

My First European Language Portfolio

A European Language Portfolio for children aged 3 to 7

MUSTER

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This model conforms to common Principles and Guidelines established by the Council of Europe's Steering Committee for Education (2000, rev. 2011)

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My First European Language Portfolio

This European Language Portfolio belongs to:

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This **European Language Portfolio** is made of three parts:

1. Language Biography



This part lets you talk about your life and **documents** your language abilities.

2. Dossier



Here you can **collect** things that you like and want to keep. Your dossier can be a folder, a small box, a canvas bag or something else.

3. Language Passport

You can **assess** your language abilities with the help of your teacher and this language passport.

Language	Level	Listening	Spoken Production	Spoken Interaction	Reading	Writing
		Date	Date	Date	Date	Date
😊	Higher than A2					
	A2					
	A1					

Each language is represented in the Language Portfolio by a smiley face in a different colour: 😊

The best thing to do: Decide with your group which colour is to be used for which language. For example, blue for German, yellow for Italian etc.



1. Language Biography



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This symbol means: If this sheet of paper isn't enough or if you also want to draw something, you can keep these extra pieces of paper in the language file. You can colour this symbol to remind yourself that you put things about this topic in your dossier.





My everyday languages

These colours will be used for languages that I know or hear in my everyday life:

















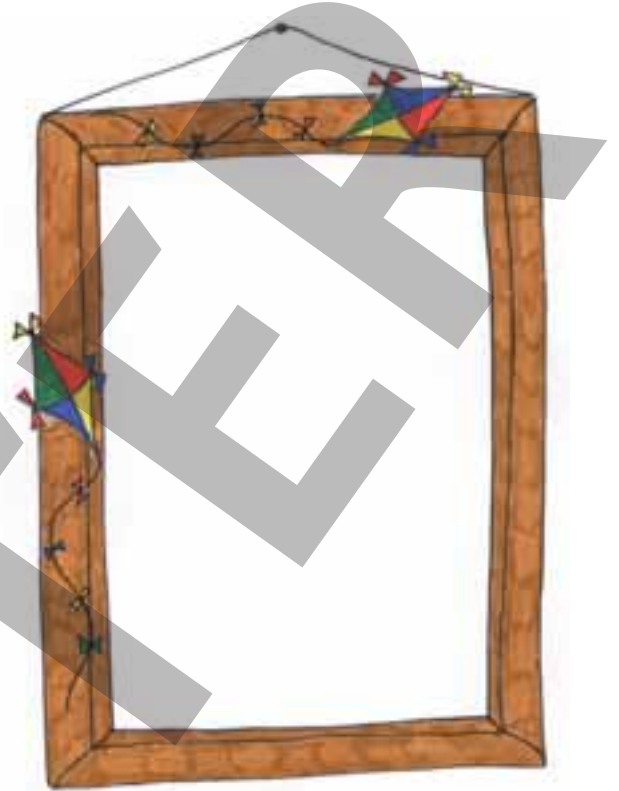






This is me

A picture of me:



My name

My name is: _____.

My name means: _____.

My parents chose this name because _____

_____.

This is what my name looks like in other alphabets:

Example: Stefan (Roman alphabet)

Στέφαν (Greek alphabet)

Today's date _____.

My signature: _____





When and where I was born

My birthday is on _____.

I was born in the year _____.

This is the name of the place where I was born:

This is a picture of the place where I was born:

Today's date _____.

My signature: _____





This is me at the age of _____

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I speak these languages:

_____ ☺
_____ ☺
_____ ☺
_____ ☺

Today's date _____.

My signature: _____





When I was ____ years old

This is what I can say about myself – and my teacher will write it down.

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Today's date _____.

My signature: _____





This is my family



This is a picture of:

Today's date _____.

My signature: _____





This is where we live

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Today's date _____.

My signature: _____










My language(s) at home



At home I speak:







With _____ I speak:  

He/she talks to me in:  



With _____ I speak:  

He/she talks to me in:  

With _____ I speak:  

He/she talks to me in:  

With _____ I speak:  

He/she talks to me in:  

Today's date _____.

My signature: _____





My language(s) at nursery or school

At nursery I speak:



My teachers speak:



The kids speak these languages:



This is a picture of my nursery or my school:

Today's date _____.

My signature: _____



My language(s) with my friends

With my friend I speak:



He or she talks to me in:



This is a picture of my friends:

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Today's date _____.

My signature: _____





I experience many languages when we ...



... have parties.



... cook.



... go shopping.



... sing songs.



... listen to music.



... read stories.



... watch and listen to
films and programmes.



Other:



Today's date _____.

My signature: _____



I speak and hear these languages when I play



In the play corner:



In the gym:



Board and card games:



Finger games:



Outside:



My favourite sport:



Computer games:



Today's date _____.

My signature: _____





Now I'm at school!

This is what I can write about myself:

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1 2 3 4 5 6 7 8 9 10

10 horizontal lines for writing.

Today's date _____.

My signature: _____





My journeys

I've already travelled by:

train



car



airplane



bus



ship



by _____

I've already been to: _____

I have photos, stamps or books from:



During my travels I've seen _____

I really liked this place: _____

Today's date _____

My signature: _____





I would like to learn these languages









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Today's date _____.

My signature: _____





2. Dossier



On the following pages you will find ideas of what you can put in your collection.

You can use as many pages as you need for your dossier and add more if you need to. You can show in what language you do things by using the coloured smiley faces. Don't forget to fill in the date on every page!

If you want to collect larger objects like video and audio cassettes, DVDs, books or other materials, you can put them in your "treasure chest".

At the end of the dossier there is a page where you can write down the things in your treasure chest.



Ideas

My favourite words



Pictures, photos, drawings

Games



Recipes



Songs and dances



Books



Objects that remind me of journeys or celebrations



DVDs



Certificates from language projects that I took part in





Ideas

If you would like to collect words in different languages, have your teacher or parents write them down so that you can put them in your treasure chest.

Numbers



Body parts



Clothing



Seasons, days of the week, months



Animals



Plants



Colours



Shapes





In my treasure chest I keep:



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3. Language Passport

Language	Level	Listening	Spoken Production	Spoken Interaction	Reading	Writing
		Date	Date	Date	Date	Date
😊	Higher than A2					
	A2					
	A1					

On the following pages you can write down with your teacher what you are able to say in your languages.

You can find examples on each page that will help you to assess your language skills. Enter the date so that you can see your progress.

In Europe, a language passport was developed that is used in schools and nurseries in different countries. The entries in your language passport show you what your language level is. The first level in your language passport is "A1" and the highest level is "Higher than A2".

Let your teacher help you enter your language skills on this language scale.



Registered model No. 2011.R002



Self-assessment grid

Levels A1–B1

	A1	A2	B1
Understanding Listening	I can recognise 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, work, local area). 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.
Reading	I can understand familiar names, words and very simple sentences, for example on signs, posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, brochures, 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.
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 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).
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	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.

You can find a description of all of the levels up to C2 on the Internet:

http://www.coe.int/T/DG4/Portfolio/?L=E&M=/documents_intro/Self-assessment-grid.html

Source: Conseil de l'Europe/Council of Europe, Strasbourg, France



Questions

I understand ...



A1: ... short and simple questions that are asked in everyday life (example: "Where is the ball?").

Date

Date









A2: ... longer and more difficult questions that are asked in everyday life (example: "Do you know the lady that just arrived?" or "Can you please bring me the water from the kitchen?").

Date

Date









Higher than A2:

... most of the questions that are asked in everyday life (at home, nursery or school, hobbies).

Date

Date





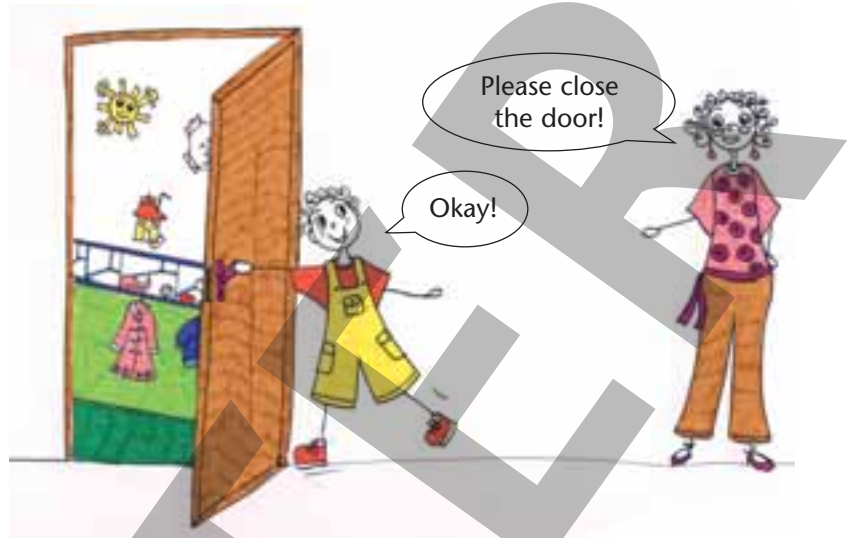






Instructions

I understand ...



A1: ... short, simple and clear instructions given to me in everyday situations if they are accompanied by gestures (example: "Please pass me the sugar!").

Date

Date









A2: ... longer and more difficult instructions given to me in everyday situations (example: "Please bring me a bottle of apple juice from the refrigerator.")

Date

Date









Higher than A2:

... longer and more complicated instructions or assignments (example: "Please tell your brother in Turkish that he should go and get a spoon from the cupboard in the kitchen.")

Date

Date











Narratives

When something is read to me I understand ...



A1: ... individual words (example: the names of the main characters.)

Date

Date









A2: ... what it is about and the main messages.

Date

Date









Higher than A2:

... the context of a story.

Date

Date











Statements, announcements

I understand ...



A1: ... short and frequently-used greetings, farewells, apologies (example: "See you tomorrow!").

Date

Date









A2: ... short and simple announcements (example: "Now we get to go outside!")

Date

Date









Higher than A2:

... important information in longer announcements or messages (example: "Tomorrow all of the children in our group are going to the library.")

Date

Date







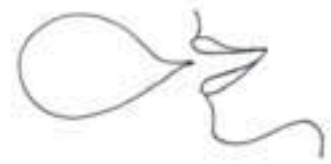




An overview of my language skills

I understand ...	A1	A2	Higher than A2
questions	Date _____ 😊 _____ 😊 _____ 😊 _____ 😊 _____	Date _____ 😊 _____ 😊 _____ 😊 _____ 😊 _____	Date _____ 😊 _____ 😊 _____ 😊 _____ 😊 _____
instructions	Date _____ 😊 _____ 😊 _____ 😊 _____ 😊 _____	Date _____ 😊 _____ 😊 _____ 😊 _____ 😊 _____	Date _____ 😊 _____ 😊 _____ 😊 _____ 😊 _____
narratives	Date _____ 😊 _____ 😊 _____ 😊 _____ 😊 _____	Date _____ 😊 _____ 😊 _____ 😊 _____ 😊 _____	Date _____ 😊 _____ 😊 _____ 😊 _____ 😊 _____
statements, announcements	Date _____ 😊 _____ 😊 _____ 😊 _____ 😊 _____	Date _____ 😊 _____ 😊 _____ 😊 _____ 😊 _____	Date _____ 😊 _____ 😊 _____ 😊 _____ 😊 _____

What would I like to be able to do better?



Talking about myself

I can ...



A1: ... describe myself using simple expressions (example: "I am five years old and live in Berlin.").

Date

Date









A2: ... talk about myself in a short, simple way (example: "I like to go to the nursery and play with my friends.").

Date

Date









Higher than A2:

... talk about events and personal interests from my day-to-day life (example: "At the weekend me and my parents went to the zoo.").

Date

Date











Naming and describing people

I can ...



That's my dad, here's my mum and ...



A1: ... name people using simple expressions (example: "That's my dad.").

Date

Date









A2: ... describe and compare people I know in a simple way (example: "My mum is taller than me.").

Date

Date









Higher than A2:

... describe people clearly and in detail (example: "My dad is 40 years old, has black hair and works for the fire brigade.").

Date

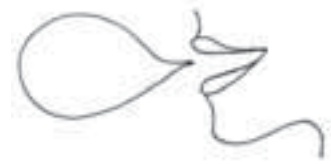
Date





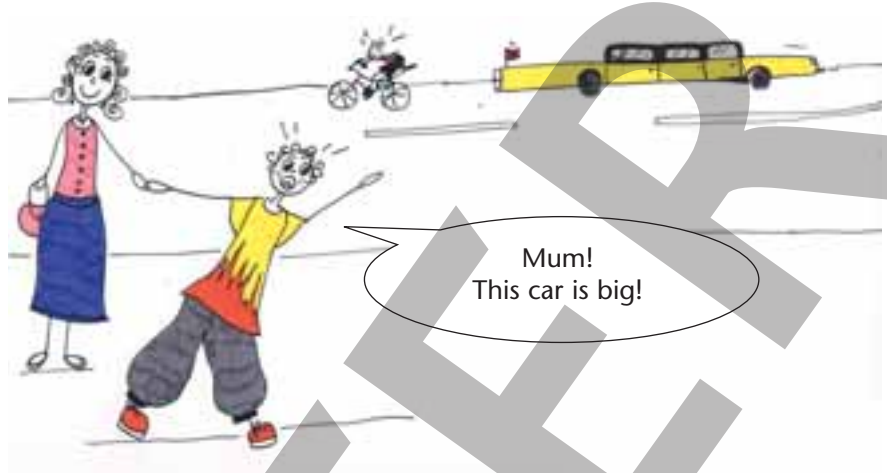






Naming and describing objects

I can ...



A1: ... name objects (example: "This is a car.").

Date

Date









A2: ... describe objects using simple utterances (example: "That car is yellow.").

Date

Date









Higher than A2:

... name, describe objects and reproduce details (example: "We have a red car because my parents like this colour.").

Date

Date











Telling stories

I can ...



A1: ... repeat some individual words (for example numbers), recite short, practiced rhymes or sing songs.

Date

Date









A2: ... tell or repeat a short story in a simple way.

Date

Date









Higher than A2:

... repeat important messages from a story and express my opinion or assumption about it (example: "I think that Little Red Riding Hood doesn't recognise the wolf.").

Date

Date











An overview of my language skills

I can ...	A1	A2	Higher than A2
talk about myself	Date ☺ _____ ☺ _____ ☺ _____ ☺ _____	Date ☺ _____ ☺ _____ ☺ _____ ☺ _____	Date ☺ _____ ☺ _____ ☺ _____ ☺ _____
name and describe people	Date ☺ _____ ☺ _____ ☺ _____ ☺ _____	Date ☺ _____ ☺ _____ ☺ _____ ☺ _____	Date ☺ _____ ☺ _____ ☺ _____ ☺ _____
name and describe objects	Date ☺ _____ ☺ _____ ☺ _____ ☺ _____	Date ☺ _____ ☺ _____ ☺ _____ ☺ _____	Date ☺ _____ ☺ _____ ☺ _____ ☺ _____
tell stories	Date ☺ _____ ☺ _____ ☺ _____ ☺ _____	Date ☺ _____ ☺ _____ ☺ _____ ☺ _____	Date ☺ _____ ☺ _____ ☺ _____ ☺ _____

What would I like to be able to do better?



Talking about myself

I can ...



A1: ... introduce myself and others (example: "My name is Rita.", "This is Paul.").

Date

Date









A2: ... give important information about myself, my family and my friends when I'm asked about it (example: "Yes, I live with my grandma.").

Date

Date









Higher than A2:

... give a lot of information about myself, my family and my friends and ask about other people (example: "Do you have a brother?").

Date

Date











Conversation

I can ...



A1: ... ask for everyday things in a conversation (also using gestures).

Date

Date









A2: ... have a conversation: greeting, thanking, answering simple questions, asking for something, apologising.

Date

Date









Higher than A2:

... have a longer conversation about familiar things.

Date

Date











Formulating questions

I can ...



A1: ... ask simple questions (example: "What's your name?", "Where is the ball?") and give answers.

Date

Date









A2: ... formulate longer questions and give answers (example: "The ball is under the small table.").

Date

Date









Higher than A2:

... formulate longer and more difficult questions, give answers and if something is still not clear to me, ask again ("Yes, the ball is under the table. Do you want me to get it?").

Date

Date











Expressing preferences and feelings in conversations

I can ...



A1: ... say what I like with single words or simple phrases when asked (example: "Yes, I like strawberry ice cream a lot.").

Date

Date









A2: ... express feelings like fear or joy in simple sentences (example: "I'm scared to go to the dentist!").

Date

Date









Higher than A2:

... describe feelings and dreams and have a short conversation about them (example: "I'm glad that you can come over to play at my house.").

Date

Date











An overview of my language skills

I can ...	A1	A2	Higher than A2
talk about myself	Date _____ ☺ _____ ☺ _____ ☺ _____ ☺ _____	Date _____ ☺ _____ ☺ _____ ☺ _____ ☺ _____	Date _____ ☺ _____ ☺ _____ ☺ _____ ☺ _____
take part in conversations	Date _____ ☺ _____ ☺ _____ ☺ _____ ☺ _____	Date _____ ☺ _____ ☺ _____ ☺ _____ ☺ _____	Date _____ ☺ _____ ☺ _____ ☺ _____ ☺ _____
formulate questions	Date _____ ☺ _____ ☺ _____ ☺ _____ ☺ _____	Date _____ ☺ _____ ☺ _____ ☺ _____ ☺ _____	Date _____ ☺ _____ ☺ _____ ☺ _____ ☺ _____
express preferences and feelings in conversations	Date _____ ☺ _____ ☺ _____ ☺ _____ ☺ _____	Date _____ ☺ _____ ☺ _____ ☺ _____ ☺ _____	Date _____ ☺ _____ ☺ _____ ☺ _____ ☺ _____

What would I like to be able to do better?



I can ...

A1: ... read and understand simple inscriptions (e. g. „subway“, „police“, „fire brigade“) and identify names (e. g. names of my parents, brothers and sisters, friends)

Datum

Datum

☺ _____

☺ _____

☺ _____

☺ _____

A2: ... read and understand simple texts (e. g. a postcard or a birthday invitation by a friend)

Datum

Datum

☺ _____

☺ _____

☺ _____

☺ _____

I can read these words:
(You can circle the words and fill in the date.)

MUM

DAD

NOSE

HOUSE

MOUSE

HAND

APPLE



Writing



I can ...

A1: ... write single letters, my name and individual words

Datum

Datum

☺ _____

☺ _____

☺ _____

☺ _____

A2: ... write a simple, short message for my parents or friends (e. g. birthday wishes, saying thank you for a present, list of wishes for Christmas presents)

Datum

Datum

☺ _____

☺ _____

☺ _____

☺ _____

I already know these letters:

I can already write these words:

I know these characters from other languages:



An overview of my language skills

I can ...	A1	A2
read	Date _____ 😊 _____ 😊 _____ 😊 _____ 😊 _____	Date _____ 😊 _____ 😊 _____ 😊 _____ 😊 _____
	Date _____ 😊 _____ 😊 _____ 😊 _____ 😊 _____	Date _____ 😊 _____ 😊 _____ 😊 _____ 😊 _____

What would I like to be able to do better?



My Language Passport

Language	Level	Listening	Spoken Production	Spoken Interaction	Reading	Writing
		Date	Date	Date	Date	Date
😊	Higher than A2					
	A2					
	A1					

Language	Level	Listening	Spoken Production	Spoken Interaction	Reading	Writing
		Date	Date	Date	Date	Date
😊	Higher than A2					
	A2					
	A1					

Language	Level	Listening	Spoken Production	Spoken Interaction	Reading	Writing
		Date	Date	Date	Date	Date
😊	Higher than A2					
	A2					
	A1					

Language	Level	Listening	Spoken Production	Spoken Interaction	Reading	Writing
		Date	Date	Date	Date	Date
😊	Higher than A2					
	A2					
	A1					



On the Council of Europe

Germany is a member of the Council of Europe, which makes it part of a family of 47 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.