

LANGUAGE BIOGRAPHY

SPRACHENBIOGRAFIE

BIOGRAPHIE LANGAGIÈRE

**European Language Portfolio
for the Central European Region
BRATISLAVA – BRNO – GYÖR/MOSON/SOPRON – VIENNA**

English

**Europäisches Sprachenportfolio
für die Mitteleuropäische Region
BRATISLAVA – BRNO – GYÖR/MOSON/SOPRON – WIEN**

ENGLISCH

*Portfolio Européen des Langues
pour la Région d'Europe Centrale
BRATISLAVA – BRNO – GYÖR/MOSON/SOPRON – VIENNE
ANGLAIS*



**This Language Biography is part of the European Language Portfolio, accredited by
No. 63.2004**

Diese Sprachenbiografie ist Teil des Europäischen Sprachen Portfolios, akkreditiert mit der
Nr. 63.2004

Cette Biographie Langagière fait partie du Portfolio Européen des Langues, modèle accrédité N 63.2004

Dear Student,

People in Europe are prepared to work more closely together. This is only possible however, when they understand each other. Language learning is therefore becoming increasingly important and is a life-long process.

The Council of Europe with its European Language Portfolio offers a means by which linguistic competence as well as social and intercultural experiences can be documented and made comparable with other countries.

The European Language Portfolio is language neutral; this means that it can be used for any language. With the help of the European Language Portfolio you can assume responsibility for your own language learning.

The Language Portfolio consists of three sections:

1. LANGUAGE PASSPORT
2. LANGUAGE BIOGRAPHY
3. DOSSIER or LANGUAGE ACHIEVEMENT COLLECTION

This European Language Portfolio for the Central European Region should accompany you in your language learning in the coming years. It is aimed at Lower Secondary Level (10–15 year-olds).

We wish you lots of success as you start your own Language Portfolio.

**Liebe Schülerin!
Lieber Schüler!**

Die Menschen in Europa werden immer mehr zusammenarbeiten. Dies ist nur möglich, wenn wir uns untereinander verständigen können. Das Sprachenlernen gewinnt daher immer mehr an Bedeutung und stellt einen lebensbegleitenden Prozess dar.

Der Europarat bietet mit dem Europäischen Sprachenportfolio ein Instrument, welches die sprachlichen Fähigkeiten, sowie die sozialen und interkulturellen Erfahrungen aufzeigt und mit anderen Ländern vergleichbar macht.

Das Europäische Sprachenportfolio ist sprachenneutral, das heißt, du kannst es für jede Sprache verwenden. Mit dem Europäischen Sprachenportfolio kannst du die Verantwortung für dein eigenes Sprachenlernen übernehmen.

Es besteht aus drei Teilen:

1. SPRACHENPASS
2. SPRACHENBIOGRAFIE
3. DOSSIER oder SPRACHLEISTUNGSSAMMLUNG

Dieses Europäische Sprachenportfolio für die Mitteleuropäische Region soll dich in den nächsten Jahren beim Sprachenlernen begleiten. Es ist für den Gebrauch in der Sekundarstufe 1 (10 – 15 Jährige) gedacht.

Viel Spaß beim Anlegen deines eigenen Sprachenportfolios!

Chers/chères élèves!

Les Européens sont de plus en plus souvent amenés à coopérer dans le travail. Cela n'est possible que s'ils peuvent communiquer entre eux. Les langues prennent donc une importance toujours croissante et leur apprentissage se poursuit bien au delà de la scolarité.

Avec le Portfolio Européen des Langues, le Conseil Européen offre un instrument qui permet de mettre en valeur les compétences linguistiques, sociales et interculturelles et de les comparer avec celles des autres pays.

Le Portfolio Européen des Langues est utilisable pour chaque langue que tu apprendras. Il te permet de prendre en charge ton apprentissage des langues.

Il comprend trois parties:

1. LE PASSEPORT DES LANGUES
2. LA BIOGRAPHIE LANGAGIÈRE
3. LE DOSSIER ou RECUEIL DE PERFORMANCES

Ce Portfolio Européen des Langues pour la région d'Europe centrale t'accompagnera dans tes prochaines années d'apprentissage des langues.

Il a été conçu pour une utilisation en secondaire (pour des élèves de 10 à 15 ans).

Que ton Portfolio des langues te procure beaucoup de plaisir!

LANGUAGE BIOGRAPHY

Sprachenbiografie / *Biographie langagière*

This Language Biography is like a 'Language Diary'. It should accompany you in the years ahead so that you can plot your progress and set your own goals for language learning.

Contents

1. My languages and me
2. What I can do in my language(s)
(self-evaluation – checklists)
3. My social and intercultural experiences
4. Media List

Diese Sprachenbiografie ist eine Art „Sprachen-Tagebuch“ und soll dich in den nächsten Jahren begleiten, damit du deine Fortschritte verfolgen und dir deine eigenen Ziele beim Sprachenlernen setzen kannst.

Inhalt

1. Meine Sprachen und ich
2. Was ich in meiner /meinen Sprache/n kann
(Selbsteinschätzung – Checklisten)
3. Meine sozialen und interkulturellen Erfahrungen
4. Medienliste

Cette biographie langagière est comparable à un journal intime. Elle t'accompagnera dans ton apprentissage des langues durant les prochaines années. Elle te permettra, d'une part, de fixer tes propres objectifs à atteindre, et d'autre part, de suivre de près l'évolution de tes connaissances en langues.

Sommaire

1. *Les langues et moi*
2. *Mes acquis en langue(s)*
(*auto-évaluation - listes de repérage*)
3. *Mes expériences sociales et interculturelles*
4. *Liste de médias*

Language Biography

This Language Biography belongs to:

Diese Sprachenbiografie gehört / *Cette biographie langagière appartient à*

Photo

Foto / *photo*

Name

Name / *nom*

First Name Vorname / <i>prénom</i>	
Surname Familienname / <i>nom de famille</i>	

Address

Adresse / *adresse*

Street Straße / <i>rue</i>	
City Wohnort / <i>ville</i>	

Date of Birth

Geburtsdatum / *date de naissance*

Day Tag / <i>jour</i>	Month Monat / <i>mois</i>	Year Jahr / <i>année</i>

Place of Birth

Geburtsort / *lieu de naissance*

Nationality

Nationalität / *nationalité*

I started this Language Biography on _____

Diese Sprachenbiografie wurde von mir angelegt am / *J'ai commencé cette biographie langagière le*

Language Biography

1. My languages and me

Meine Sprache und ich / *Les langues et moi*

Here you can document all your linguistic experience both in and out of school.
Fill in the grid.

The language(s) that I speak in my family and in my surroundings:

Sprachen, die ich in der Familie / in meiner Umgebung spreche: / *Les langues que j'utilise en famille/dans mon environnement proche:*

Language Sprache / <i>langue</i>			
The person(s) with whom I speak this language Mit wem ich diese Sprache spreche / <i>avec qui je parle cette langue</i>			
The situations in which I speak this language Bei welchen Gelegenheiten ich die Sprache verwende / <i>En quelles occasions j'utilise cette langue</i>			

I can also speak this/these language(s):

Diese Sprache(n) kann ich noch: / *Je connais aussi la (les) langue(s) suivante(s):*

Fill in the language(s) in the appropriate field (under the skill):

Understand Verstehen / <i>comprendre</i>	Read Lesen / <i>lire</i>	Speak Sprechen / <i>parler</i>	Write Schreiben / <i>crire</i>

Where I have learnt this/these language(s):

Wo ich die Sprache(n) gelernt habe: / *Ou j'ai appris cette (ces) langue(s):*

Language Sprache / <i>langue(s)</i>	Type of Language Learning (e.g. Evening Course, Holiday Language Camp, holidays, in the family...) Art des Spracherwerbs (z.B. Volkshochschule, Ferienkurs, Urlaub, in der Familie...) / <i>Comment j'ai appris cette langue (cours du soir, séjours à l'étranger, dans la famille ...)</i>	From the age of ____ – to ____ im Alter von – bis / <i>à quel âge (de à)</i>

Language Biography

- **The language(s) I am learning or have learnt at school:**

Diese Sprache(n) lerne ich oder habe ich *in der Schule* gelernt / *J'apprends la (les) langue(s) suivante(s) à l'école*

Language(s) at Kindergarten and Primary School:

You can also add the language of the country you live in now to the table if you did not grow up with this language.

Academic year Schuljahr / <i>année scolaire</i>	Language Sprache / <i>langue</i>	Age Alter / <i>classe</i>	Hours per week Wochenstundenzahl / <i>Nombre d'heures par semaine</i>

Language(s) at Lower Secondary Level:

Modern Languages (e.g.: English, French...), Classical Languages (e.g.: Latin, Greek...). You can also add the language of the country you live in now to the table if you did not grow up with this language.

Academic year Schuljahr / <i>année scolaire</i>	Language Sprache / <i>langue</i>	Age Alter / <i>classe</i>	Hours per week Wochenstundenzahl / <i>Nombre d'heures par semaine</i>

Special Language Programmes at school

Language(s), which I have used as a working language in project work/subject teaching or in bilingual education, in voluntary exercises, in Conversation Classes, during a Special Intensive Language Week...

Academic year Schuljahr / <i>année scolaire</i>	Language Sprache / <i>langue</i>	Age Alter / <i>classe</i>	Hours per week Wochenstundenzahl / <i>Nombre d'heures par semaine</i>

Language Biography

• **Additional language(s), which I learned *outside of school* and can still speak:**

Diese Sprache(n), die ich *außerhalb der Schule* lerne / gelernt habe, kann ich noch ... / *Je connais aussi la (les) langue(s) suivante(s)*

Understand Verstehen / <i>comprendre</i>	Read Lesen / <i>lire</i>	Speak Sprechen / <i>parler</i>	Write Schreiben / <i>écrire</i>

Where I have learnt this/these language(s):

Wo ich die Sprache(n) gelernt habe: / *Ou j'ai appris cette (ces) langue(s):*

Language Sprache / <i>langue(s)</i>	Type of Language Learning (e.g. Evening Course, Holiday Language Camp, holidays, in the family...) Art des Spracherwerbs (z.B. Volkshochschule, Ferienkurs, Urlaub, in der Familie...) / <i>Comment j'ai appris cette langue (cours du soir, séjours à l'étranger, dans la famille ...)</i>	From the age of ____ – to ____ im Alter von – bis / <i>à quel âge (de à)</i>

Language(s) that I have come into contact with:

Sprachen, denen ich begegnet bin / *Les langues avec lesquelles j'ai déjà été en contact*

Language Sprache / <i>langue</i>	Where Wo / <i>où</i>	When Wann / <i>quand</i>
<i>z.B. Greek</i>	<i>Athens</i>	<i>Summer Holidays, 8.1999</i>

Language(s) I would also like to learn and why:

Sprache(n) die ich noch lernen möchte und warum / *J'aimerais apprendre aussi la (les) langue(s) suivante(s)*

Language Sprache / <i>langue</i>	Reasons why I would like to learn this language Gründe, warum ich die Sprache lernen möchte / <i>Raisons pour lesquelles je voudrais apprendre cette langue</i>

Language Biography

2. What I can do in my language(s)

Was ich in meiner/ meinen Sprache/n kann / *Auto-évaluation - Listes de repérage*

Here you can evaluate your linguistic competence with the help of the checklists. If you regularly - at least twice a term - update your entries in the Language Portfolio you will become aware of your modern language learning progress. In this way, you can monitor your own success and make improvements using the learning helps. You can plot your own aims in the grid that is provided.

Instructions for the checklists

It is not easy to evaluate personal language competence – it needs practice e.g. try using corrected but not evaluated written work.

With the help of the checklists you can evaluate your own linguistic competence.

The more regularly you evaluate yourself the easier it will become.

*At the top of every checklist you will find a part of the **Common European Framework of Reference**, which will help you to understand the kind of linguistic competence that the Council of Europe would like to see as a European standard.*

You will find the checklists in the **Copy Master Section** and you should make **new copies every time you want to evaluate yourself**.

Evaluate your linguistic competence in **each language separately**.

Mark your level of linguistic competence with a in the appropriate column of the checklist.

Think about the areas where you could improve your linguistic competence and mark them with in the last column of the checklist ('Areas I would like to work on').

If you discover that you are not so good at doing something then look at the **learning hints** in the various skill areas (LISTENING, READING, SPEAKING (interaction and production), and WRITING), which will give you some ideas on how you can improve.

If you have marked 'Areas I would like to work on' you can decide on your own **aims** and fill them in on the grid that is provided.

You can file your **completed checklists** in the **Dossier** (Language Achievement Collection).

You should transfer the **results** of your self-evaluation once a year; definitely before you leave school, into the **Language Passport**.

Language Biography

General hints for learning

Allgemeine Tipps zum Lernen / *Conseils généraux pour apprendre*

- You should have a **place to work** where you won't be disturbed and where you can concentrate. Soft music in the background can often be helpful.
- Your **desk** should be tidy and you should have good lighting and a comfortable chair.
- Plan fixed **times of work** and always have **breaks** between these times, so that you can drink some water, eat some fruit, move around and relax. It is often helpful to revise important things that you have to learn just before going to bed.
- Regular practice and revision of **what you have to learn** will bring you nearer to your aims. You should never learn for too long exclusively in one subject.
- Make a **weekly plan** and organise your daily work accordingly.
- **Underline** important parts of a text.
- Use **coloured pencils/markers** to mark particularly difficult words.
- **Always start learning early enough**, particularly before tests and examinations.
- Sometimes it is easier to **learn with someone else**.
- Constantly check if you have reached your aims in your **independent learning** (learning aims can be a great help).

What I can do to improve my learning:

Fill in some of your own ideas here.

Language Biography

Learning hints for LISTENING

Lerntipps für das Hörverstehen / *Méthodes stratégiques pour améliorer la compréhension orale (écouter)*

The following hints can help you to develop your LISTENING skills:

- Listen to songs in the language you are learning.
- If possible, listen to the texts several times.
- Take notes as you are listening to help you understand the meaning.
- Watch television programmes and videos.... in the language you are learning.

Remember that it is not always important to understand every single word in a text – it is more important that you understand the overall meaning.

What I can do to improve my LISTENING:

Fill in your own ideas here.

Language Biography A1

Language : _____

Date: _____

UNDERSTANDING

Here you can evaluate your LISTENING ability

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

I think I can...	A little	Quite well	Very well	Areas I want to work on
understand and react to short instructions and questions when they are spoken slowly and clearly.				
follow a short conversation about family, friends, animals, hobbies...				
grasp simple information from various types of listening texts e.g. listening comprehension activities in my school book.				
grasp information from short messages e.g. prices, time, numbers and figures...				
understand short songs, rhymes and plays provided I can listen to them several times.				
understand simple words when they are spelled out to me.				

Language Biography A2

Language : _____

Date: _____

UNDERSTANDING

Here you can evaluate your LISTENING ability

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 think I can...	A little	Quite well	Very well	Areas I want to work on
understand simple instructions or questions and react appropriately.				
follow conversations about familiar topics when they are spoken slowly and clearly.				
grasp the meaning of a conversation even though I don't understand every word.				
understand various types of simple texts e.g. teacher/student(s) speaking, CDs, cassettes, songs, rhymes, plays ...				
follow a discussion with the help of the body language and reactions of the people involved.				

Language Biography B1

Language : _____

Date: _____

UNDERSTANDING

Here you can evaluate your LISTENING ability

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 think I can...	A little	Quite well	Very well	Areas I want to work on
understand instructions and requests in normal language use.				
understand rhymes, poems and plays when they are spoken clearly.				
grasp the most important pieces of information from radio and television programmes and films.				
follow conversations and reports about familiar topics.				
understand a non-native speaker of the language e.g. a Spaniard asking the way in English...				
grasp essential information from announcements e.g. at railway stations, airports (when the background noise does not disturb me).				

Language Biography B2

Language : _____

Date: _____

UNDERSTANDING

Here you can evaluate your LISTENING ability

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 think I can...	A little	Quite well	Very well	Areas I want to work on
follow extended talks about familiar topics e.g. reports, book discussions...				
understand important information e.g. news broadcasts, reports, films ...				
understand a native speaker of the language when he/she speaks clearly at normal speed.				
follow telephone calls if they are about everyday matters and familiar topics.				

Language Biography C1

Language : _____

Date: _____

UNDERSTANDING

Here you can evaluate your LISTENING ability

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 think I can...	A little	Quite well	Very well	Areas I want to work on
follow a native speaker of the language in a conversation.				
follow conversations and talks even when I am not familiar with the topic.				
understand, without almost any difficulty, radio and television programmes, plays and films.				
understand conversations in a particular accent, after I have had time to get used to it.				

Language Biography C2

Language : _____

Date: _____

UNDERSTANDING

Here you can evaluate your LISTENING ability

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.

I think I can...	A little	Quite well	Very well	Areas I want to work on
follow various types of speaking (live or from the media) without any difficulty.				
understand any kind speaking even in dialect.				
follow conversations without any difficulty even if the person(s) speak(s) quickly.				

Language Biography

Learning Contract

Lernvertrag / Contrat d'apprentissage

If you have decided that there are areas where you would like to do more work then set down your own goals here.

My aims for LISTENING:

Language: _____

I still have difficulties in LISTENING at level _____.

Copy the sentence that you have marked with an exclamation mark ('Areas I want to work on')

What I intend to do and the learning support I will need to reach this aim:

The learning hints for LISTENING can perhaps be useful in this context.

When I intend to start: _____

When I intend to finish: _____

I reached my aim: YES NO Date: _____

My aims for LISTENING:

Language: _____

I still have difficulties in LISTENING at level _____.

Copy the sentence that you have marked with an exclamation mark ('Areas I want to work on')

What I intend to do and the learning support I will need to reach this aim:

The learning hints for LISTENING can perhaps be useful in this context.

When I intend to start: _____

When I intend to finish: _____

I reached my aim: YES NO Date: _____

Language Biography

Learning hints for READING

Lerntipps für das Lesen / *Méthodes stratégiques pour améliorer la lecture*

- Read simple texts that you enjoy.
- If possible borrow books from, for instance, the school library in the language you are learning
- Underline important new vocabulary and look up the meanings of 'key words' in a dictionary.
- Take notes when you read longer texts so that you understand them easier.
- Practise your reading in everyday situations e.g. read texts on foreign products e.g. food, electronic equipment, clothing ...
- Read homepages in the language you are learning so as to grasp as much information as possible.

Remember that it is not always important to understand every single word in a text – it is more important that you understand the overall meaning.

What I can do to improve my READING:

Fill in your own ideas here.

Language Biography A1

Language : _____

Date: _____

UNDERSTANDING

Here you can evaluate your READING ability

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

I think I can...	A little	Quite well	Very well	Areas I want to work on
understand simple instructions e.g. in a school book, on worksheets...				
understand short texts e.g. signs, posters...				
understand short messages e.g. letters, e-mails...				
understand familiar words and simple sentences.				

Language Biography A2

Language : _____

Date: _____

UNDERSTANDING

Here you can evaluate your READING ability

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 think I can...	A little	Quite well	Very well	Areas I want to work on
understand instructions e.g. lesson plans for Open Plan Learning, worksheet instructions...				
find out the most important facts from texts, e.g. brochures and magazines, posters and billboard, menus...				
take out essential information from short texts e.g. short stories in school books.				

Language Biography B1

Language : _____

Date: _____

UNDERSTANDING

Here you can evaluate your **READING** ability

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 think I can...	A little	Quite well	Very well	Areas I want to work on
find out the most important facts from long texts e.g. newspapers, magazines, internet pages, catalogues...				
understand more complicated instructions e.g. instruction manuals, signs, internet pages...				
understand the meaning of simplified texts for my age e.g. readers, personally selected books and poetry...				
understand important facts and instructions in documents and other types of official forms.				
understand messages about events, feelings and wishes e.g. in letters, e-mails, text messages...				

Language Biography B2

Language : _____

Date: _____

UNDERSTANDING

Here you can evaluate your **READING** ability

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 think I can...	A little	Quite well	Very well	Areas I want to work on
find specific information in difficult texts.				
understand simple literary texts in the original version.				
understand, with the help of a dictionary, the meaning of more challenging written texts.				
interpret and follow complicated instructions and explanations.				
understand attitudes and viewpoints that other people have.				
understand reports and articles about general topics.				

Language Biography C1

Language : _____

Date: _____

UNDERSTANDING

Here you can evaluate your **READING** ability

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 think I can...	A little	Quite well	Very well	Areas I want to work on
understand specialised articles and explanations even if they do not deal with simple topics.				
understand the most important information in long and challenging texts e.g. specialised articles, extensive instructions...				
easily understand literary texts and recognise different styles.				

Language Biography C2

Language : _____

Date: _____

UNDERSTANDING

Here you can evaluate your READING ability

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.

I think I can...	A little	Quite well	Very well	Areas I want to work on
read difficult texts without any difficulty even when they are abstract or long and linguistically challenging e.g. specialised books and articles, literary works ...				

Language Biography

Learning Contract

Lernvertrag / Contrat d'apprentissage

If you have decided that there are areas where you would like to do more work then set down your own goals here.

My aims for READING:

Language: _____

I still have difficulties in READING at level _____.

Copy the sentence that you have marked with an exclamation mark ('Areas I want to work on')

What I intend to do and the learning support I will need to reach this aim:

The learning hints for READING can perhaps be useful in this context.

When I intend to start: _____

When I intend to finish: _____

I reached my aim: YES NO Date: _____

My aims for READING:

Language: _____

I still have difficulties in READING at level _____.

Copy the sentence that you have marked with an exclamation mark ('Areas I want to work on')

What I intend to do and the learning support I will need to reach this aim:

The learning hints for READING can perhaps be useful in this context.

When I intend to start: _____

When I intend to finish: _____

I reached my aim: YES NO Date: _____

Language Biography

Learning hints for SPEAKING

Lerntipps für das Sprechen / *Méthodes stratégiques pour améliorer l'expression orale (parler)*

- Sing along with your favourite songs in the language you are learning.
- Don't feel shy about saying words and sentences aloud.
- Have 'conversations' with yourself in the language you are learning.
- Build memory 'bridges' to help you remember difficult words e.g. imagine a picture for a particular word.
- Try walking up and down while you are speaking.
- Write a short script with friends on a familiar topic. Pick a role, learn it by heart and then perform the play together.
- Try to speak to native speakers as often as possible e.g. tourists, on holiday, language holiday...
- Practise speaking freely by giving a short summary about your experiences e.g. a book, film ...

Don't be afraid to pronounce words wrongly. It's important just simply to use the language you are learning as often as possible.

What I can do to improve my SPEAKING:

Fill in your own ideas here.

Language Biography A1

Language : _____

Date: _____

SPEAKING

Here you can evaluate your INTERACTIVE SPEAKING ability

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 think I can...	A little	Quite well	Very well	Areas I want to work on
greet someone and say goodbye.				
conduct short simple conversations when people speak slowly e.g. make requests, excuse myself, borrow something, buy something, order something to eat...				
spell simple words e.g. name, school things...				
ask for and give information about interests e.g. what I like/can do, what I don't like/can't do.				
ask and understand simple questions, give and understand answers e.g. about hobbies, family, interests...				
have short telephone conversations e.g. to ask for someone, make appointments...				

Language Biography A2

Language : _____

Date: _____

SPEAKING

Here you can evaluate your INTERACTIVE SPEAKING ability

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 think I can...	A little	Quite well	Very well	Areas I want to work on
give short orders and instructions.				
conduct simple conversations e.g. ask about work instructions, ask the way...				
ask for the opinion of others about simple topics e.g. sports, difficulties at school...				
ask how others are e.g. feelings and moods...				
carry out simple telephone conversations e.g. make appointments...				
express myself in simple routine situations.				

Language Biography B1

Language : _____

Date: _____

SPEAKING

Here you can evaluate your INTERACTIVE SPEAKING ability

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).

I think I can...	A little	Quite well	Very well	Areas I want to work on
conduct conversations in every day situations without any preparation e.g. on a holiday abroad, in a restaurant, in a shop, at a travel agency, at a ticket counter...				
mediate in bi/plurilingual situations e.g. give information to tourists...				
present in a role-play situation what I have seen, heard or read.				
express and give reasons for agreement and disagreement and make other suggestions.				
take part in conversations about familiar topics e.g. current events...				

Language Biography B2

Language : _____

Date: _____

SPEAKING

Here you can evaluate your INTERACTIVE SPEAKING ability

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 think I can...	A little	Quite well	Very well	Areas I want to work on
successfully take part in conversations in everyday situations even with 'native speakers' e.g. holidays abroad, at a travel agency ...				
spontaneously talk about my areas of interests with others.				
fluently convey my point of view in discussions about familiar topics.				
clearly express my wishes, intentions and feelings.				

Language Biography C1

Language : _____

Date: _____

SPEAKING

Here you can evaluate your INTERACTIVE SPEAKING ability

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 skilfully to those of other speakers.

I think I can...	A little	Quite well	Very well	Areas I want to work on
make objections and introduce and give reasons for alternative suggestions in a conversation.				
spontaneously present my feelings and opinions.				
present my opinion even about complex topics.				
present my opinion even in discussions about unfamiliar topics.				

Language Biography C2

Language : _____

Date: _____

SPEAKING

Here you can evaluate your INTERACTIVE SPEAKING ability

I can take part effortlessly in any conversation or 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.

I think I can...	A little	Quite well	Very well	Areas I want to work on
take part without any effort in conversations and discussions about any topic.				
take part in conversations which are carried out in dialect.				
follow and take part fluently in conversations with 'native speakers' without any difficulty.				
react in conversations in an intercultural sensitive way.				

Language Biography

Learning Contract

Lernvertrag / Contrat d'apprentissage

If you have decided that there are areas where you would like to do more work then set down your own goals here.

My aims for INTERACTIVE SPEAKING:

Language: _____

I still have difficulties in INTERACTIVE SPEAKING at level ____.

Copy the sentence that you have marked with an exclamation mark ('Areas I want to work on')

What I intend to do and the learning support I will need to reach this aim:

The learning hints for INTERACTIVE SPEAKING can perhaps be useful in this context.

When I intend to start: _____

When I intend to finish: _____

I reached my aim: YES NO Date: _____

My aims for INTERACTIVE SPEAKING:

Language: _____

I still have difficulties in INTERACTIVE SPEAKING at level ____.

Copy the sentence that you have marked with an exclamation mark ('Areas I want to work on')

What I intend to do and the learning support I will need to reach this aim:

The learning hints for INTERACTIVE SPEAKING can perhaps be useful in this context.

When I intend to start: _____

When I intend to finish: _____

I reached my aim: YES NO Date: _____

Language Biography A1

Language : _____

Date: _____

SPEAKING

Here you can evaluate your PRODUCTIVE SPEAKING ability

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

I think I can...	A little	Quite well	Very well	Areas I want to work on
introduce myself and others.				
repeat short, simple poems, rhymes, songs.				
explain simple routines e.g. what I do every day ...				
describe in simple sentences where I live.				

Language Biography A2

Language : _____

Date: _____

SPEAKING

Here you can evaluate your PRODUCTIVE SPEAKING ability

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 think I can...	A little	Quite well	Very well	Areas I want to work on
retell short, simple stories.				
report about others e.g. feelings, moods...				
express opinions and give advice about simply topics e.g. sport, problems at school...				
describe familiar places e.g. school, home...				
report in brief about what I have heard or experienced e.g. celebrations, traditions...				
make simple plans for the future and talk, about them e.g. leisure time, holidays...				
report in brief about what I have heard or experienced e.g. what I did yesterday...				
give short orders and instructions.				

Language Biography B1

Language : _____

Date: _____

SPEAKING

Here you can evaluate your PRODUCTIVE SPEAKING ability

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 think I can...	A little	Quite well	Very well	Areas I want to work on
Speak about what I have heard or read e.g. books, films...				
Express personal views and opinions e.g. about youth problems, the environment, work situations, about disabilities, about developing countries...				
Report on future events, plans and goals e.g. what I would like to do during my holidays, about my leisure time planning, job wishes, the environment...				
Describe myself and others e.g. during a job interview...				
Talk about my emotions, feelings, and interests and also those of others.				

Language Biography B2

Language : _____

Date: _____

SPEAKING

Here you can evaluate your PRODUCTIVE SPEAKING ability

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 think I can...	A little	Quite well	Very well	Areas I want to work on
comment on current affairs and present the advantages and disadvantages of a particular situation.				
give graphic presentations about familiar topics e.g. product presentations, game instructions...				
fluently talk about what I have experienced, heard and read.				
clearly formulate and give detailed reasons for my plans and goals.				
use the language I am learning in other subjects as the language of instruction.				

Language Biography C1

Language : _____

Date: _____

SPEAKING

Here you can evaluate your PRODUCTIVE SPEAKING ability

I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

I think I can...	A little	Quite well	Very well	Areas I want to work on
graphically retell my observations about what I have thought or experienced.				
give extensive factual presentations.				
report about familiar topics e.g. newspaper articles, films, radio programmes...				

Language Biography C2

Language : _____

Date: _____

SPEAKING

Here you can evaluate your PRODUCTIVE SPEAKING ability

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.

I think I can...	A little	Quite well	Very well	Areas I want to work on
fluently take part in discussions and without difficulty give presentations.				
report on what I have thought or experienced without any difficulty.				
retell what I know about difficult topics with the appropriate detailed information.				

Language Biography

Learning Contract

Lernvertrag / Contrat d'apprentissage

If you have decided that there are areas where you would like to do more work then set down your own goals here.

My aims for PRODUCTIVE SPEAKING:

Language: _____

I still have difficulties in PRODUCTIVE SPEAKING at level _____.

Copy the sentence that you have marked with an exclamation mark ('Areas I want to work on')

What I intend to do and the learning support I will need to reach this aim:

The learning hints for PRODUCTIVE SPEAKING can perhaps be useful in this context.

When I intend to start: _____

When I intend to finish: _____

I reached my aim: YES NO Date: _____

My aims for PRODUCTIVE SPEAKING:

Language: _____

I still have difficulties in PRODUCTIVE SPEAKING at level _____.

Copy the sentence that you have marked with an exclamation mark ('Areas I want to work on')

What I intend to do and the learning support I will need to reach this aim:

The learning hints for PRODUCTIVE SPEAKING can perhaps be useful in this context.

When I intend to start: _____

When I intend to finish: _____

I reached my aim: YES NO Date: _____

Language Biography

Learning hints for WRITING

Lerntipps für das Schreiben / *Méthodes stratégiques pour améliorer l'expression écrite (écriture)*

- Make learning cards for yourself. Write a word or a sentence on one side and the translation on the other. Learn one card at a time and repeat the words and sentences again and again.
- Write difficult words in the air with your finger.
- Try to copy texts without mistakes.
- Write a text that you know in another context e.g. with another ending or with different characters ...
- Write down difficult words on slips of paper and put them where you can see them.
- Look up new words in a dictionary and write them down.
- Find yourself a pen-friend or an e-mail friend and write to him/her regularly.

To check the spelling of a text yourself, it helps to check single words working from the end of the text to the beginning.

What I can do to improve my WRITING:

Fill in your own ideas here.

Language Biography A1

Language : _____

Date: _____

WRITING

Here you can evaluate your WRITING ability

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 think I can...	A little	Quite well	Very well	Areas I want to work on
write down important words and short sentences for my own learning.				
write short sentences without mistakes.				
change simple, given texts e.g. change words, persons...				
write short messages about myself and others e.g. personal details on a postcard, in an e-mail.				
write short reports about what I have experienced e.g. about the holidays, about a trip, a family celebration...				

Language Biography A2

Language : _____

Date: _____

WRITING

Here you can evaluate your WRITING ability

I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.

I think I can...	A little	Quite well	Very well	Areas I want to work on
describe people and things in simple sentences e.g. a room, animals, my friends...				
write reports on what I have experienced e.g. about a holiday, a dream, a celebration...				
write a short story with the help of pictures, sentence beginnings, and key words.				
write short notes about myself, others, animals and things e.g. in a letter, a postcard, an e-mail, in a chat room.				
modify simple texts e.g. change sentences, find another endings...				
write down things I or others would like to do e.g. leisure time planning...				

Language Biography B1

Language : _____

Date: _____

WRITING

Here you can evaluate your WRITING ability

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 think I can...	A little	Quite well	Very well	Areas I want to work on
compose connected texts about what I have heard, seen or read e.g. about contents, texts I have heard...				
write extensive texts about a given topic (possibly using a dictionary, the internet...).				
write personal texts and letters e.g. a curriculum vitae, a job application, an e-mail, article for the school magazine...				
give written opinions and express thoughts in writing e.g. about everyday problems, problems at school, interviews...				
fill in forms e.g. visa applications, order forms, hotel registrations...				
write down creative thoughts e.g. poetry, fantasy stories, personal reports...				
express hope e.g. on environmental protection, standards of living...				

Language Biography B2

Language : _____

Date: _____

WRITING

Here you can evaluate your WRITING ability

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 think I can...	A little	Quite well	Very well	Areas I want to work on
write my opinion and possible objections and make alternative suggestions about familiar topics e.g. presentations, reports...				
clearly summarise what I have experienced, read and heard e.g. films, books, conversations...				
write texts about topics that really interest me e.g. in letters, e-mails and reports...				
compose my own stories.				

Language Biography C1

Language : _____

Date: _____

WRITING

Here you can evaluate your WRITING ability

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 think I can...	A little	Quite well	Very well	Areas I want to work on
make self-composed stories interesting for the reader by adding graphic details.				
discuss and express personal opinions about literary texts e.g. about plays, novels, poems...				
summarise and clearly present the essential information from specialised texts e.g. newspaper articles, documentaries...				
formulate in the appropriate form texts containing complicated information.				

Language Biography C2

Language : _____

Date: _____

WRITING

Here you can evaluate your WRITING ability

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.

I think I can...	A little	Quite well	Very well	Areas I want to work on
summarise scientific and literary texts.				
write a well structured report or article.				
clearly present my opinion about complicated texts in the appropriate form.				

Language Biography

Learning Contract

Lernvertrag / *Contrat d'apprentissage*

If you have decided that there are areas where you would like to do more work then set down your own goals here.

My aims for WRITING:

Language: _____

I still have difficulties in WRITING at level ____.

Copy the sentence that you have marked with an exclamation mark ('Areas I want to work on')

What I intend to do and the learning support I will need to reach this aim:

The learning hints for WRITING can perhaps be useful in this context.

When I intend to start: _____

When I intend to finish: _____

I reached my aim: YES NO Date: _____

My aims for WRITING:

Language: _____

I still have difficulties in WRITING at level ____.

Copy the sentence that you have marked with an exclamation mark ('Areas I want to work on')

What I intend to do and the learning support I will need to reach this aim:

The learning hints for WRITING can perhaps be useful in this context.

When I intend to start: _____

When I intend to finish: _____

I reached my aim: YES NO Date: _____

3. My social and intercultural experiences

Meine sozialen und interkulturellen Erfahrungen / Mes expériences sociales et interculturelles

Here you can fill in your social and intercultural experiences and constantly update the information.

Hier kannst du deinen/deine Aufenthalt/e in einem anderen Land eintragen (Du kannst diese Eintragungen von Zeit zu Zeit ergänzen.) / *Tu peux inscrire ici ton/tes séjour(s) dans un autre pays. Tu peux reprendre cette liste de temps à autre pour la compléter.*

Year Jahr / année	Duration Dauer / duration	Country Land / pays	Language Sprache / langue	Activity Aktivität / activité

Languages consist of many, many words, grammar and structures. In order to cope with the world of languages it is essential to understand how people, who speak other languages, communicate with each other.

Here you can fill in your **social and intercultural experiences** about the **countries and languages** that you already know. Your learning could have been at school, from the media or from your own personal experiences in other countries. You should constantly update this grid.

Hier kannst du deine **sozialen und interkulturellen Erfahrungen** über jene **Länder und Sprachen**, die du schon kennst, eintragen. Diese Erfahrungen kannst du entweder aus dem Unterricht, den Medien, etc. haben oder in dem Land selbst gemacht haben. (Du kannst diese Eintragungen von Zeit zu Zeit ergänzen.)

*Tu peux inscrire ici tes expériences **sociales et interculturelles** pour **les pays et les langues** que tu connais déjà. Ces expériences ont pu être acquises à l'école, par les médias, etc, ou dans le pays même. Tu peux reprendre cette liste de temps à autre pour la compléter.*

Language Sprache / langue	Country Land / pays	Intercultural and social experiences Sozial und interkulturelle Erfahrungen / <i>Expériences sociales et interculturelles</i>

Often behaviour and conventions that are normal for you are no longer valid in other countries and cultures e.g. table manners, forms of greeting...

Here you can fill in your **social and intercultural experiences** about the **countries and languages** that you already know. Your learning could have been at school, from the media or from your personal experiences in other countries. You should constantly update this grid.

Hier kannst du deine **sozialen und interkulturellen Erfahrungen** über jene **Länder und Verhaltensweisen**, die du schon kennst, eintragen. Diese Erfahrungen kannst du entweder aus dem Unterricht, den Medien, etc. haben oder in dem Land selbst gemacht haben. Du kannst diese Eintragungen von Zeit zu Zeit ergänzen.

*Tu peux inscrire ici tes **expériences sociales et interculturelles** concernant **les habitudes et les comportements** pour les pays que tu connais déjà. Ces expériences ont pu être acquises en cours, par les médias, etc, ou dans le pays même. Tu peux reprendre cette liste de temps à autre pour la compléter.*

I found out the following about **everyday life**:

Ich habe über das öffentliche Leben Folgendes herausgefunden: / *J'ai découvert les choses suivantes sur la vie dans le pays:*

Language Sprache / langue	Country Land / pays	Intercultural and social experiences Sozial und interkulturelle Erfahrungen / <i>Expériences sociales et interculturelles</i>
<i>z.B. Englisch</i>	<i>Großbritannien</i>	<i>Linksverkehr</i>

I found out the following about **working life**:

Ich habe über Arbeit und Beruf Folgendes herausgefunden: / *J'ai découvert les choses suivantes sur le monde du travail et les professions:*

Language Sprache / langue	Country Land / pays	Intercultural and social experiences Sozial und interkulturelle Erfahrungen / <i>Expériences sociales et interculturelles</i>

I found out the following about **the geography of the country**:

Ich habe über geografische Aspekte Folgendes herausgefunden: / *J'ai découvert les aspects géographiques suivants:*

Language Sprache / langue	Country Land / pays	Intercultural and social experiences Sozial und interkulturelle Erfahrungen / <i>Expériences sociales et interculturelles</i>

I found out the following about **education and school life**:

Ich habe über die Schulbildung und den Schulalltag Folgendes herausgefunden: / *J'ai découvert les choses suivantes sur l'éducation et la vie scolaire:*

Language Sprache / <i>langue</i>	Country Land / <i>pays</i>	Intercultural and social experiences Sozial und interkulturelle Erfahrungen / <i>Expériences sociales et interculturelles</i>

I found out the following about **leisure time activities**:

Ich habe über die Freizeitgestaltung Folgendes herausgefunden: / *J'ai découvert les choses suivantes sur les loisirs:*

Language Sprache / <i>langue</i>	Country Land / <i>pays</i>	Intercultural and social experiences Sozial und interkulturelle Erfahrungen / <i>Expériences sociales et interculturelles</i>

I found out the following about **the environmental situation**:

Ich habe über die Umweltsituation Folgendes herausgefunden: / *J'ai découvert les choses suivantes sur l'environnement:*

Language Sprache / <i>langue</i>	Country Land / <i>pays</i>	Intercultural and social experiences Sozial und interkulturelle Erfahrungen / <i>Expériences sociales et interculturelles</i>

I found out the following about the **living situation**:

Ich habe über die Wohnsituation Folgendes herausgefunden: / *J'ai découvert les choses suivantes sur le logement:*

Language Sprache / <i>langue</i>	Country Land / <i>pays</i>	Intercultural and social experiences Sozial und interkulturelle Erfahrungen / <i>Expériences sociales et interculturelles</i>

I found out the following about **the media**:

Ich habe über die Mediensituation Folgendes herausgefunden: / *J'ai découvert les choses suivantes sur les médias:*

Language Sprache / <i>langue</i>	Country Land / <i>pays</i>	Intercultural and social experiences Sozial und interkulturelle Erfahrungen / <i>Expériences sociales et interculturelles</i>

I found out the following about **consumer behaviour**:

Ich habe über das Konsumverhalten Folgendes herausgefunden: / *J'ai découvert les choses suivantes sur les habitudes de consommation:*

Language Sprache / <i>langue</i>	Country Land / <i>pays</i>	Intercultural and social experiences Sozial und interkulturelle Erfahrungen / <i>Expériences sociales et interculturelles</i>
<i>e.g. English</i>	<i>USA</i>	<i>„Fast Food“</i>

I found out the following about **contacts with family and friends**:

Ich habe über den Umgang mit Familie und Freunden Folgendes herausgefunden: / *J'ai découvert les choses suivantes sur les relations familiales et amicales:*

Language Sprache / <i>langue</i>	Country Land / <i>pays</i>	Intercultural and social experiences Sozial und interkulturelle Erfahrungen / <i>Expériences sociales et interculturelles</i>

I found out the following about _____:

Ich habe über _____ Folgendes herausgefunden: / *J'ai découvert les choses suivantes sur _____:*

Language Sprache / <i>langue</i>	Country Land / <i>pays</i>	Intercultural and social experiences Sozial und interkulturelle Erfahrungen / <i>Expériences sociales et interculturelles</i>

I found out the following about _____:

Ich habe über _____ Folgendes herausgefunden: / *J'ai découvert les choses suivantes sur _____:*

Language Sprache / <i>langue</i>	Country Land / <i>pays</i>	Intercultural and social experiences Sozial und interkulturelle Erfahrungen / <i>Expériences sociales et interculturelles</i>

