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Topic 1: Language Passport

In this topic learners will record their personal and linguistic identity, which is a record of all the languages that a learner knows or has used for any purpose, even if only to a low level of proficiency.





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My Personal Identity





Family name:
First name(s):
Address: <hr/> <hr/> <hr/>
Postcode:
Telephone:
Mobile:
Email:
Date of birth:
Country of origin:
In (<i>country</i>) since (date)
Occupation:
Work/study I have done: <hr/> <hr/> <hr/>
My target for future work/study/occupation: <hr/> <hr/> <hr/> <hr/>
My hobbies or interests:
Languages I use on a regular basis: <hr/> <hr/> <hr/> <hr/>





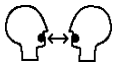

My learning and linguistic identity

My name is
I come from
Now I live in (city)
I went to school for (years) _____ and (country)
My area of study was
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	



		A1	A2	B1
UNDERSTANDING	Listening 	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 radios or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading 	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 every day or job-related language. I can understand the description of events, feelings and wishes in personal letters.
SPEAKING	Spoken Interaction 	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).
	Spoken Production	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.
WRITING	Writing 	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.



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		B2	C1	C2
UNDERSTANDING	Listening 	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 programs. 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 signaled explicitly. I can understand television programs 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.
	Reading 	I can read articles and reports concerned with contemporary problems in which the writers adopt 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 specialized 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, specialized articles and literary works.
SPEAKING	Spoken Interaction 	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.
	Spoken Production	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.
WRITING	Writing 	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	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.

Topic 2: Language Profile

Have learners assess their current proficiency in the language that they are learning now and identify intercultural experiences that they have had during visits to other countries for travel, work or study and identify how intercultural experiences can support them integration in this country.

Have learners think about the important events in their life and examine the difference between the activities that they could enjoy in the country of origin and those that they are involved in now.

My first self-assessment for learning (language)

Mark a place on the line to indicate how you see your abilities now.



My learning priority

Date: _____

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

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

What I want to do in the future:



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



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Additional pages may be used as necessary.

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, organizing etc.)

How these interests can help me in my life now:

What I could do to use these interests now:



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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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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 several blank spaces where additional descriptors may be added.

A1 LISTENING	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			

A1 READING	This is my target	I can now do this with help	I can now do this without help
I can recognize 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			

A1 SPOKEN INTERACTION	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			

A1 SPOKEN PRODUCTION	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)			



A1 WRITING	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			

