



# **European Language Portfolio**

## **Learning the language of the host country**

### **Adult Migrants**

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[www.coe.int/lang](http://www.coe.int/lang)

2012

# Language Passport

In the Language Passport you record your personal and linguistic identity. The linguistic identity is a record of all the languages that you know or have used for any purpose, even if only to a low level of proficiency.

You also note any certificates or diplomas that you have received during your education or training.

## My Personal Identity

Family name: \_\_\_\_\_

First name(s): \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Postcode: \_\_\_\_\_

Telephone: \_\_\_\_\_

Mobile: \_\_\_\_\_

Email: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Country of origin: \_\_\_\_\_

Nationality: \_\_\_\_\_

In (*country*) since: \_\_\_\_\_ (date)

Occupation: \_\_\_\_\_

Work/study I have done:

\_\_\_\_\_

My target for future work/study/occupation:

\_\_\_\_\_

My hobbies or interests:

\_\_\_\_\_

Languages I use on a regular basis:

\_\_\_\_\_

## My learning and linguistic identity

I am ..... (name)

I originally come from ..... (country)

I am ..... years old (age)

I live in ..... (city)

I went to school in .....for ..... years

I went to college/university in .....for .....years

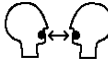



My area of study was .....

I did vocational training/apprenticeship in.....

I am trained as .....

My home language is .....

Other languages that I know:





Language	What I can do in this language (X)				Where I use/have used this language
	 Speaking	 Listening	 Reading	 Writing	

## My proficiency in languages

in relation to the *Common European Framework of Reference for Languages*

This grid indicates what you can do in different languages. Your proficiency is indicated in relation to the self-assessment grid of the *Common European Framework of Reference for Languages* on the following page.

		Self-assessment of proficiency					
		A1	A2	B1	B2	C1	C2
Language:  Date:	Listening						
	Reading						
	Spoken Interaction						
	Spoken Production						
	Writing						
Language:  Date:	Listening						
	Reading						
	Spoken Interaction						
	Spoken Production						
	Writing						
Language:  Date:	Listening						
	Reading						
	Spoken Interaction						
	Spoken Production						
	Writing						
Language:  Date:	Listening						
	Reading						
	Spoken Interaction						
	Spoken Production						
	Writing						
Language:  Date:	Listening						
	Reading						
	Spoken Interaction						
	Spoken Production						
	Writing						

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	<b>Listening</b> 	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
	<b>Reading</b> 	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	<b>Spoken Interaction</b> 	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in areas where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.	I can take part effortlessly in any conversation of discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	<b>Spoken Production</b>	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	<b>Writing</b> 	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.e	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

## Certificates and Diplomas

<b>Date</b>	<b>Certificate or Diploma</b>	<b>Where you received this</b>	<b>What this Certificate or Diploma allows you to do</b>

# Language Biography

## Part 1

In this part of the Language Biography you assess your current proficiency in the language that you are learning now and identify your learning priorities at this time.

You note intercultural experiences that you have had during visits to other countries for travel, work or study and identify how intercultural experiences can support your integration in this country.

You think about the important events in your life and examine the difference between the activities that you used to enjoy in the country you came from and those that you are involved in now. You also identify how previous experiences can be used in your life now.

You also identify how you can be an effective learner.



## My first self-assessment for learning (*language*)

Mark a place on the line to indicate how you see your abilities now. (Example -           |           +)

Date of self-assessment: \_\_\_\_\_

1 When I **first arrived** in (country) my (language) was  
(-) \_\_\_\_\_ (+)

2 I can **express** my thoughts and feelings in (language)  
(-) \_\_\_\_\_ (+)

3 I can **answer** other people's questions  
(-) \_\_\_\_\_ (+)

4 I can **explain** things  
(-) \_\_\_\_\_ (+)

5 I can speak on the **telephone**  
(-) \_\_\_\_\_ (+)

6 I can understand forms and other documents that I **read**  
(-) \_\_\_\_\_ (+)

7 I can fill in forms and **write** messages  
(-) \_\_\_\_\_ (+)

+++++  
**My learning priority**

Date: \_\_\_\_\_

My personal target at this time is to learn how to:

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*(Examples: apply for job, talk to children's teachers, explain to doctor, talk to landlord etc.)*

What I want to do in the future:

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What I must do now to achieve this:

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## Intercultural experiences

Think about the experiences you have had and the similarities and differences that you noticed in different places.

<b>Country or place</b>	<b>When</b> (dates)	<b>Why I was there</b> (work, family, holiday, study, other)	<b>Where I stayed</b> (friends, family, flat, hotel, other)
<p><b>What I noticed about daily life in this place:</b></p>          <p><b>How this experience has helped me to settle in this country:</b></p>			

<b>Country or place</b>	<b>When</b> (dates)	<b>Why I was there</b> (work, family, holiday, study, other)	<b>Where I stayed</b> (friends, family, flat, hotel, other)
<p><b>What I noticed about daily life in this place:</b></p>          <p><b>How this experience has helped me to settle in this country:</b></p>			

## Differences and similarities

There are differences between countries and cultures but there are also similarities. Think about both differences and similarities that you have noticed between another country and this country.

### In another country

(a country I lived in or my country of origin)

### In this country



Additional pages may be used as necessary.

### Things I have noticed about language and culture

Through work, study, leisure activities and the things we do in daily life we are constantly in contact with language and culture. This page allows you to think about and note some of your language and cultural experiences.

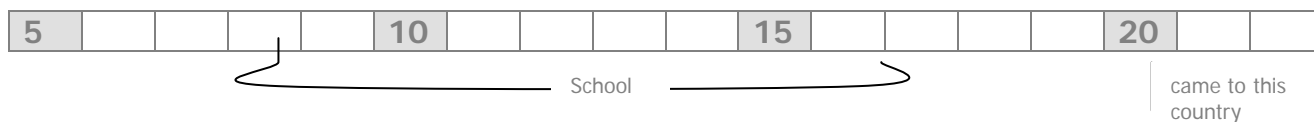
Date:	
Situation, activity, media or resource	Aspect(s) of language or culture that I noticed
Date:	
Situation, activity, media or resource	Aspect(s) of language or culture that I noticed
Date:	
Situation, activity, media or resource	Aspect(s) of language or culture that I noticed
Date:	
Situation, activity, media or resource	Aspect(s) of language or culture that I noticed

Additional pages may be used as necessary.

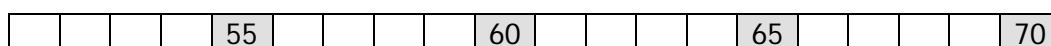
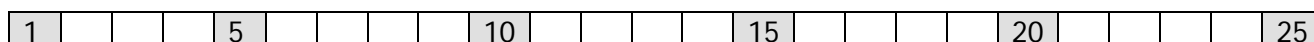
## Past, present and future

Here you can compare life in the past with your present life in this country. You should think about the things you did in the past and what you do now. You can also think about what you would like to do in the future.

### Example:



### My life line in years:



### Things I have done and do now:

My activities interests and hobbies	How often I did/do them	At home/outside	With family/friends/club	Why I enjoyed/enjoy this	Language I used/use for this activity

## Using my personal skills, abilities and interests

Think about your activities, skills and abilities and see how these could help you in your life now. Are they useful for working, relaxing, meeting people, learning etc.?

**Things I enjoy doing:** (for example sports, learning, skills, singing, speaking languages, organising etc.)

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**How these interests can help me in my life now:**

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**What I could do to use these interests now:**

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## How I learnt in the past

Think back to when you were studying in school or college. If you learnt a language formally you should focus on that. Try to remember how you helped yourself to learn and remember new information. Write an example of the different resources and approaches that you have used. Use the grid below to help you think of things. Add other ideas in the blank rows.

	Example(s)
Memorising new information	
Asking questions (of teacher or other students)	
Using a personal study notebook	
Participating in a class quiz	
Explaining something to someone else	
Writing a summary text	
Giving a presentation to the class	
Doing an internet search	
Reading	
Creating a mind map	
Doing a puzzle	

Choose the two methods from the list above that helped you to learn most effectively:

\_\_\_\_\_

### Which is best for you?

1. Using a visual approach – diagrams, drawings, charts etc.
2. Using text, key words, lists, written notes etc.
3. Both approaches combined

# Language Biography

## Part 2

This part of the Language Biography focuses on current learning. It provides a place to record your personal attitude to your course. You are also encouraged to think about yourself as a learner so that you can make the most of your programme of language learning.

Think about how you like to learn and where you may find more learning opportunities outside the classroom.

Identify your personal learning priorities and goals, record your learning experiences and assess how your learning is progressing.

By entering the dates of your goals and self-assessment you can monitor your own progress.



## My personal expectations of this language course

Think about what you must do to make this course successful. Think also about what you expect the teacher to do and discuss what the teacher will expect from you.

Your expectations will change over time so it is necessary to return to this page at intervals.

What I expect from the course	Date

What I expect from the teacher	Date

What I expect from myself	Date

## Understanding cultural differences

Sometimes it is necessary to explain cultural differences. Think about what you would like to tell other people about your country and what you would like to ask people about this country.

### **My country**

I would like to tell people about:

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### **This country**

I would like to ask people about:

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## How well do you know yourself as a learner?

Think about different things that you have learnt in your life. How did you learn them? Did you have particular techniques? Note down your answers here:










Things I have learnt in the past	How I learnt them
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

Now think about learning a language. There are many different parts to language learning. Identify some of the things you will have to learn and make a note of a good approach to learning that suits you.

What I have to learn now	How I can learn it
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

## My priorities

Learning priorities are presented here as general themes.  
 Think about and note your personal learning priorities as they change over time.  
 Priorities can be used to set learning targets (see the next page) as the course progresses.

Theme	Date	Reason for choosing this theme
 <p style="text-align: center;">House or apartment</p>		
 <p style="text-align: center;">Family</p>		
 <p style="text-align: center;">Children's education</p>		
 <p style="text-align: center;">Money</p>		
 <p style="text-align: center;">Health and hospital</p>		
 <p style="text-align: center;">Work and occupation</p>		
 <p style="text-align: center;">Further education and training</p>		
 <p style="text-align: center;">Food and shopping</p>		
 <p style="text-align: center;">Dealing with officials</p>		

You will return to these themes at different stages of your language course.

## Learning targets and self-assessment

When you have identified and recorded your learning priorities you can use these to identify clear learning targets. Targets, like priorities, will change and develop over time. You should look at your targets from time to time and review what you have learnt. In this way you can keep a record of your progress and achievement.

<b>Date:</b>	<b>Learning target:</b>
My learning activities to achieve this target:	
My learning experience: (Was it effective? Why? Why not?)	
How I know that I have achieved this target:	
If I have not achieved my target, what I must do now:	
<b>Target achieved</b>	<b>Date:</b>

<b>Date:</b>	<b>Learning target:</b>
My learning activities to achieve this target:	
My learning experience: (Was it effective? Why? Why not?)	
How I know that I have achieved this target:	
If I have not achieved my target, what I must do now:	
<b>Target achieved</b>	<b>Date:</b>

**Learning outside class**  
**Ways I can use or learn language outside class**

<b>Situation</b>	<b>No I can not learn there</b>	<b>Yes I can learn there</b>	<b>What I can learn</b>
<b>At home</b>			
<b>In the shops</b>			
<b>Through my hobbies or interests</b>			
<b>Internet</b>			
<b>Television</b>			
<b>Other?</b>			

## Opportunities to learn (*language*)

Think about how you can use your life and activities outside school to help support your language learning. Identify places and situations where you will have the opportunity to use and practise (*language*). Think also about the things you do which will not help to advance your language learning.

**Places** where I can use (*language*):

Where?	How?

**People** I can speak (*language*) with:

Who?	What?

**Resources** I can use for learning (*language*):

Where or what?	How?

**Things I do** which will **not** help advance my learning (*language*):




## Solving communication problems

All language learners meet situations where there is a communication problem. It is important to be aware of different ways to solve these problems. Think about problems that you have met and note how you were able to deal with the situation. When you are aware of possible strategies you will be able to use them in difficult situations.

		<b>Date:</b>
<b>Problem</b>		
<b>Solution</b>		
<b>What I learnt from this experience</b>		
		<b>Date:</b>
<b>Problem</b>		
<b>Solution</b>		
<b>What I learnt from this experience</b>		
		<b>Date:</b>
<b>Problem</b>		
<b>Solution</b>		
<b>What I learnt from this experience</b>		

## Experiences in using my languages to help others

As a speaker of a number of languages you will encounter situations where others seek your assistance as an interpreter, translator or mediator. Think back over recent experiences and note them on this page. Describe the situation; who was involved; if you needed to prepare – for example by gathering information or checking words; was the outcome successful?

<b>When (date)</b>	<b>What was the situation/ context?</b>	<b>Who were the other people in this interaction?</b>	<b>How did you prepare?</b>	<b>How would you assess the outcome?</b>

## My approach to learning

My favourite place to learn: \_\_\_\_\_

My favourite time of day to learn: \_\_\_\_\_

How long I can spend learning without a break: \_\_\_\_\_

What I also like when I am learning: (e.g. music, computer, learning partner)

\_\_\_\_\_

What I find easy in language learning: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What I find difficult in language learning: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How I remember new information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How I practise using new language: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My strengths in language learning: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How I use my first language (or another language) to support my learning: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Planning my learning now

### Finding the best conditions for success

**Think about what you are learning now. Fill in the details about the language, topic, and the focus of the topic.**

Language: \_\_\_\_\_ Topic: \_\_\_\_\_

Focus (X): Reading  Listening  Speaking  Writing  Mixed skills

### Now think more about learning this thing by answering the questions below:

Is this a continuation of another lesson? Yes  No

Do I need to learn new grammar in order to learn this? Yes  No

Do I need to learn and use new vocabulary? Yes  No

Have I done anything like this before? Yes  No

Is there a good example that I could look at to get some ideas? Yes  No

### What way would you learn this best?

Working method	Yes	No	Note
Working alone in a quiet place			
Working alone at home with music in the background			
Working with a friend			
Working with a group of other students			
Working for a long time to get it all done			
Working for a number of short sessions			

**Now you know which learning situation you like best.**

**Think about the things that could prevent you from learning. If any of these statements applies to you, then put X in the box beside the statement.**

I don't always concentrate on what I am learning.	
I don't always leave enough time to learn properly.	
I don't use my dictionary, grammar book or textbook when I should.	
I am not interested in learning this thing.	
I find this particularly difficult to learn.	
I don't plan my learning so that sometimes it is not effective.	

## Thinking back on what I have learnt today

### Self-monitoring classroom learning

Date: \_\_\_\_\_ Topic: \_\_\_\_\_

You have just had a lesson in your language class. You have five minutes to think about what you have just done.

Use these questions to help you think about your learning.

- Did you study individually or in a pair or group? \_\_\_\_\_
- What percentage of the class did you understand fully? \_\_\_\_\_
- Did you ask any questions? \_\_\_\_\_
- Did you make useful notes? \_\_\_\_\_
- What was the most helpful part of the class?  
\_\_\_\_\_
- Was the class based on listening, reading or writing or a combination of all three?  
\_\_\_\_\_
- Did this class add to your knowledge of the language or topic? \_\_\_\_\_
- Did you learn anything that you could use in another situation? \_\_\_\_\_
- How will you remember new information?  
\_\_\_\_\_
- Were you able to use your first language or any other language to help you? \_\_\_\_\_
- If you did use another language, how did you use it? \_\_\_\_\_  
\_\_\_\_\_
- Did you enjoy learning this thing? \_\_\_\_\_
- Why?  
\_\_\_\_\_

## My self-assessment for learning (*language*)

You marked this self-assessment soon after you began your language course. You should return to this page at regular intervals so that you can see how you have progressed.

Mark a place on the line to indicate how you see your abilities now. (Example - \_\_\_\_\_ | \_\_\_\_\_ +)

**Date of self-assessment:** \_\_\_\_\_

Look back to your first self-assessment:

1 When I **first arrived** in (country) my (language) was  
(-) \_\_\_\_\_ (+)

2 Now I can **express** my thoughts and feelings in (language)  
(-) \_\_\_\_\_ (+)

3 Now I can **answer** other people's questions  
(-) \_\_\_\_\_ (+)

4 Now I can **explain** things  
(-) \_\_\_\_\_ (+)

5 Now I can speak on the **telephone**  
(-) \_\_\_\_\_ (+)

6 Now I can understand forms and other documents that I **read**  
(-) \_\_\_\_\_ (+)

7 Now I can fill in forms and **write** messages  
(-) \_\_\_\_\_ (+)

### My next learning priority

**Date:** \_\_\_\_\_

**My personal target at this time is to learn how to:**

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# Learning Diary

**Date:** \_\_\_\_\_

In the past (week, month) I have learnt:

**Topics:**

_____	_____
_____	_____
_____	_____

**Important vocabulary:**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Work I have done:**

Listening: \_\_\_\_\_

\_\_\_\_\_

Speaking: \_\_\_\_\_

\_\_\_\_\_

Reading \_\_\_\_\_

\_\_\_\_\_

Writing \_\_\_\_\_

\_\_\_\_\_

**Where I have used my new language outside class:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Language for profession or occupation

This page prompts you to think about the specific language that you require in order to follow your profession or occupation in another country.

My profession/occupation: .....

Situations where specific language was required for my job: .....

.....  
.....  
.....

What specific language do I already know in (*language*)

.....  
.....  
.....  
.....  
.....

What specific language do I need to learn?

.....  
.....  
.....  
.....  
.....

How can I learn this language? What resources do I need?

.....  
.....

How can I use my first language (or another language) to help me?

.....  
.....



## The workplace: Finding employment

I can research job vacancies in my area of employment by using the following resources:

Source of information	Information is up-to-date (Yes/No)	Need to send letter or email	Need to have C.V.	Note*
Internet				
National newspaper(s)				
Local newspaper(s)				
Employment agency				
Directory of businesses				
Professional directory				
Other				
Other				

\*Make a **note** of the internet sites/addresses and suitable newspapers and directories for future reference. Also note any contact information such as telephone numbers etc.

## The workplace: Preparing for an interview

Questions I have prepared to answer	
What I want to say about myself	
What I want to say about my experience	
Information I have gathered about the job/employer/company	
Questions I will ask	

# Language Biography

## Checklists

The checklists cover the first four levels of the Common European Framework of Reference for Languages (© Council of Europe). In general an ELP includes only those proficiency levels that are relevant to learners. In assembling an ELP from the pages provided here, it may be appropriate, for example, to include only levels A1 and A2.

Checklists are used by the learner for goal-setting and self-assessment. For the teacher, the scaled descriptors may be converted into learning activities.

Each set of descriptors includes a number of blank spaces where additional descriptors may be added.

For further information about the descriptors for adult migrant language learners see *The linguistic integration of adult migrants and the European Language Portfolio: goal-setting and self-assessment checklists*.

<b>A1 LISTENING</b>	This is my target	I can now do this with help	I can now do this without help
I can understand basic greetings and routine phrases (e.g., please, thank you)			
I can follow simple classroom instructions when people speak slowly and clearly			
I can understand simple classroom explanations, e.g. why I am doing a particular activity			
I can understand days of the week and months of the year			
I can understand clock time and dates			
I can understand numbers, quantities (basic weights and measures), and prices			
I can understand simple instructions, directions and comments			
I can understand very short dialogues when people speak slowly and clearly			
I can understand the names of everyday objects in my immediate environment			
I can understand simple questions about myself when people speak slowly and clearly			
I can understand familiar words and phrases in films, advertisements, cartoons, etc.			
I can understand familiar words and phrases in songs that I hear on the radio or TV			
I can understand a simple telephone message			

<b>A2 LISTENING</b>	This is my target	I can now do this with help	I can now do this without help
I can understand what people say to me in simple everyday conversation when they speak slowly and clearly			
I can understand everyday words and phrases relating to areas of immediate personal relevance (e.g., family, student life, local environment, employment)			
I can understand everyday words and phrases relating to areas of personal interest (e.g., hobbies, social life, holidays, music, TV, films, travel)			
I can understand clear simple messages and recorded announcements (e.g., on the telephone, at the railway station)			
I can understand simple phrases, questions and information relating to basic personal needs (e.g., when shopping, eating out, going to the doctor or dentist)			
I can follow simple directions (e.g., how to get from X to Y) by foot or public transport			
I can usually identify the topic of conversation around me when people speak slowly and clearly			
I can follow changes of topic in factual TV news items and form an idea of the main content			
I can identify the main point of TV news items reporting events, accidents, etc., if there is visual support			
I can understand short, simple stories when they are told or read clearly and slowly			
I can understand simple, concrete instructions about how to use materials and equipment			
I can understand simple descriptions of operations related to my work if they are supported by practical demonstrations			

<b>B1 LISTENING</b>	This is my target	I can now do this with help	I can now do this without help
I can follow the gist of everyday conversation when people speak clearly to me in standard dialect			
I can understand straightforward factual information about everyday, study- or work-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.			
I can understand the main points of discussions on familiar topics in everyday situations when people speak clearly in standard dialect			
I can follow a lecture or talk within my own academic or professional field, provided the subject matter is familiar and the presentation straightforward and clearly structured			
I can catch the main elements of radio news bulletins and recorded audio material on familiar topics delivered in clear standard speech			
I can follow many TV programmes on topics of personal or cultural interest broadcast in standard dialect			
I can follow many films in which visuals and action carry much of the storyline, when the language is clear and straightforward			
I can follow detailed directions, messages and information (e.g., travel arrangements, recorded weather forecasts, answering-machines)			
I can understand simple technical information, such as operating instructions for everyday equipment.			
I can understand a short narrative well enough to be able to guess what may happen next			

<b>B2 LISTENING</b>	This is my target	I can now do this with help	I can now do this without help
I can understand standard spoken language on both familiar and unfamiliar topics in everyday situations even in a noisy environment			
I can with some effort catch much of what is said around me, but may find it difficult to understand a discussion between several native speakers who do not modify their language in any way			
I can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed			
I can follow extended talks delivered in standard dialect on cultural, intercultural and social issues (e.g., customs, media, lifestyle, EU)			
I can follow complex lines of argument, provided these are clearly signposted and the topic is reasonably familiar			
I can follow the essentials of lectures, talks and reports and other forms of academic or professional presentation in my field			
I can follow most TV news programmes, documentaries, interviews, talk shows and the majority of films in standard dialect			
I can follow most radio programmes and audio material delivered in standard dialect and identify the speaker's mood, tone, etc.			
I am sensitive to expressions of feeling and attitudes (e.g., critical, ironic, supportive, flippant, disapproving)			

<b>A1 READING</b>	This is my target	I can now do this with help	I can now do this without help
I can recognise the letters of the alphabet			
I can find my name in a list			
I can pick out familiar names, words and phrases in very short simple texts			
I can understand words and very short phrases frequently encountered in public places (e.g., "EXIT", "NO SMOKING", "DANGER", "CLOSED")			
I can find numbers in a telephone directory			
I can read and understand bus and train timetables			
I can read and understand opening and closing times and days (in shops etc.)			
I can understand simple written messages and comments relating to my studies (e.g., "well done", "revise")			
I can get an idea of the information in posters, catalogues and advertisements, especially if there is pictorial support			
I can find what I'm looking for in catalogues and lists such as football league tables and "top ten" lists			
I can understand simple forms well enough to give basic personal details (e.g., name, address, date of birth)			
I can locate a concert or a film on calendars of public events or posters and identify where it takes place and at what time it starts			
I can follow short simple written directions (e.g., to go from X to Y)			
I can follow instructions that have clear pictures and few words			
I can read and understand an appointment that has been given to me in writing			
I can understand short simple messages on greeting cards and postcards (e.g., holiday greetings, birthday greetings) and in text messages and e-mails			
I can understand the most important orders in a computer program, such as "PRINT", "SAVE", "COPY"			
I can understand basic information about people (age, place of residence) in newspaper articles			



<b>A2 READING</b>	This is my target	I can now do this with help	I can now do this without help
I can understand short simple messages and texts containing basic everyday vocabulary relating to areas of personal relevance or interest			
I can understand everyday signs and public notices (e.g., on the street, in shops, hotels, railway stations)			
I can find specific predictable information in simple everyday material such as advertisements, timetables, menus, directories, brochures			
I can understand instructions on packages and medicines			
I can understand instructions when expressed in simple language (e.g., how to use a public telephone)			
I can understand regulations when they are expressed in simple language (e.g., safety notices, regulations governing attendance at classes)			
I can understand the questions on most official forms			
I can understand most advertisements in newspapers and magazines			
I can understand short simple personal letters giving or requesting information about everyday life or offering an invitation			
I can identify key information in short newspaper/magazine reports			
I can understand basic information in routine letters and messages (e.g., hotel reservations, personal telephone messages)			
I can understand short narratives about familiar everyday things provided the text is written in simple language			
I can research basic information on a topic of interest to me			
I can use a monolingual dictionary to find new vocabulary and check spelling			
I can use a grammar book to find the correct structures			

<b>B1 READING</b>	This is my target	I can now do this with help	I can now do this without help
I can read public notices and information with ease			
I can read straightforward factual texts on subjects related to my field of interest with a reasonable level of understanding			
I can recognise significant points in straightforward newspaper articles on familiar subjects			
I can identify the main conclusions in clearly signalled argumentative texts related to my academic or professional field			
I can understand the description of events, feelings and wishes in personal letters and e-mails well enough to correspond with a pen friend			
I can find and understand relevant information in everyday material, such as standard letters, brochures and short official documents			
I can understand clearly written straightforward instructions (e.g., for using a piece of equipment, answering questions in an exam, installing computer software, preparing food)			
I can scan longer texts in my field in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task			
I can read short stories and novels for pleasure			
I can skim short texts (e.g. news summaries) and find relevant facts and information (e.g. who has done what and where)			

<b>B2 READING</b>	This is my target	I can now do this with help	I can now do this without help
I can quickly scan through long and complex texts on a variety of topics in my field to locate relevant details			
I can read correspondence relating to my field of interest and readily grasp the essential meaning			
I can obtain information, ideas and opinions from highly specialised sources within my academic or professional field			
I can understand articles on specialised topics using a dictionary and other appropriate reference resources			
I can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile			
I can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints			
I can understand lengthy complex instructions in my field, including details on conditions or warnings, provided I can reread difficult sections			
I can read most modern literary texts (e.g. novels, short stories, poems, plays) with little difficulty when I have got used to the author's style			

<b>A1 SPOKEN INTERACTION</b>	This is my target	I can now do this with help	I can now do this without help
I can greet other people and introduce myself			
I can ask how someone is and say how I am			
I can say who I am, ask someone's name and introduce someone			
I can say I don't understand, ask people to repeat what they say or speak more slowly, attract attention and ask for help			
I can ask how to say something in the language or what a word means			
I can ask and answer simple direct questions on very familiar topics (e.g., family, student life, work) with help from the person I am talking to			
I can ask people for things and give people things, saying "please" and "thank you" as appropriate			
I can handle numbers, quantities, cost and time			
I can make simple purchases, using pointing and gestures to support what I say			
I can reply in an interview to simple direct questions about personal details if these are spoken very slowly and clearly in standard dialect			
I can conduct a simple telephone conversation based on information I already have			

<b>A2 SPOKEN INTERACTION</b>	This is my target	I can now do this with help	I can now do this without help
I can handle short social exchanges and make myself understood if people help me			
I can participate in short conversations in routine contexts on topics of interest			
I can make and respond to invitations, suggestions, apologies and requests for permission			
I can say what I like or dislike			
I can express agreement and disagreement			
I can ask for a particular size, colour etc. when shopping for clothes			
I can explain a problem to my doctor or dentist			
I can express what I feel in simple terms, and express thanks appropriately			
I can discuss what to do, where to go, make arrangements to meet (e.g., in the evening, at the weekend)			
I can ask and answer simple questions about familiar topics (e.g., weather, hobbies, social life, music, sport)			
I can ask and answer simple questions about things that have happened (e.g., yesterday, last week, last year)			
I can handle simple telephone calls (e.g., say who is calling, ask to speak to someone, give my number, give or take a simple message)			
I can make simple transactions (e.g., in shops, post offices, railway stations) and order something to eat or drink			
I can get simple practical information (e.g., asking for directions, booking accommodation)			

<b>B1 SPOKEN INTERACTION</b>	This is my target	I can now do this with help	I can now do this without help
I can sustain an extended conversation or discussion on most topics that are familiar or of personal interest but may sometimes need help in communicating my thoughts			
I can take part in routine formal discussion on familiar subjects in my academic or professional field if it is conducted in clearly articulated speech in standard dialect			
I can exchange, check and confirm factual information on familiar routine and non-routine matters within my field with some confidence			
I can express and respond to feelings and attitudes (e.g., surprise, happiness, sadness, interest, uncertainty, indifference)			
I can express my thoughts about abstract or cultural topics such as music or films, and give brief comments on the views of others			
I can discuss the cultural norms of my own country, comparing them with those of the host country			
I can explain why something is a problem, discuss what to do next, compare and contrast alternatives			
I can discuss current learning targets in relation to future work or study options			
I can obtain detailed information and can ask for and follow detailed directions			
I can handle most practical tasks in everyday situations (e.g., making telephone enquiries, asking for a refund, negotiating purchase)			
I can provide concrete information required in an interview/consultation (e.g., describe symptoms to a doctor), but with limited precision			
I can take some initiatives in an interview/consultation (e.g., bring up a new subject) but am very dependent on the interviewer to provide support			
I can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions			

<b>B2 SPOKEN INTERACTION</b>	This is my target	I can now do this with help	I can now do this without help
I can participate fully in conversations on general topics with a degree of fluency and naturalness, and appropriate use of register			
I can participate effectively in extended discussions and debates on subjects of personal, academic or professional interest, marking clearly the relationship between ideas			
I can account for and sustain my opinion in discussion by providing relevant explanations, arguments and comments			
I can express, negotiate and respond sensitively to feelings, attitudes, opinions, tone, viewpoints			
I can exchange detailed factual information on matters within my academic or professional field			
I can help along the progress of a project by inviting others to join in, express their opinions, etc.			
I can cope linguistically with potentially complex problems in routine situations (e.g., complaining about goods and services)			
I can cope adequately with emergencies (e.g., summon medical assistance, telephone the police or breakdown service)			
I can handle personal interviews with ease, taking initiatives and expanding ideas with little help or prodding from an interviewer			
I can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies			

<b>A1 SPOKEN PRODUCTION</b>	This is my target	I can now do this with help	I can now do this without help
I can say the letters of the alphabet			
I can spell my name and address			
I can give basic personal information about myself (e.g., name, age, address, family, subjects of study, job) using set phrases			
I can pass on a simple message			
I can use simple words and phrases to describe where I live			
I can use simple words and phrases to describe people I know			
I can read a very short rehearsed statement (e.g., to introduce a speaker, propose a toast)			



<b>A2 SPOKEN PRODUCTION</b>	This is my target	I can now do this with help	I can now do this without help
I can describe myself, my family and other people I know			
I can describe my home and where I live			
I can talk about where I come from and compare life there with life in my new country			
I can describe my educational background and subjects of study			
I can say what I usually do at home, at school/college, at work, in my free time			
I can describe my qualifications and previous experience to an official			
I can give short simple descriptions of events or tell a simple story			
I can describe past activities and personal experiences (e.g., what I did at the weekend)			
I can explain what I like and don't like about something			
I can give simple descriptions of things and make straightforward comparisons			
I can deliver very short rehearsed announcements of predictable learnt content			
I can give a short rehearsed presentation on a familiar subject in my academic or professional field			

<b>B1 SPOKEN PRODUCTION</b>	This is my target	I can now do this with help	I can now do this without help
I can give a straightforward description of a subject within my academic or professional field, presenting it as a linear sequence of points			
I can narrate a story or relate the plot of a film or book			
I can describe personal experiences, reactions, dreams, hopes, ambitions, real, imagined or unexpected events			
I can briefly give reasons and explanations for opinions, plans and actions			
I can develop an argument well enough to be followed without difficulty most of the time			
I can give a simple summary of short written texts			
I can give detailed accounts of problems and incidents (e.g., reporting a theft, traffic accident)			
I can deliver short rehearsed announcements and statements on everyday matters within my field			
I can give a short and straightforward prepared presentation on a chosen topic in my academic or professional field in a reasonably clear and precise manner			
I can explain simply how to use a piece of equipment			

<b>B2 SPOKEN PRODUCTION</b>	This is my target	I can now do this with help	I can now do this without help
I can give clear detailed descriptions on a wide range of subjects relating to my field, expanding and supporting ideas with subsidiary points and relevant examples			
I can explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options			
I can develop a clear coherent argument, linking ideas logically and expanding and supporting my points with appropriate examples			
I can outline an issue or a problem clearly, speculating about causes, consequences and hypothetical situations			
I can summarise short discursive or narrative material (e.g., written text, radio, television)			
I can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener			
I can give a clear, systematically developed presentation on a topic in my field, with highlighting of significant points and relevant supporting detail			
I can depart spontaneously from a prepared text and follow up points raised by an audience			

<b>A1 WRITING</b>	This is my target	I can now do this with help	I can now do this without help
I can write the letters of the alphabet			
I can write my name and address			
I can copy words and phrases, e.g. from a diagram or set of instructions			
I can make short notes about what I have learnt			
I can fill in a simple form or questionnaire with my personal details (e.g., date of birth, address, nationality)			
I can order things by filling in a pre-printed order form			
I can write a greetings card or simple e-mail/text message using set phrases			
I can write simple phrases and sentences about myself (e.g., where I live, how many brothers and sisters I have)			
I can write simple phrases and sentences about my immediate environment			

<b>A2 WRITING</b>	This is my target	I can now do this with help	I can now do this without help
I can write short simple notes and messages (e.g., saying that someone telephoned, arranging to meet someone, explaining absence)			
I can write a simple curriculum vitae giving essential personal information			
I can write about aspects of my previous and current life in simple linked sentences (e.g., family, school/college, work, holidays)			
I can write short simple imaginary biographies and stories about people			
I can write a very simple personal letter (e.g., accepting or offering an invitation, thanking someone for something, apologising), with appropriate opening and closing			
I can write a very simple formal letter (e.g. placing an order or requesting information about a summer jobs or hotel accommodation), with appropriate opening and closing			
I can keep a very simple logbook or diary			

<b>B1 WRITING</b>	This is my target	I can now do this with help	I can now do this without help
I can write a description of an event (e.g., a recent trip), real or imagined			
I can write notes conveying simple information of immediate relevance to people who feature in my everyday life, getting across comprehensibly the points I feel are important			
I can write personal letters giving news, describing experiences and impressions, and expressing feelings			
I can take down messages communicating enquiries and factual information and explaining problems			
I can write straightforward connected texts and simple essays on familiar subjects within my field, by linking a series of shorter discrete elements into a linear sequence, and using dictionaries and reference resources as necessary			
I can summarise the plot of a film or book, or narrate a simple story			
I can use a standard format to write very brief reports, passing on routine factual information on matters relating to my field			
I can write formal letters giving or requesting detailed information (e.g., replying to an advertisement, applying for a job)			
I can write simple, clear instructions about work routines or how a machine works			

<b>B2 WRITING</b>	This is my target	I can now do this with help	I can now do this without help
I can write clear detailed text on a wide range of subjects relating to my personal, academic or professional interests			
I can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences, and commenting on the correspondent's news and views			
I can express news, views and feelings effectively in writing, and relate to the views and feelings of others			
I can write summaries of articles on topics of general, academic or professional interest, extracting information from different sources and media			
I can write an essay or report which develops an argument, giving reasons to support or negate a point of view, weighing pros and cons			
I can write clear detailed descriptions of real or imaginary events and experiences in a detailed and easily readable way, marking the relationship between ideas			
I can write a short review of a film or book			
I can write standard formal letters requesting or communicating relevant information, with appropriate use of register and conventions			

# Dossier



**COURSE PROGRAMME AND DETAILS**

**(What I am doing in my course, my personal working plan,  
my personal attendance record etc.)**

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### Personal Attendance Record

Month \_\_\_\_\_ Year \_\_\_\_\_ (M = morning class, A = afternoon class, E = evening class)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
<b>M</b>																															
<b>A</b>																															
<b>E</b>																															

Month \_\_\_\_\_ Year \_\_\_\_\_ (M = morning class, A = afternoon class, E = evening class)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
<b>M</b>																															
<b>A</b>																															
<b>E</b>																															

**X = present    A = absent    L = late    E = leave class early**

Enter date with reason for absence/late arrival/leaving early (e.g. 15/3)																															
Sick																															
Medical/dental appointment																															
Appointment with official																															
Attend child's school																															
<b>Month:</b>																															

## Section B

### **EXAMPLES OF WORK**

(My essays, projects, photographs, reports,  
letters, job applications, curriculum vitae etc.)

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(My tests, corrected work with final drafts,  
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**DIPLOMAS AND CERTIFICATES**

(Copies of diplomas and certificates  
that I have received for language learning  
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