

Name

School

MY LANGUAGES PORTFOLIO



European Language Portfolio – Junior version: Revised edition



COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

European Language Portfolio
Portfolio européen des langues

Portfolio Européen des Langues: modèle accrédité N° 70.2006
European Language Portfolio: accredited model No. 70.2006
Accordé à / Awarded to CiLT, the National Centre for Languages

CiLT The National
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Ce modèle est conforme aux Principes et Lignes
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This model conforms to common Principles and Guidelines

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The Council of Europe

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MY PORTRAIT

Name	
School	
Age	



COUNCIL OF EUROPE
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THIS PORTFOLIO IS FOR YOU

- to keep a record of your progress in learning languages
- to record how you learn languages
- to keep some examples of work you've done in languages
- to show which languages you know
- to show what you know and can do in languages

**my language
BIOGRAPHY** 

**my language
DOSSIER** 

**my language
PASSPORT** 

YOUR ELECTRONIC PORTFOLIO

You can fill in parts of your Portfolio electronically. Go to **www.nacell.org.uk** then click on Resources and then European Language Portfolio to download the file.



Languages I know

Language	How long I've been learning this language	Where I learn this language. At school? At home?	In this language I'd like to be able to ...

Language

I use the language

I meet people who speak this language
sometimes ☐ often ☐

Language

I use the language

I meet people who speak this language
sometimes ☐ often ☐

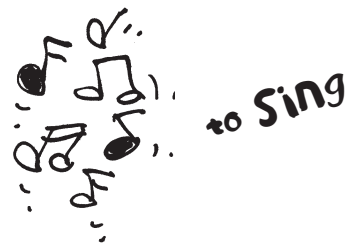
Language

I use the language

I meet people who speak this language
sometimes ☐ often ☐

at home

at
School



to talk

to write



to read

with my
friends

with
my family





I can understand and speak in several languages – I am plurilingual.
The languages are

I watch TV programmes, films or see magazines or books in the
language/s

sometimes ☐

often ☐

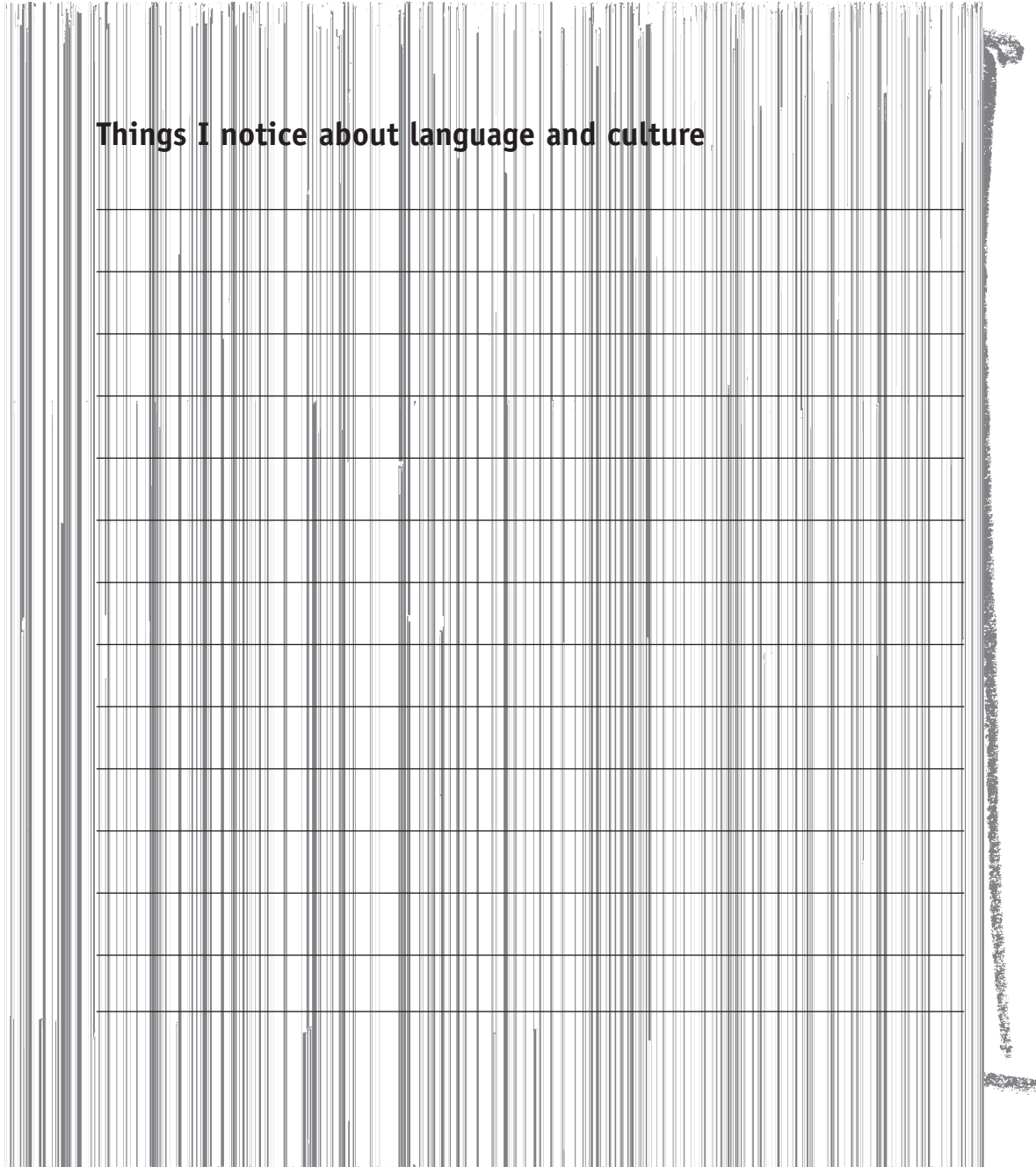
I have made these contacts, e.g. penfriend, e-mail or visited these countries

I have friends or family who come from these countries and speak these
languages

In the future I would like to go to

and I would like to learn these languages





HOW I LEARN LANGUAGES

Things I like doing in language lessons

Things I am good at

Things I find difficult

I learn best when

I use a game or rhyme to help me remember words



I learn several words or phrases in a given time



I say words to a rap or a beat



I ask someone to speak more slowly



I use gesture or mime to show I understand



I think of something funny to remind me of a word



I work with a friend to make up a role play or sketch



I look at the face of the person speaking to me and listen attentively



I record myself to hear whether my pronunciation is good



I practise new words by saying them under my breath





MY PROGRESS IN LEARNING LANGUAGES

Language: _____

Colour in the speech bubbles when you can do these things

I can understand
the teacher's
instructions



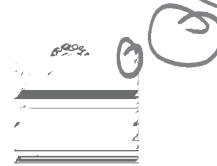
I can do actions
to a story or poem
as I hear it



I can play
'Simon says'



I can understand
questions about
myself



I can recognise
important words
in a story
or song



I can understand
a range of
different
stories



LISTENING

I can match
words which I
hear with
pictures



I can follow a
short story



I can act out
the meaning of
sentences



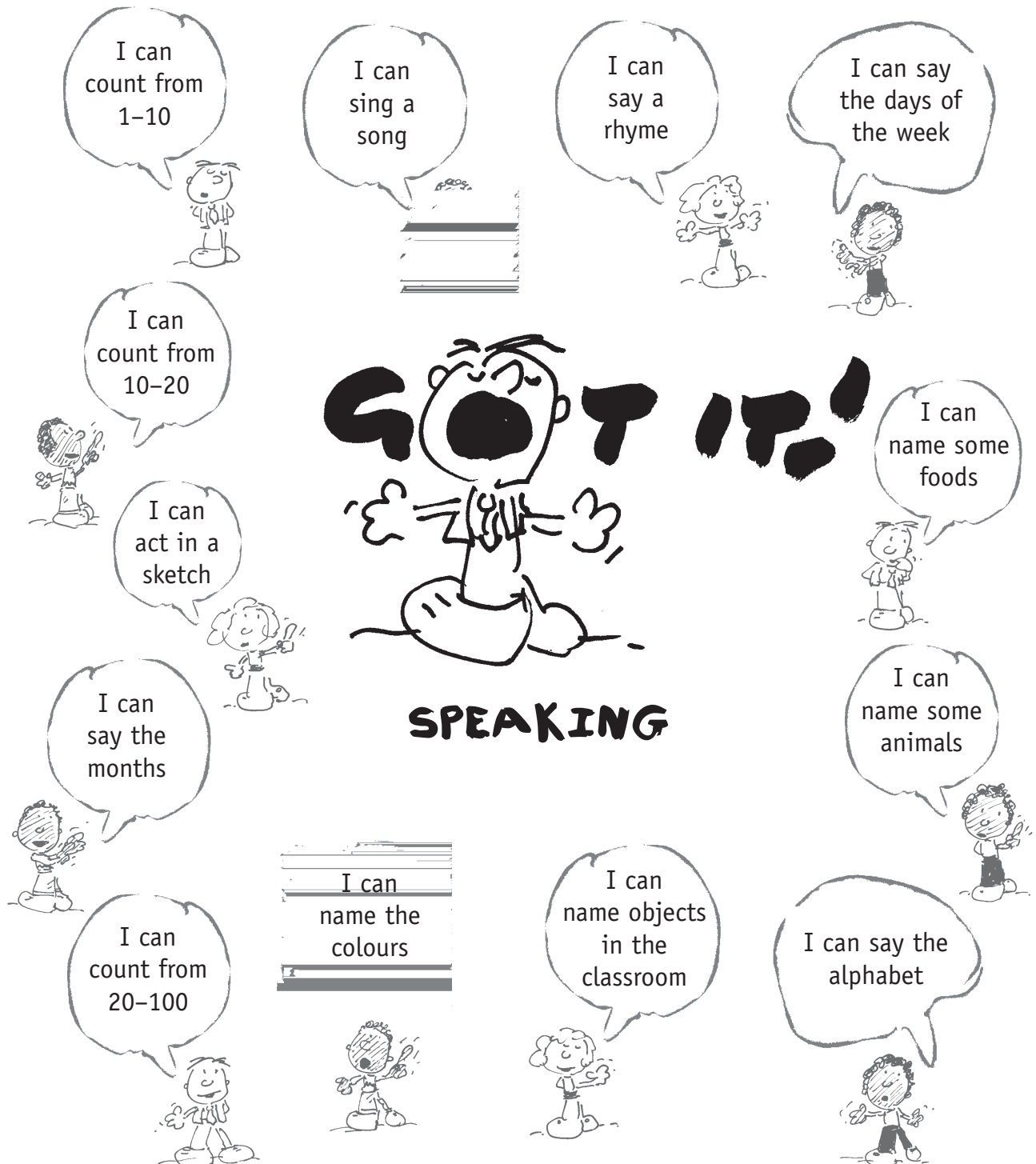
I can follow
someone else's
conversation



I can also

Language: _____

Colour in the speech bubbles when you can do these things



I can also

Language: _____

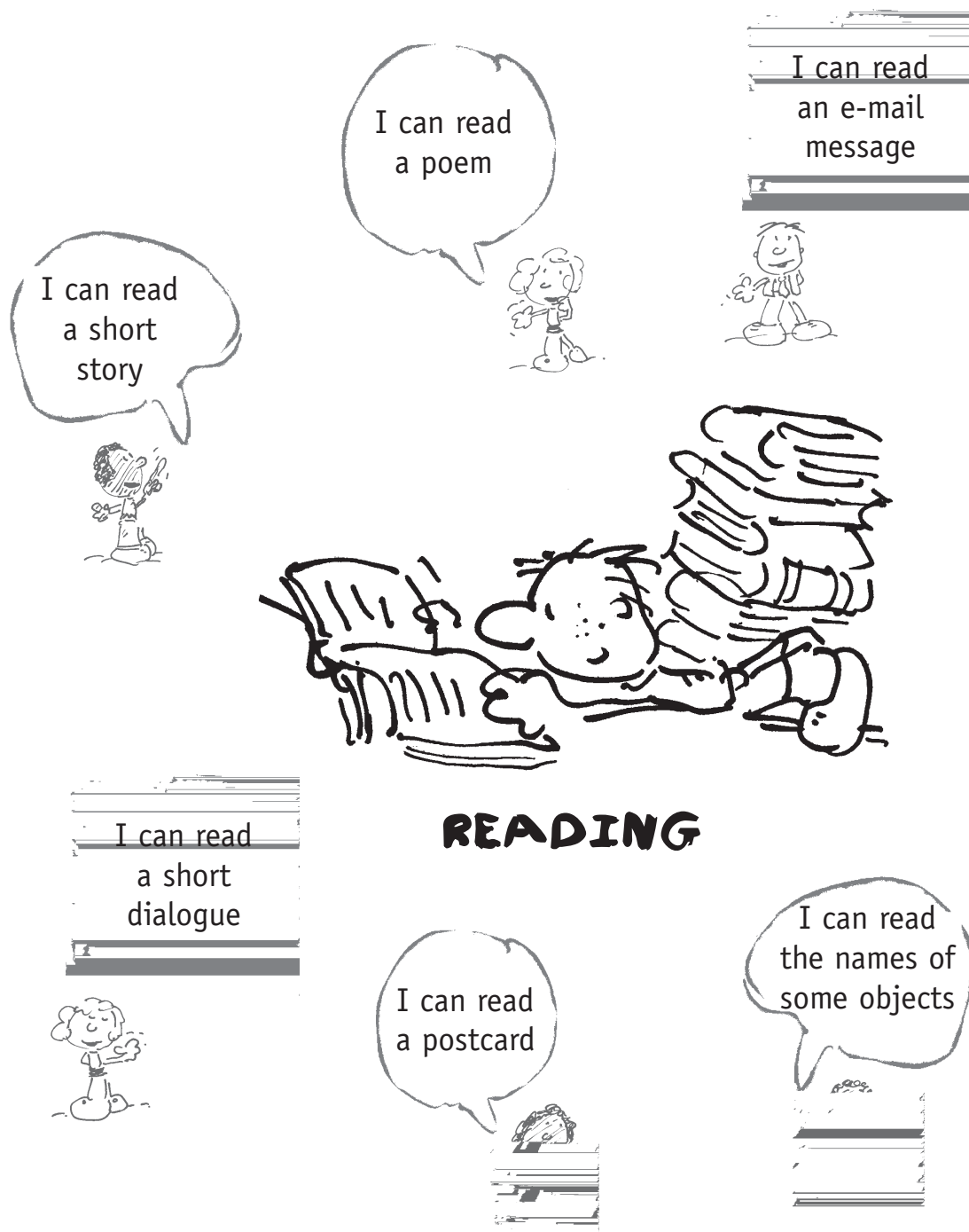
Colour in the speech bubbles when you can do these things



I can also

Language: _____

Colour in the speech bubbles when you can do these things



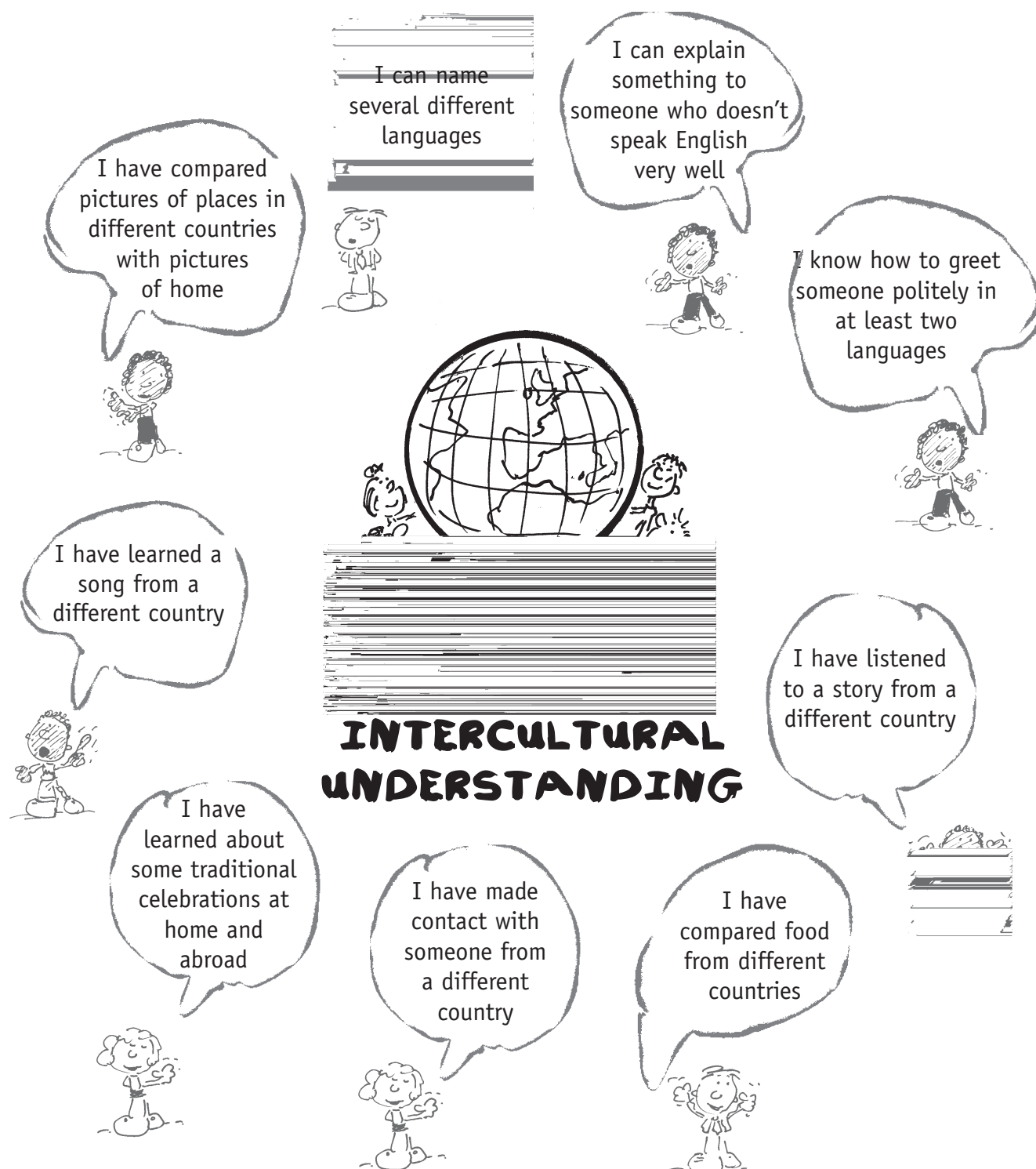
I can also

Language: _____

Colour in the speech bubbles when you can do these things



Colour in the speech bubbles when you have done these things



I can also



MY DOSSIER

The dossier is your own personal property

- Choose what goes into your dossier.
- Put pieces of work into your dossier to show what you can do in languages.
- Show examples of your contacts and experiences of other languages and cultures.
- Put in things which you'd like to show to others.
- Replace things whenever you like.

HOW TO USE YOUR DOSSIER

- Start working with the dossier whenever you like.
- Look at **My Language Biography** and then **My Language Passport** and choose pieces of work which show that you can do things from those lists.
- At the end of the year, decide which pieces of work best illustrate the levels you have reached. Put these into the dossier to show to your next teacher.
- Put in work you do in or outside school, such as:

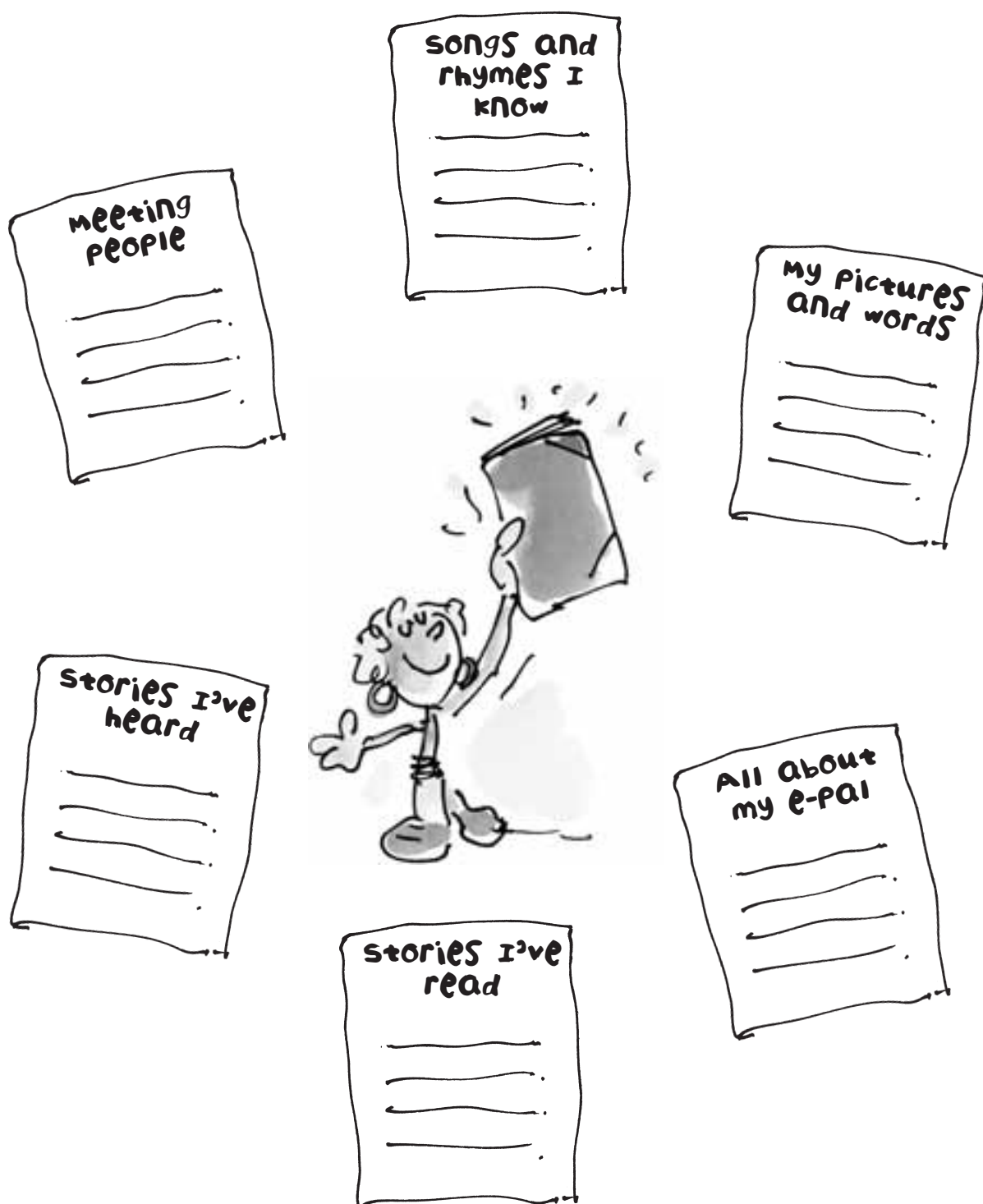


- pictures
- songs
- e-mail messages
- written work
- photos
- audio or video recordings
- a reading record
- descriptions and results of project work
- copies of postcards, letters or e-mail messages sent to a partner school
- examples of listening, speaking, reading, writing, games or exercises
- a personal word list
- posters



ORGANISING THE WORK IN MY DOSSIER

- As your dossier grows, divide it into different sections, e.g. topics, different skills, intercultural materials, or on a term-by-term or yearly basis to show how you are getting better.



CONTENTS PAGE

	What's in my dossier?	Date
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

MY LANGUAGE PASSPORT

This document is a record of:

- 1 My progress in learning languages
- 2 My intercultural experiences and contacts

When I move to a new class or school, I can use my Language Passport to show what I have done and the levels I have reached.

Name

School

Age

My languages

At school I am learning

At home I speak

BETTER AND BETTER!

My progress: Summary chart



Start at the bottom of the Ladder and tick the boxes when you reach the levels (refer to descriptions on the following pages).



Language



Listening	Speaking and talking to someone	Reading	Writing	Teacher's comments
<div> <div>B1</div> <div>Grade 9</div> <div>Grade 8</div> <div>Grade 7</div> <div>A2</div> <div>Grade 6</div> <div>Grade 5</div> <div>Grade 4</div> <div>A1</div> <div>Grade 3</div> <div>Grade 2</div> <div>Grade 1</div> </div> <div>START HERE</div>	<div> <div>B1</div> <div>Grade 9</div> <div>Grade 8</div> <div>Grade 7</div> <div>A2</div> <div>Grade 6</div> <div>Grade 5</div> <div>Grade 4</div> <div>A1</div> <div>Grade 3</div> <div>Grade 2</div> <div>Grade 1</div> </div> <div>START HERE</div>	<div> <div>B1</div> <div>Grade 9</div> <div>Grade 8</div> <div>Grade 7</div> <div>A2</div> <div>Grade 6</div> <div>Grade 5</div> <div>Grade 4</div> <div>A1</div> <div>Grade 3</div> <div>Grade 2</div> <div>Grade 1</div> </div> <div>START HERE</div>	<div> <div>B1</div> <div>Grade 9</div> <div>Grade 8</div> <div>Grade 7</div> <div>A2</div> <div>Grade 6</div> <div>Grade 5</div> <div>Grade 4</div> <div>A1</div> <div>Grade 3</div> <div>Grade 2</div> <div>Grade 1</div> </div> <div>START HERE</div>	

LISTENING

Tick when ☐ you can do these things.

Breakthrough		
A1	I can understand familiar words and very basic phrases when people speak slowly and clearly	 
Grade 1	I can understand a few familiar spoken words and phrases <i>e.g. the teacher's instructions, a few words and phrases in a song or a rhyme, days of the week, colours or numbers ...</i>	
Grade 2	I can understand a range of familiar spoken phrases <i>e.g. basic phrases concerning myself, my family and school ...</i>	
Grade 3	I can understand the main point(s) from a short spoken passage <i>e.g. a short rhyme or song, a telephone message, announcement or weather forecast ...</i>	

Preliminary		
A2	I can understand phrases and high frequency words relating to basic personal and everyday matters and the main points in short, clear, simple messages and announcements	 
Grade 4	I can understand the main points and some of the detail from a short spoken passage <i>e.g. sentences describing what people are wearing, what they are doing, an announcement or message ...</i>	
Grade 5	I can understand the main points and simple opinions (e.g. likes and dislikes) of a longer spoken passage <i>e.g. children talking about their likes and dislikes; descriptions of people and what they are wearing ...</i>	
Grade 6	I can understand spoken passages referring to past or future events <i>e.g. someone giving details of what he or she did on holiday or at the weekend; a telephone conversation arranging to meet someone; a conversation in which people talk about what they are going to do at the weekend ...</i>	

Intermediate		
B1	<p>I can understand the main points of clear standard speech on familiar topics which I meet regularly in my spare time and at school.</p> <p>I can understand the main points of many radio or TV programmes on topics which interest me, when the commentary is fairly slow and clear</p>	 
Grade 7	<p>I can understand longer passages and recognise people's points of view <i>e.g. a video or audio text received from a partner school ...</i></p>	
Grade 8	<p>I can understand passages including some unfamiliar material from which I can recognise attitudes and emotions <i>e.g. a story in which some of the words and phrases are unknown ...</i></p>	
Grade 9	<p>I can understand the gist of a range of authentic passages. I can produce a detailed oral or written summary of a given text. <i>e.g. a radio or television programme on a subject which interests me ...</i></p>	



I can also



My favourite activity is




I like it because

SPEAKING AND TALKING TO SOMEONE

Tick when you can do these things.

Breakthrough		
A1	I can use simple phrases and sentences and I can also talk someone in a simple way, asking and answering questions	 
Grade 1	I can say/repeat a few words and short simple phrases <i>e.g. what the weather is like; greeting someone; naming classroom objects ...</i>	
Grade 2	I can answer simple questions and give basic information <i>e.g. about the weather; where I live; whether I have brothers or sisters, or a pet ...</i>	
Grade 3	I can ask and answer simple questions and talk about my interests <i>e.g. taking part in an interview about my area and interests; a survey about pets or favourite foods; talking to a friend about what we like to do and wear ...</i>	

Preliminary		
A2	I can give a short prepared talk, e.g. describe a picture or people, my school, my home, and take part in a simple conversation on familiar topics	 
Grade 4	I can take part in a simple conversation and I can express my opinions <i>e.g. discussing a picture with a partner, describing colours, shapes and saying whether I like it or not; asking for and giving directions; discussing houses, pets, food ...</i>	
Grade 5	I can give a short prepared talk, on a topic of my choice, including expressing my opinions <i>e.g. talking on a familiar subject; describing a picture or part of a story; making a presentation to the class ...</i>	
Grade 6	I can give a short prepared talk, on a topic of my choice, expressing opinions and answering simple questions about it <i>e.g. talking about my classroom and school, asking and answering questions on my favourite sport or a story ...</i>	

Intermediate		
B1	I can join in an unprepared conversation on everyday topics. I can tell a story and can describe things I have done and what I am going to do, giving reasons for opinions and plans	  <small>COUNCIL OF EUROPE CONSEIL DE L'EUROPE European Language Portfolio Portfolio européen des langues</small>
Grade 7 	I can answer simple unprepared questions in a conversation or following a presentation <i>e.g. on a TV or radio programme, on everyday topics, a story I have read or heard ...</i>	
Grade 8	I can tell a story or relate the plot of a book or film and give my opinions on it <i>e.g. a film I have recently seen or a book I have read ...</i>	
Grade 9	I can take part in a discussion, giving and justifying my opinions and ideas <i>e.g. on a subject discussed in class, on a book, film or TV programme ...</i>	




I can also




My favourite activity is




I like it because

READING

Tick when you can do these things.

Breakthrough		
A1	I can understand familiar names, words and very simple sentences	 
Grade 1	 I can recognise and read out a few familiar words and phrases <i>e.g. from stories and rhymes, labels on familiar objects, the date, the weather ...</i>	
Grade 2	I can understand familiar written phrases <i>e.g. simple phrases, weather phrases, simple description of objects, someone writing about their pet ...</i>	
Grade 3	I can understand the main point(s) from a short written passage in clear printed script <i>e.g. very simple messages on a postcard or in an e-mail ...</i>	

Preliminary		
A2	I can read very short, simple texts and find information I need in longer texts such as simple messages, stories or Internet texts	 
Grade 4	 I can understand the main points and some of the detail from a short written passage <i>e.g. three to four sentences of information about my e-pal; a description of someone's school day ...</i>	
Grade 5	I can understand the main points and simple opinions (e.g. likes and dislikes) of a longer written passage <i>e.g. a postcard or letter from a penpal; a written account of school life, a poem or part of a story ...</i>	
Grade 6	I can understand longer passages and distinguish present and past or future events <i>e.g. a short story; a description of someone's day; a letter in which someone describes a person or place, an excursion</i>	




Intermediate		
B1	I can understand authentic texts on topics of interest to me and the description of events, feelings and wishes in personal letters or e-mails	  <small>COUNCIL OF EUROPE CONSEIL DE L'EUROPE European Language Portfolio Portfolio européen des langues</small>
Grade 7 	I can understand longer passages and recognise people's points of view <i>e.g. a longer e-mail message or letter ...</i>	
Grade 8	I can understand passages including some unfamiliar material from which I can recognise attitudes and emotions <i>e.g. texts about everyday life in another country, a letter from a magazine ...</i>	
Grade 9	I can understand a wide range of authentic texts. I can produce an oral or written summary or translation of a given text <i>e.g. Internet texts on topics I am learning about in other subjects, a story or magazine article ...</i>	

I can also

My favourite activity is

I like it because



Intermediate		
B1	I can write simple connected text on topics which are familiar or of interest to me. I can also write personal letters and e-mails describing experiences and impressions	 
Grade 7 	I can write a passage, e.g. a report or a letter, conveying simple opinions and/or points of view <i>e.g. a short description of a story, film or TV programme, including opinions ...</i>	
Grade 8	I can produce formal and informal texts in appropriate styles <i>e.g. a letter requesting an item of shopping or information about a region ...</i>	
Grade 9	I can communicate ideas accurately and in an appropriate style over a range of topics <i>e.g. using a range of tenses and adapting language I have learnt previously ...</i>	

I can also

My favourite activity is

I like it because

MY CONTACTS AND INTERCULTURAL EXPERIENCES



List the main experiences and contacts you've had with people or places abroad, *e.g. e-mails, postcards, letters, meeting with people, excursions, video exchanges, holidays.*

Contact or experience	Details	When?

COUNCIL OF EUROPE LEVELS



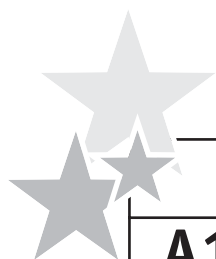
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LISTENING

A1	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
A2	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.
B1	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.

SPEAKING

A1	I can use simple phrases and sentences to describe where I live and people I know.
A2	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.
B1	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.



TALKING TO SOMEONE

A1	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.
A2	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.
B1	I can deal with most situations likely to arise whilst travelling in an area 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).



READING

A1	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues
A2	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.
B1	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.



WRITING

A1	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.
A2	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.
B1	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

The Council of Europe

The United Kingdom is a member of the Council of Europe, which makes it part of a family of 46 countries stretching all the way from Iceland to Azerbaijan. The millions of young people who live in those countries share many experiences and interests but also have different languages, cultures and histories.



The Council of Europe aims to help you to understand and respect other people and the things that make them different. Your *European Language Portfolio* is designed to help you to learn new languages and understand other cultures.

Contact:

Language Policy Division
Directorate General IV
Council of Europe
Strasbourg
France

www.coe.int/portfolio

The following Council of Europe documents are available on the Portfolio website (**www.culture2.coe.int/portfolio**):

- *European Language Portfolio: The intercultural component and learning how to learn* (David Little and Barbara Simpson)
- *Common European Framework of Reference for Languages* (**www.culture2.coe.int/portfolio/documents_intro/common_framework.html**)

The European Language Portfolio and the *Common European Framework of Reference for Languages* are tools to promote the Council of Europe's language education policy. Further information about the Council of Europe's work to develop the ELP and to promote languages and intercultural understanding can be found at: **www.culture2.coe.int/portfolio**.