Up to 1000 words
 - vi. Over 1000 words
- m. In English, I can easily write:
 - i. A message to tell somebody where I am or where we can meet.
 - ii. A description in writing about what happened (e.g., a party or an accident) and where it happened in simple sentences.
 - iii. Simple paragraphs/essays on various familiar subjects by joining a number of shorter ideas in a clear order.
 - iv. Clear, detailed essays on a variety of subjects related to my field of interest.
- n. When I study at home in English, I can usually
 - i. Find and write down some very important words and phrases from a short simple text.
 - ii. Summarize a short article simply, using words from the original text.
 - iii. Summarize a short article simply, using some of my own words.
 - iv. Take detailed notes that are good enough to help me study for a test later, if the topic is in my field.
 - v. Summarize a longer article, using mostly my own words.
- o. When I write in English, I can usually use the following correctly:
 - v. Just the present tense (e.g., *I go to school every day. He goes to school...*)
 - vi. Past and future tenses (e.g., *The changes happened quickly. Things will probably work out the same next year.*)
 - vii. Present perfect (e.g., *The city has experienced many changes.*)
 - viii. Past perfect (e.g., *Before I got married, I hadn't thought about my future.*)
 - ix. Passive voice with modals and perfect (e.g., *It might have been sold already.*)
 - x. A variety of conditional sentences (e.g., *If it hadn't been for the cold, everything would have been fine.*)
- p. My best English writing is most similar to:
 - xi. A
 - xii. B
 - xiii. C

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- xiv. D
- xv. E
- xvi. F
- xvii. G
- xviii. H
- xix. I

Writing Samples:

A Scale

In my house this machine is used for weight the foods after the cook (For my aunt and cousin diet). This has a circular base, inside this has numbers around the base, in the middle the numbers is one dial (The dial to mark how much pounds weigh the food). Next to the all numbers is the label Lb=pounds they color is red and the numbers is black. The name of base is clock type. Over the clock type is connecte with at tray (The tray is where you put the food for weigh) , the tray is same a bowl. all scale (this machine) is the white color.

B New York City

New York City is a interesting city to spend a holiday for three reason. First of all, there is the statue of liberty under the Manhattan Island. It is a beautiful place. Also there is the central park top of the Manhattan Island. The park is clean and silent. Second, New York City is a good place for shopping. You can buy many things. There are many shops and malls in New York City. Finally, You can watch many kinds of musical on Broadway for example Lion King, Mamma Mia. Broadway in New York City is the most famous place about musical all around the world. In my opinion, New York City is excellent place to visit.

C My Job

My job was in Cheon international airport employee 3 years ago. In Cheon international airport has many jobs. For example, many duty free shops, restaurants, banks, ...etc. I worked in the Lotte duty free shop office. There were many perfums, clothes, shoes, and watches in the office. I packaged them and delivered to shopgirls. Because they were heavy, shopgirls couldn't pick them up. And, Lotte duty free shop was in the airport and on the thirdth floor. But, my office was in the basement. When shopgirls sold them, I packaged and deliveried them. I worked for 1 year and I liked my job. Because, higher officer was very kind and my colleagues were same age. Also, I could eat high class foods and I could buy expensive things cheaper in the airport. Because, I was In Cheon international airport employee. I had many holidays, eight times a month. But, I couldn't rest national holidays and public holidays. Because, airport is always open. So, I had to rest substute with other colleagues. Also, pay wasn't very good. I think Lotte duty free shop work was a bit fun and it was good job.

D Why is Garbage Collection a Big Problem for Cities?

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Now a day, cities have a big problem for garbage collection. Large cities have dense population due to people coming from outside cities for work. For example, Toronto has many work places. Many people come from out of Toronto. They are working and then they make a lot of garbage. Other problem is too many rules regarding sorting of garbage. For example, recycle, kitchen (raw) garbage, large garbage, garbage. All this causes some people to ignore the rules and just throw garbage where they feel like. Another cause may be city workers not doing their job but we can't always blame them because for example, people ignoring the rule. This can cause city workers hard feeling or their equipments are suitable for particular kind of garbage. Finally, once a week for kitchen garbage pick up is not enough there should be more pick up day. For example, too many people live in Toronto. They are cooking every day then they accumulate garbage every day. There should be more pick up days. But government said government funding is not enough. There is not easy solution to this problem. But if every body obeys the rule, all levels of government working with one another, it would make it a little easier.

E Types of Learners

Learners styles can be classified into three basic groups by preference meaning. The first group of learning style is a visual learner. It is as if you have a movie camera in your mind. As a result, what you hear or read and translate it in your brain. When you want to recall you have learned, you just glance upward and you can see that you have stored as a "Picture screen". Also, that people like to use phrases words like "I see", "I get the picture", "Let's focus on this". The second group is auditory learner. People who belong to auditory style are the most talkative, friendly, and most of them have more difficult writing. By excellent hearing and listening skills they have the ability to easily recall what people say and tend to solve problems by "talking" about them. Actually, they like to use words like "I hear you", "that clicks", "that sounds right". The third style is kinesthetic learner. If you are a kinesthetic learner, you learn best through touching things or you feeling about the subject matter. If you can touch it and feel whatever you are learning about, you will remember the information very well. The person generally like to say "I feel", "I get a grip", "I get it", "I need to get a handle on this".

In conclusion, I found to helpful to know which style are you because if you know your style you can be more concentrate on it, and know yours ability, and improve your style as well.

F How an EAP English student became more successful

If you are attending an EAP English course, there are some important steps that you can follow to become more successful. The first important step is to be determined to learn English. If you are spending time to do your homework, to read a book, to be present in class, you have to enjoy all of these things; otherwise it will be boring for you to learn English. On other words, a high level of motivation helps you to learn fast and memorize a lot of new words. For example, I remember when I was in high school; I always hated to learn history, because I never remembered all of these facts. For me were boring, and in educative. So I started to study history with one of

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my friends, who really love it. We watched film documentaries then I found the history more interesting, and now I know that it is one of the most important part of my Italian culture. So if you really enjoy learning English it will give you a lot of advantage. The second important step is to involve, as much as you can, the reading and listening technique. Reading is one of the best ways to learn English well. Many words in English have more than one meaning. If you can get a good English-English dictionary, it will help you in your reading comprehension and to learn different words. The dictionary shows the comparison meaning in order to know all of them and to find the right one. It is very helpful if you want to increase your vocabulary knowledge. For this reason successful English learners use their dictionaries all the time, that's how they learn to use new words. In contrast, listening is more challenging. Every person has a different own accent, so for a person who is learning English, as a second language it will be a bit confusing. For example when I started to study English I can't understand a person in a dialogue. One day a gentle person told me a secret to understand people talking. First you never try to translate in your language a person while he/she is talking, you'll lose him/her. Another important thing is to take attention while they are speaking because if you don't understand the first time, usually a person tends to repeat the context of the dialogue. So you'll have another chance to understand it. I always try to do this even when I watch a movie or a favorite TV shows, and it is very helpful for me. In conclusion if you follow these important steps, you'll improve your study, and you'll become a successful English person.

G Motivation in different times

Scholars and employers have suggested different motivations to spur productivity in their particular situations. Managers should connect with workers to interact in workplace all the time because even the same motivations provided cause different effects in the same conditions. Organizations are alive like sensible organisms, so they react on not only motivations but also times. That's the reason why unexpected feedbacks sometimes emerge. How does a company apply motivations in different times when it goes in a long-run? For example, Yuhan which used to be a popular domestic company in Korea from 1930s to 1970s, but became an international corporation company known as Yuhan-Kimberly, has met employees efficiently and has corresponded in fluctuating world markets with different motives and points of view on social issues as the time has passed by. Therefore, Yuhan-Kimberly leads to high levels of job satisfaction and morale to contribute to success.

Yuhan founded Yuhan Company in 1926 and began to produce pharmaceutical products. As Korea passed through independence in 1945 and Korean Civil War in 1950, he lost his company, but he rebuilt it. After that, he extended his company, and finally in 1970, Yuhan and Kimberly Clark (US) established joint venture Yuhan-Kimberly (Yuhan Company, n.d.).

Between 1945 and 1953, Korean society had been unstable; economy had hit the ground; many employees had lost their daily background. Since the age of colony, many nationalists attempted to set up the base of economy for Korea such as Kyongsung Company, and the efforts continued until after the Korean Civil War. As

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nationalism started from nationalists and moved to ordinary people, nationalism succeeded in employees struggling to make better lives for the next generation. In addition, workers seemed to be willing to agree with it while showing their sacrifice on hard working condition in the 1950s and in 1960s. This movement was prevalent in Korea at that time (Kim, 2007).

According to the article Yuhan Company (n.d.), Yuhan, as a nationalist, emphasized the contribution to social responsibility of all citizens and of business, and he himself motivated subordinates to engage in his company for themselves, for his company and for Korea. After his accomplishment, Yuhan started the employee ownership (1945-1970) for the first time in Korea. He kept his words and it may have been a motivation to lead to their success. After that, his subordinates trusted him more than ever. He achieved his goal to devote himself to the people in 1950s and in 1960s as what Fukuyama indicates, "The nationalist is primarily preoccupied not with economic gain, but with recognition and dignity...The recognition one seeks, however, is not for oneself as an individual, but for the group of which one is a member." (Ellsworth, 2002).

It is not an exaggeration to say that the most important motivation to encourage to success on Yuhan's business, even that time, was trust between an employer and an employee based on a psychological contract, which is the set of expectations held by an employee concerning what he or she will contribute to an organization and what the organization will provide the employee in return (Ebert, Griffin, & Starke, 2003). Compare Classical Theory, Theory X and Y and Maslow's hierarchy of needs model with Yuhan's job motivation, only money or stepping up to higher-level from lower-level after satisfaction does not seem to match with Yuhan's, nationalism based on trust, even though they all were in the same times.

How did Yuhan Co. and Yuhan-Kimberly motivate employees to be involved in their work from 1970s up to now? Since 1970, Korea was one of the countries grown dramatically in Asia. Not only that, the level of Korean lifestyle became higher and higher (Amsden, 1989). Yuhan, the founder, contributed all his property to the public foundation named 'Korea Society and Education Aid Trust Fun' and his daughter did the same thing what her father has done. His family attributed their success to communities by supporting education. Yuhan family's reputation which kept in workers' minds was the most important motivation in that time.

Lifetime security, however, is more attractive than any other motivations to public in the changing world market, especially in an economic crisis, because most companies offer similar job satisfaction in some degree. What is called Another Depression we face on now, for example, may make another massive layoffs as we had from 1929 to 1939 (GM Chrysler Deal, 2008). In this particular situation, people are eager to have job security for their daily living.

To sum up, in order that organizations accomplish success in the long-run, they should not only communicate with economic situations and social issues, but they

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should also correspond with employees' needs in their disparate conditions. Yuhan Company, for instance, has suggested different motivation in different times. After independence from Japan and after the Korean Civil War (1945-1953), the founder, Yuhan, as a nationalist, convinced workers to contribute to their jobs for their family and Korea, and he showed how to return his achievement to communities by donating all his property. During the IMF intervention in Korea (1997-1998), the company was outstanding with job security: it stood out to undergo economic crisis without layoffs. Compare with two terms, their motivations obviously differ. A look closer, however, reveals that both are based on their strong trust between management and workers. Now, in 2008, the entire world faces on depression in the economy. Subordinates in Yuhan-Kimberly will keep their eyes on that how it deals with today's problem with their trust.

H Business Ethics in New Technology

There is no doubt that business has been encouraged by new technology such as information technology, and most companies have been able to access a large number of information quickly with low cost. It seems that the new technology helps the companies to do business smoothly. Actually, as more companies have depended on the new technology, new issues and dilemmas have risen in the area of business ethics, and legislations have struggled with the changing technology. Consequently, companies' policies have been required to cope with that development of new technology in order to succeed.

The new ethical issues and dilemmas that companies have to face recently seem more complicated than ethical issues in the past. According to a history of business ethics, from the 1960's to 1970's, the common ethical issues were bribery, price collusion and product safety, and few companies concerned about adapting ethical codes. However, the end of 1970's, many new ethical issues, which is relevant to the technology, emerged such as stealing or sabotaging information through the internet. Take an example, high technology can make monitoring employees' works possible. According to the CWA, more than fifteen million US workers are checked by monitoring in a day. The dilemma is about employees' privacy. Although monitoring may lead employee to behave ethically, it is controversial whether the monitoring employees' work is ethical or it is infringement of their privacy.

Despite the emergence of complex issues, legislations have less authority to handle the situation properly. Because of the pace of technology development, legislation can not be applied all the time. For the monitoring issues, even though the 1986 Electronic Communications privacy Act bans monitoring electronic communications including e-mail, there is exception for employers who arrange e-mail and net access. (Schuman, 1998) Because the all computers are belonging to the company, it can not be prohibited completely even by the legislations.

While many companies were paying little attentions on the new ethical issues, Northern Telecom, a global communications company, started dealing with the new issues as soon as they occurred. According to Megan Barry, director of business

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ethics for Nortel, Nortel established the new ethical code called 'Acting with Integrity' in 1996. Because Nortel has branches around the world, they make the code to adapt for everyone in the different countries. They shared their issues with their employee and spent a year to complete. At the same year, Nortel became the first large US company, which bans the secret monitoring of employee. Now, Nortel is an \$11 billion global corporation with 63,000 employees around world. In conclusion, because business can not be improved without the new technology, both companies and legislations have to handle the business issues properly. Although the development of the new technology is unpredictable, companies need to be aware of the new ethical issues sensitively.

I Psychology

Nowadays, Psychology is one of the popular majors because it speaks about all aspects of human behaviors and their mental life which everybody like to know about. Also, it works with individual's feeling, desires, cognitions, reasoning, and decisions. The three main areas that are important to know for students who want to study this major are overview of Psychology, Job description, and salary.

First of all, the term Psychology is taken from a Greek word. It has been growing since middle ages. It was a part of philosophy until the middle of 19th century. After that, it became an independent major first in Germany. In fact, "Psychology is the science of human behaviors." Some branches of Psychology are Abnormal Psychology, Behavioral, Biopsychology, Cognitive, Comparative, Developmental, Educational, Experimental, Personality, and Social Psychology. Abnormal Psychology focuses on abnormal behaviors and anarchy like depression, obsession-compulsion, and sexual deviation. Behavioral Psychology is called behaviorism. It works on treatment and education by the theory of learning which claims "All behaviors are acquired through conditioning." The study that shows how the brain controls behavior is called Biopsychology. Physiological psychology, behavioral neuroscience and psychobiology are also some of the other names of Biopsychology. Cognitive Psychology is working on motivation, problem solving, thinking, and attention. Also, studying animals is a way which is used in this branch in order to get more information about human behavior. Developmental psychology is working on the process of aging from childhood to adulthood. This part involves with human growth in physical, emotional, intellectual, social, perceptual, and personality development. Educational Psychology focuses on students. For example, how students work, learn with others. Generally is working with schools, teaching psychology and educational issues, and students concern. Experimental Psychology introduces scientific research methods of brain and behavior. Personality Psychology describes what personality is, theories of personality, and personality disorders. Social Psychology explains group behavior, social interactions, leadership, nonverbal communication, love and attraction, and social effects on decision making. Although every branch is working on a special aspect of human, the common goal of all branches is to explain human thought and behavior.

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Second, to become a psychologist, students need to earn PhD which is 4 or 5 years graduate work. Moreover, they have to have their final major research project. Graduate students can work as a Clinical Psychologist, counselor or social worker, and psychiatrist. In order to become a Clinical psychologist, graduates have to work as an internship for 1 year. Also, they must pass licensing exam. However, Counseling or Social Work takes 2 years, it has limited job opportunity. In order to become a psychiatrist, students have to participate in medical school in which they can get their Master Degree. After that, they can focus on clinical psychologist. Hospitals, community mental health centers, halfway houses, and other organizations of mental health and substances abuse problems are some of the other places that they can work too. Furthermore, they have this opportunity to work in schools as schools' psychologists, guidance counselors, elementary teachers, or especial education teachers. Some other can work in human resource management or personal administration. In addition, participating to the related majors such as medicine, law, and criminal justice can be their other choices. Employment for counselors and trained psychologists will have been grown faster than average of all jobs through 2010. For example, in elementary schools counselors are involved in crisis oriented like preventative counseling by helping students with learning problems, family issues, drug abuse, and school fighting. Indeed, about 49% of graduates are working in clinical settings, 28% are working at colleges or universities, 6% in business and industry settings, 4% in school setting, and 13% in miscellaneous other setting such as government, courts, advertising, consulting, research and etc.

Third, salary is also an important part because the goal of studying any major is to work on it in order to make money. In fact, median salary is shown by years experience, employer type, city, state or province, company size, industry, gender, degree, and major subject, but we can look at some of the statistic which they have done it to show average wages. Low wages for Psychologist in Halifax and Nova Scotia is \$20.00 per hour, average wage is \$32.00, and high wage is \$39.00. The average wage in Toronto-Ontario was \$37.95 in 2007. In Edmonton and area-Alberta was \$42.99 in 2007, in Vancouver, Lower Mainland Southwest - British Columbia was \$26.00 per hour in 2006 and 2007, in Winnipeg - Manitoba was \$32.21 in 2004, in Waterloo Region, Huron, Perth, Wellington, Dufferin - Ontario was \$24.78 in 2007, Montreal - Quebec was \$21.03, and in Saskatoon Area - Saskatchewan was \$35.68 in 2006.

In conclusion, I have found this major very interesting because I had studied Psychology in Iran for 1 year. It wasn't really like a regular studying. Psychology is something which you can use it in your life in order to make your life better. You will be able to prove yourself, so you can help other people to do the same. In addition, I will reach to the point of satisfaction if I can help people in many ways. In my opinion Psychology is a root of all other majors because it works with people, society, and all the connections between these two things.

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SCORING

If you can't do anything in one question, score one. If you can do more than one thing, choose the highest level you can do.

In each section, look at your middle score.

For example,

- If you have 3, 3, and 4 in listening, your listening section score is 3.
- If you have 5, 8, 5, 6, and 7 in writing, your writing section score is 6.

Add your speaking score, your reading score, your listening score, and three-times your writing score. Divide by six to get your level. For example,

- Speaking = 4, Reading = 5, Listening = 6, Writing = 12 (3X4),
Calculation: $4 + 5 + 6 + 12 = 27 \div 6 = 4.5$
Your Level may be about 4 or 5.

Speaking

- a. In English, when I don't understand, I can
 - i. Say I don't understand. **Level 1**
 - ii. Ask somebody to explain some words or phrases or ask them to repeat. **Level 3**
 - iii. Ask somebody to explain more about a particular idea. **Level 5**
 - iv. Ask follow-up questions to check that I have understood what a speaker intended to say, and get clarification on unclear points. **Level 7**
- b. In English, when I speak to somebody, I can
 - i. Say what I like and don't like and answer simple questions. **Level 2**
 - ii. Have short conversations in everyday situations. **Level 3**
 - iii. Have a longer conversation or discussion and I can change topics when I want to. **Level 5**
 - iv. Be active in longer conversations on most general topics. **Level 8**
- c. In English, in a formal group discussion, I can
 - i. Say what I think when somebody asks me but I might have to ask for repetition. **Level 2**
 - ii. Discuss and give my opinion on problems when somebody asks me, but I might need some help or repetition. **Level 4**
 - iii. Explain my point of view clearly if I don't have to debate it. **Level 7**
 - iv. Participate actively in routine and non-routine situations. **Level 8**

Reading

- d. In English, I can read and understand well:
 - i. Simple words and sentences **Level 1**
 - ii. Short messages, signs, and advertisements **Level 1**
 - iii. Forms (e.g., school registration) **Level 2**

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- iv. Short personal letters and e-mails **Level 2**
- v. Short news articles (up to 300 words) **Level 3**
- vi. Longer articles (800-1000 words) **Level 5**
- vii. Extended articles (3-5 pages) **Level 7**
- viii. Short stories for adults written by famous writers, textbook chapters, or books **Level 8**
- e. When I read in English, I can
 - i. Find specific information like times, dates, names, etc in simple writing, such as letters, brochures and short newspaper articles. **Level 1**
 - ii. Get the main ideas from short simple stories or descriptions. **Level 3**
 - iii. Understand the main idea and most details in usual newspaper articles on familiar subjects. **Level 5**
 - iv. Understand most articles and reports concerned with the problems of the day in which the writers adopt particular stances or viewpoints. **Level 8**
- f. Read this **text one** time. Don't use a dictionary. Stop reading after 15 minutes. Which of the following is true? For me, this text was:
 - i. Very difficult; I didn't understand very much **Level 1**
 - ii. Difficult **Level 3**
 - iii. A little difficult **Level 4**
 - iv. Easy **Level 6**
 - v. Very easy; I understand it perfectly or almost perfectly **Level 8**

Listening

- g. In English, I can listen to and understand well one person talking to me:
 - i. Very slowly and carefully about me and my family **Level 1**
 - ii. Slowly about simple general topics. **Level 3**
 - iii. Normally about simple general topics. **Level 5**
 - iv. Normally on most topics even in a noisy environment. **Level 8**
- h. In English, I can listen to and understand well conversations between native speakers of English speaking normally about:
 - i. Simple general topics. **Level 5**
 - ii. Normal work or school, topics. **Level 7**
 - iii. Complex work or school, topics. **Level 8**
- i. In English, I can listen to and understand well radio programs about:
 - i. Familiar subjects spoken slowly and clearly. **Level 3**
 - ii. A variety of topics spoken in clear standard speech. **Level 5**
 - iii. Technical social, professional, or academic topics **Level 8**
- j. In English, when I watch TV or movies, I understand:
 - i. Some words or short phrases. **Level 3**
 - ii. Parts of conversations. **Level 4**
 - iii. Most of what is said. **Level 5**
 - iv. Everything or almost everything. **Level 8**

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- k. Listen to [this](#) lecture. Which of the following is true. For me, this lecture was:
- Very difficult; I didn't understand very much **Level 1**
 - Difficult **Level 3**
 - A little difficult **Level 4**
 - Easy **Level 6**
 - Very easy, I understood it perfectly or almost perfectly in one listening. **Level 7**

Writing

- l. The longest piece of English writing I have done in the past is:
- A sentence or two **Level 1**
 - A five sentence paragraph (about 100 words) **Level 3**
 - Two or three paragraphs (about 250 words) **Level 5**
 - Five paragraphs (about 500 words) **Level 6**
 - Up to 1000 words **Level 7**
 - Over 1000 words **Level 8**
- m. In English, I can easily write:
- A message to tell somebody where I am or where we can meet. **Level 2**
 - A description in writing about what happened (e.g., a party or an accident) and where it happened in simple sentences. **Level 3**
 - Simple paragraphs/essays on various familiar subjects by linking a number of shorter ideas in a clear order. **Level 5**
 - Clear, detailed essays on a variety of subjects related to my field of interest. **Level 8**
- n. When I study at home in English, I can usually
- Find and write down some very important words and phrases from a short simple text. **Level 2**
 - Summarize a short article simply, using the original text wording and ordering. **Level 3**
 - Summarize a short article simply, using some of my own words. **Level 5**
 - Take detailed notes that are good enough to help me study for a test later, if the topic is in my field. **Level 7**
 - Summarize a longer article, using mostly my own words. **Level 8**
- o. When I write in English, I can usually use the following correctly:
- Just the present tense (e.g., *I go to school every day. He goes to school...*) **Level 2**
 - Past and future tenses (e.g., *The changes happened quickly. Things will probably work out the same next year.*) **Level 3**
 - Present perfect (e.g., *The city has experienced many changes.*) **Level 5**

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- iv. Past perfect (e.g., *Before I got married, I hadn't thought about my future.*) **Level 6**
- v. Passive voice with modals and perfect (e.g., *It might have changed later.*) **Level 7**
- vi. A variety of conditional sentences (e.g., *If it hadn't been for the cold, everything would have been fine.*) **Level 8**
- p. My best English writing is most similar to:
 - i. A **Level 2**
 - ii. B **Level 3**
 - iii. C **Level 3**
 - iv. D **Level 5**
 - v. E **Level 6**
 - vi. F **Level 7**
 - vii. G **Level 8**
 - viii. H **Level 8**
 - ix. I **Level 8**

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