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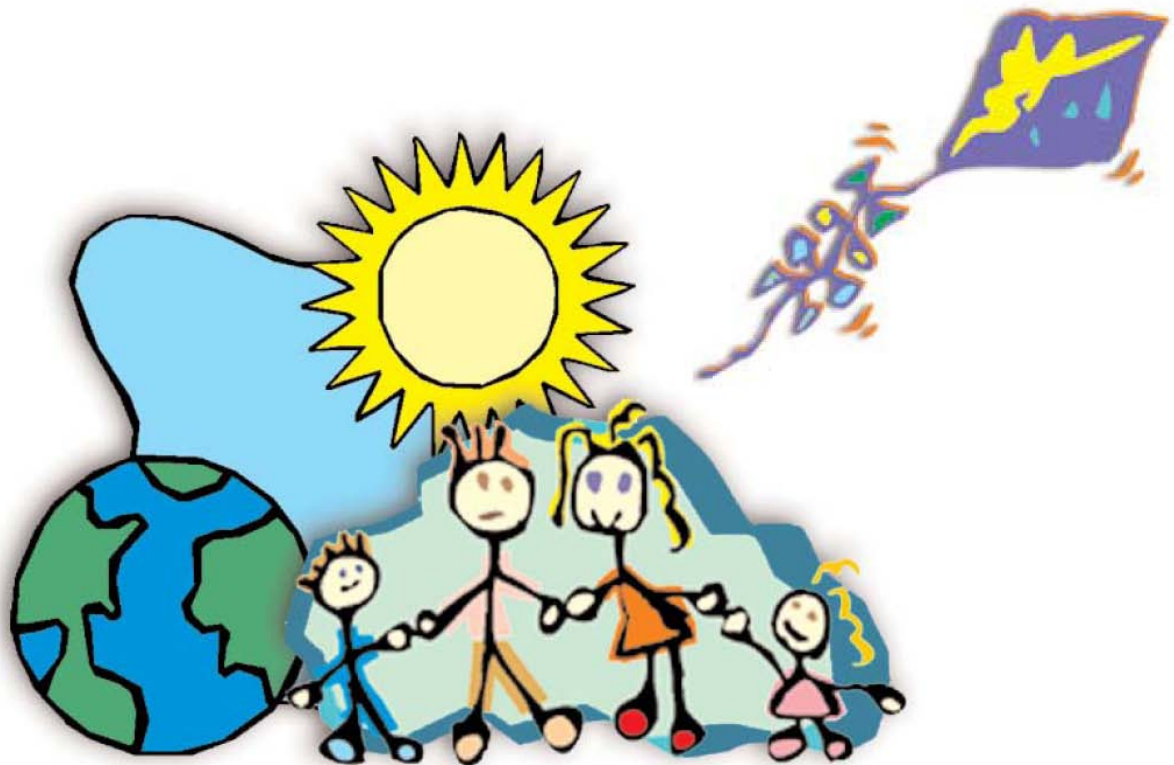
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EUROPEAN LANGUAGE PORTFOLIO
EUROPÄISCHES SPRACHENPORTFOLIO
PORTFOLIO EUROPEËN DES LANGUES
ЕВРОПЕЙСКИЙ ЯЗЫКОВОЙ ПОРТФЕЛЬ

6-10 տարեկանների համար / For learners aged 6 to 10
Für Schülerinnen und Schüler von 6 bis 10
Pour étudiants de 6 à 10 ans / Для учащихся 6-10 лет

EUROPEAN LANGUAGE PORTFOLIO

PRIMARY SCHOOL

ARMENIA



Yerevan 2007

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Armenia 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 South Caucasus. 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.

 COUNCIL OF EUROPE ԵՎՐՈՍԵՆՈՐՅՈՒՆ	European Language Portfolio: accredited model No. 86.2007
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	This model conforms to agreed common European Principles and Guidelines Steering Committee for Education - European Validation Committee



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Dear Friend

Now you are holding the European Language Portfolio in your hands.

This Portfolio is your property.

The European Language Portfolio (ELP) is a project of the Council of Europe.

You may know that in 2001, our country became a member of the Council of Europe. There are 46 countries in the Council of Europe. Millions of children in these countries are eager to learn as much as possible about one another. You children are very much alike: you like playing, learning, dream of living on a peaceful and safe planet.

However, you all live in different countries, and each country has its own history, culture, and language. These differences should not separate you, but bring you together. By learning new languages, you learn many new things about these countries, the people living in those countries, about their customs and culture, and traditions.

Learning foreign or second languages helps you get to know and understand one another, and respect not only what unites you, but also the things that make you different.

The Council of Europe offers you this portfolio to help you keep track of your progress as you learn foreign languages.

The ELP has three parts:

I. A LANGUAGE PASSPORT that will guide you while learning languages. In this part of the ELP, you write down what you can do with the foreign languages you are studying:

- What you understand when you listen to someone speaking the language
- What you can read in the language
- What you can say in the language
- What you can write in the language

You will also write down where you learned or are learning a language and how you use the language

II. A LANGUAGE BIOGRAPHY where you describe your progress in learning a foreign language. This section of the ELP will help you assess your language knowledge and skills. You will do this yourself. The Language Biography is where you will write down the reasons why you want to learn foreign languages, where, when, and how you have communicated with foreigners, and new things you have learned about other countries and cultures.



III. A DOSSIER (“MY TREASURE BOX”) where you collect your best work. Here are some things you can put in your treasure box:

- paintings, photos
- the best written works in foreign or second languages
- poems
- essays
- letters
- fairy tales
- riddles
- articles for school newspaper
- language certificates and diplomas
- other materials

This Portfolio is intended for you, but it can also help:

Your teacher

- To know what languages you know.
- To find out what you have already learned and what you still have to learn.
- To assist you in planning your work

Your parents

- To see how much you have already learned
- To find out in which aspect you need their support and how they could help you
- To focus on the rich set of works in your "*Treasure Box*"

While working with the Portfolio the following pictures will help you

- to write something
- to check something

- to draw something.

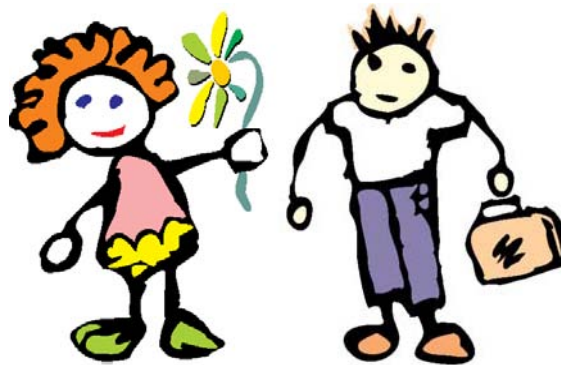


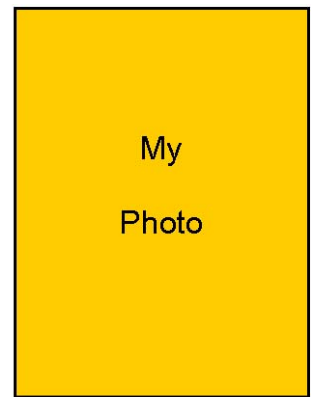
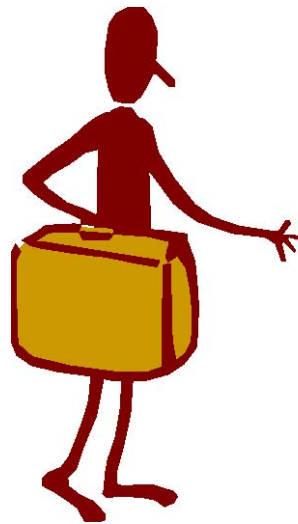


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PART I

My Language Passport





My first name _____

My middle name _____

My family name _____

I live in _____ street

_____ town/village

_____ region

My mother tongue is _____

My mother tongues are _____

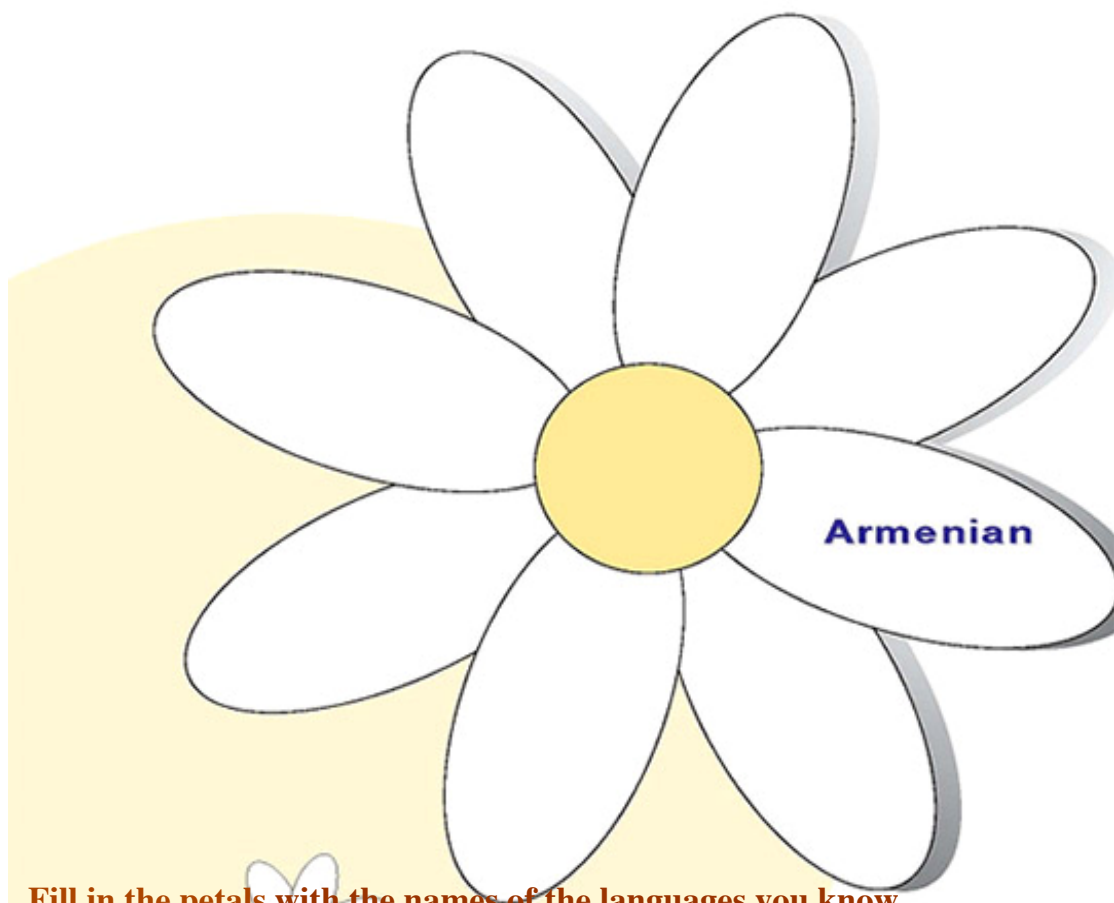
I began to work with this Portfolio in grade _____

I attend _____ school

Languages I Know

(Put a tick in the boxes of the languages you know.)

<p>Languages I learn at school</p> <p><input type="checkbox"/> Armenian</p> <p><input type="checkbox"/> Russian</p>	<p>Neighbour country languages</p> <p><input type="checkbox"/> Georgian <input type="checkbox"/> Persian</p> <p><input type="checkbox"/> Other.....</p>
<p><input type="checkbox"/> English</p> <p><input type="checkbox"/> German</p> <p><input type="checkbox"/> French</p>	<p>National minority languages</p> <p><input type="checkbox"/> Kurdish <input type="checkbox"/> Assyrian</p> <p><input type="checkbox"/> Greek <input type="checkbox"/> Other.....</p>
	<p>Languages widely spoken in the world</p> <p><input type="checkbox"/> Spanish <input type="checkbox"/> Italian</p> <p><input type="checkbox"/> Chinese <input type="checkbox"/> Other.....</p>



Fill in the petals with the names of the languages you know. Enumerate them according to the following:

- my first language
- my second language
- my third language
- and other languages



Languages I Speak

Language I use
when I speak

at home with my
parents

with my grandmother
and grandfather

Other languages
I can understand

My parents speak

My grandmother and
my grandfather speak

Languages I am learning

Languages

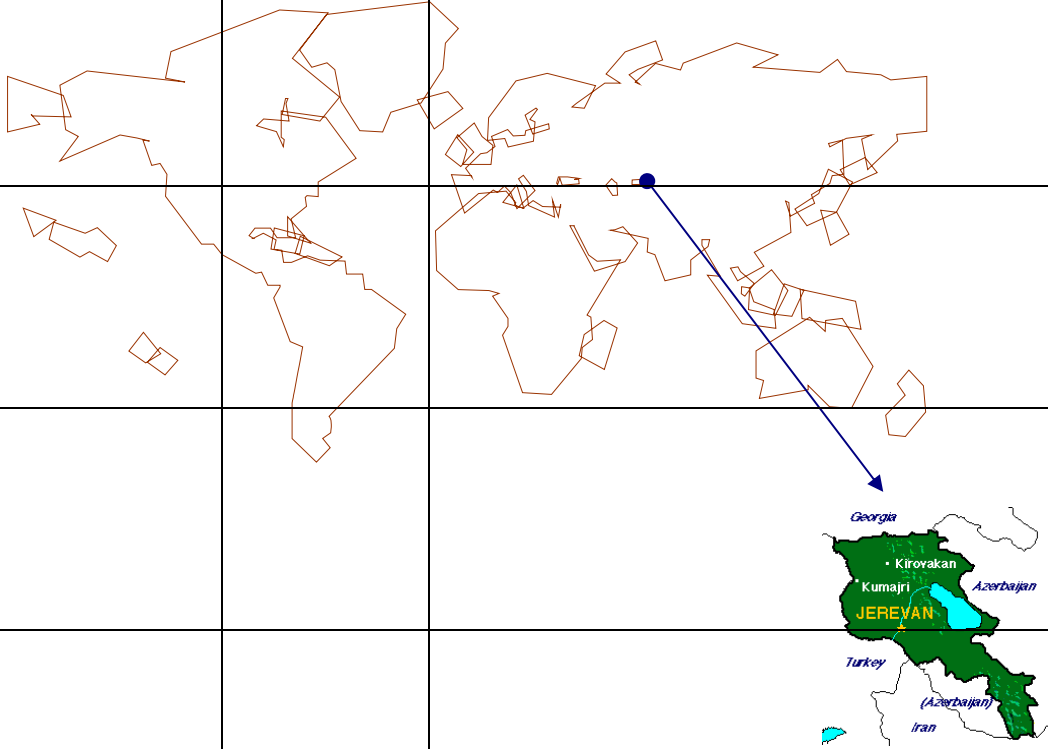
Where am I
learning it?

Beginning at what
age?

My Contacts with speakers of other languages in my native city/village

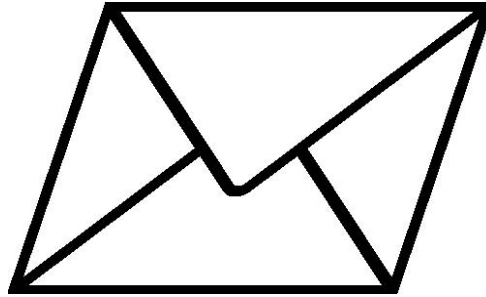
Visitors from other countries whom I have met	Where	Native speaker of which language	The languages that I learned helped me to ... (I could generally understand his/her speech, ask some questions, introduce and talk about myself.)

Countries I have already visited

Country or city I visited	For how long?	The languages that I have learned helped me to (read signs and announcements, listen to radio programmes and understand, watch cartoons, talk to people, make friends...)
		

I'd like to visit (Country, City)	... and learn (What languages?)

I write letters to....



Whom? Where?

Languages in which I write

How I Evaluate Knowledge and Skills in Languages






From time to time, you should fill in the following tables ("My Knowledge and Skills in Languages" for the languages you know or are learning at or out of school.

You may know that 'communicating in a language' means to be able to listen, talk, speak, write and read that language. But you should also know that when learning you will gain language skills step by step. That's why your skills in listening, speaking, writing and reading can be at different levels. For example: you can read better than understand through listening. In this case your reading skills may be in A2 level, and skills in understanding through listening may be in A1.

In order to assess the level of your language skills fill in the Self Assessment Checklist on pages 29 -44.

My Knowledge and Skills in Languages











(Sample)

Language English	Levels					
	A1	A2	B1	B2	C1	C2
When I listen 	2.02 2006					
When I read 		5.0 2006				
When I talk 	10.12 2005					
When I speak 						
When I write 						

Where I learn Languages

At school I learn...

My Knowledge and Skills in Languages

Language Russian	Levels						Language English	Levels					
	A1	A2	B1	B2	C1	C2		A1	A2	B1	B2	C1	C2
When I listen 							When I listen 						
When I read 							When I read 						
When I talk 							When I talk 						
When I speak 							When I speak 						
When I write 							When I write 						

My Knowledge and Skills in Languages

Language German	Levels						Language French	Levels					
	A1	A2	B1	B2	C1	C2		A1	A2	B1	B2	C1	C2
When I listen							When I listen						
When I read							When I read						
When I talk							When I talk						
When I speak							When I speak						
When I write							When I write						

My Knowledge and Skills in Languages

Language -----	Levels						Language -----	Levels					
	A1	A2	B1	B2	C1	C2		A1	A2	B1	B2	C1	C2
When I listen							When I listen						
When I read							When I read						
When I talk							When I talk						
When I speak							When I speak						
When I write							When I write						

Outside of school I learn...

My Knowledge and Skills in Languages

Language -----	Levels						Language -----	Levels					
	A1	A2	B1	B2	C1	C2		A1	A2	B1	B2	C1	C2
When I listen							When I listen						
When I read							When I read						
When I talk							When I talk						
When I speak							When I speak						
When I write							When I write						

Common Reference Levels: self-assessment grid

		A1	A2	B1
U N D E R S T A N D I N G	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, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
S P E A K I N G	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.
W R I T I N G	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 relating to matters in areas of immediate need. 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.

Common Reference Levels: self-assessment grid

B2	C1	C2
I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	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 can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.



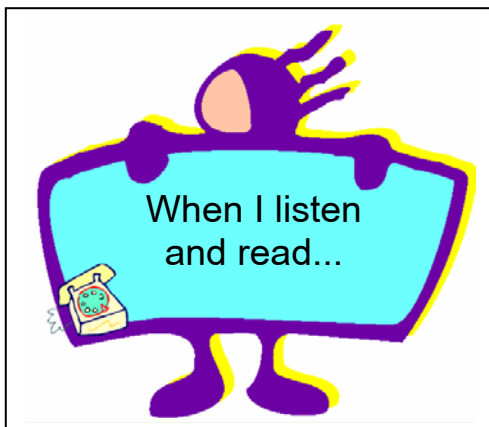
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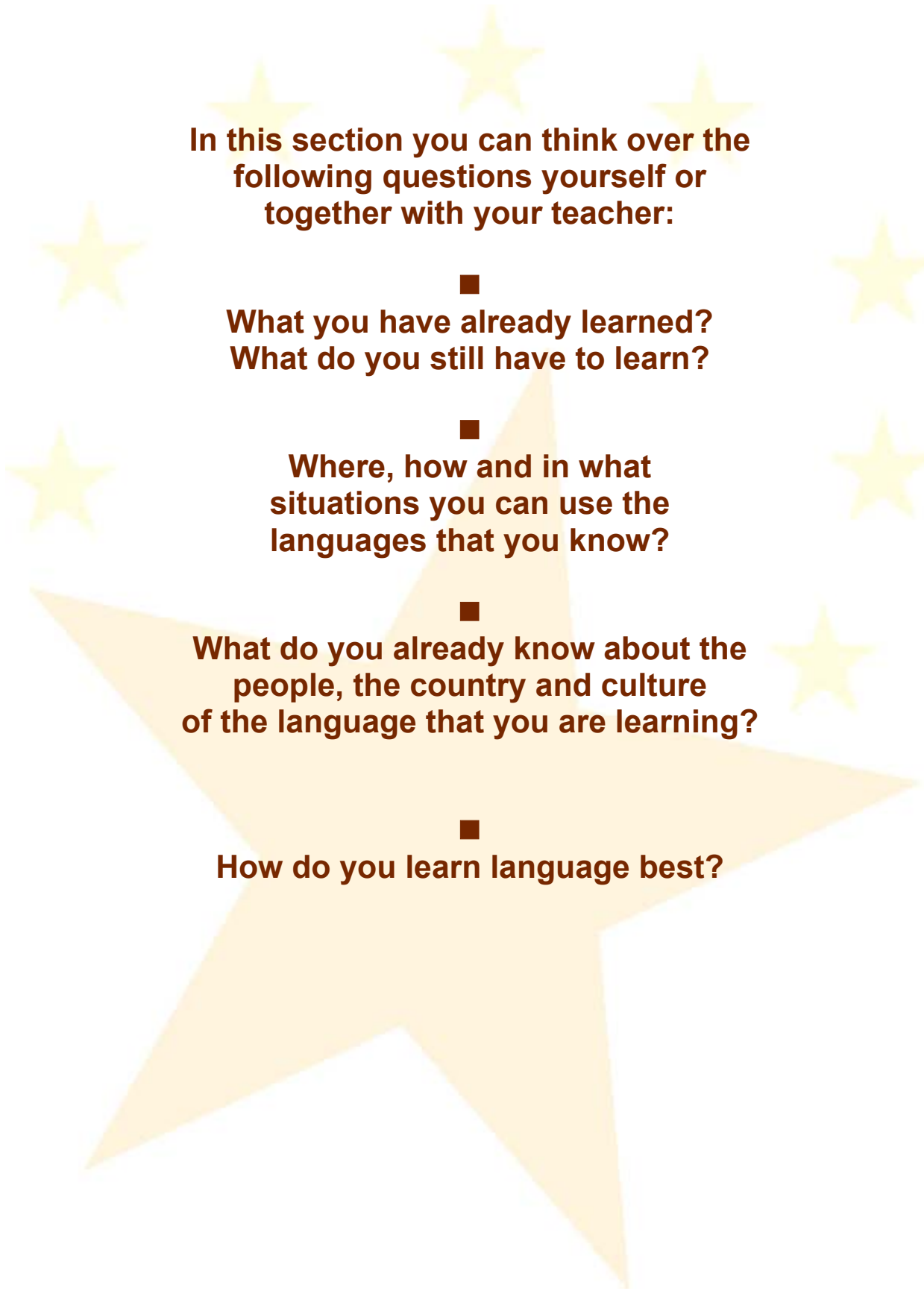
European Language Portfolio

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PART II

My Language Biography and My Progress





In this section you can think over the following questions yourself or together with your teacher:



**What you have already learned?
What do you still have to learn?**



Where, how and in what situations you can use the languages that you know?



What do you already know about the people, the country and culture of the language that you are learning?

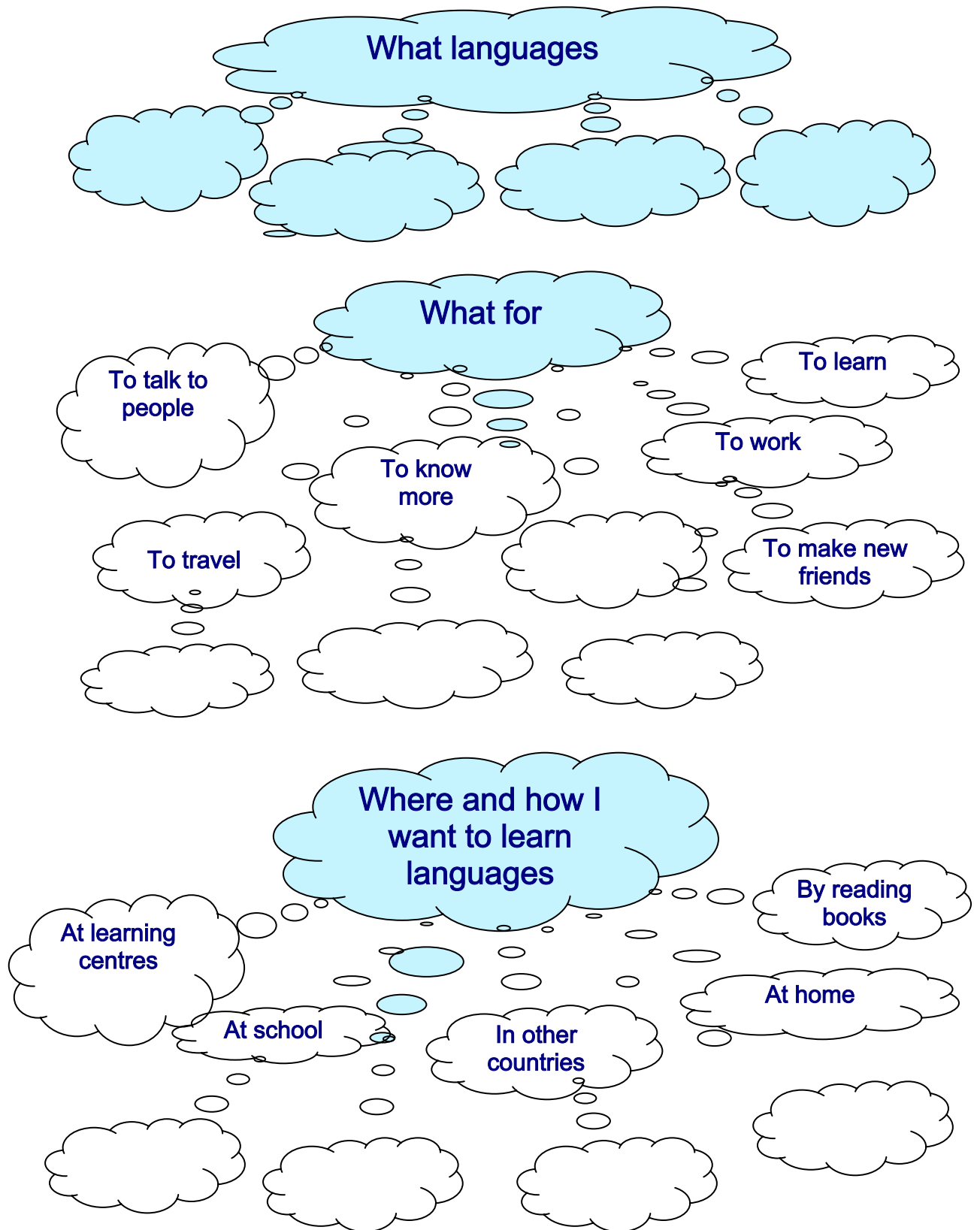


How do you learn language best?

My Goals

What, Why, Where and How I want to learn?

(Fill in and colour the clouds you agree with.
For other goals fill in the empty clouds.)



New things I observed, found out or learned about other countries and other people

Here you can write down new things you have seen, discovered, or learned about the people and cultures of the countries where the languages you are studying are spoken.

For example:

- you went to other countries, cities, and other places
- you had guests from other countries or cities (a friend or relative)
- you read new information in textbooks and magazines
- you watched programmes on TV.

Which foreign customs and traditions surprised you or seemed unusual? How do these foreign cultures and traditions differ from those of your own country and culture?

I visited (country, city)	Hosted by (Who hosted you?)	What new, interesting, unusual things I have seen, discovered, or learned.
	
	
	

I hosted people from (country, city)	Whom did I host?	What new, interesting, unusual things I have seen, discovered, or learned.
	
	
	

I read about	What country?	What new, interesting, unusual things I have seen, discovered, or learned.
	
	
	
	

I watched TV programmes	What country?	What new, interesting, unusual things I have seen, discovered, or learned.
	
	
	
	

European Language Portfolio for Primary School Part II - Language Biography

Other	What country?	What new, interesting, unusual things I have seen, discovered, or learned.
		<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
		<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
		<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
		<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
		<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Where, when and how I use the languages I know

(Tick here what you can do with the languages you know and how often you do it. Copy this page for every language you know and fill it in separately.)

I talk to my teacher and friends at school (sample).							
Date	Often	Sometimes	Never	Date	Often	Sometimes	Never
15.09.2005			✓				
10.03.2006		✓					
15.09.2006	✓						

I talk to my teacher and friends at school.							
Date	Often	Sometimes	Never	Date	Often	Sometimes	Never

I listen to recordings in foreign language in class.							
Date	Often	Sometimes	Never	Date	Often	Sometimes	Never

Meeting people who speak this language							
Date	Often	Sometimes	Never	Date	Often	Sometimes	Never

Watching films and cartoons in foreign or second languages							
Date	Often	Sometimes	Never	Date	Often	Sometimes	Never

Reading books and magazines in foreign or second languages							
Date	Often	Sometimes	Never	Date	Often	Sometimes	Never

Listening to songs in foreign or second languages and singing along							
Date	Often	Sometimes	Never	Date	Often	Sometimes	Never

Writing letters in foreign languages							
Date	Often	Sometimes	Never	Date	Often	Sometimes	Never

Reading and understanding some computer commands and symbols							
Date	Often	Sometimes	Never	Date	Often	Sometimes	Never

..... (What else can I do?)							
Date	Often	Sometimes	Never	Date	Often	Sometimes	Never

..... (What else can I do?)							
Date	Often	Sometimes	Never	Date	Often	Sometimes	Never

..... (What else can I do?)							
Date	Often	Sometimes	Never	Date	Often	Sometimes	Never

..... (What else can I do?)							
Date	Often	Sometimes	Never	Date	Often	Sometimes	Never

How I learn

When learning languages we often use certain means and ways which help us memorize more easily and learn better. In the table choose the means you use in language learning and colour the corresponding cell.

As you are going to work on this Portfolio for several years, you can go back to the same Checklist and fill in the other columns and put the new date.

Listening Strategies	Date				
I can ask my conversation partner to repeat a word I don't understand and to say it slowly (<i>"Would you repeat that, please?" "Please speak slower"</i> , etc).					
I can show that I'm following the speaker.					
I can ask the speaker to explain a word I did not understand.					
I can remember the end of the sentences when listening.					
I can ask questions to clarify the meaning when listening.					
I can guess the meaning of words that are familiar to me from other languages, even if the pronunciation is different. (For example, "robot"-робот, рѳрѳѳ; "engineer"- инженер, ѳѳѳѳѳѳѳѳ, "computer" - компьютер, etc).					
I can...					
I can...					
I can...					
I can...					

Reading Strategies	Date				
I can differentiate and read correctly letters that resemble letters of the languages I know. I am familiar with the alphabets of the languages I am studying.					
I can guess the meaning of an unfamiliar word by seeing a picture.					
I can find the explanation of unfamiliar words by looking in a textbook or a dictionary.					
I can find unfamiliar words in a text and find a definition for those words in a dictionary.					
I can understand an unfamiliar compound words, if I know separate parts (components) of it or any prefix or suffix. (E.g. if I know the words "school" and "day" or "snow" and "board" it is easy to understand the new words "schoolday" or "snowboard").					
I can guess the meaning of an unfamiliar word if I know the other words in the sentence.					

European Language Portfolio for Primary School Part II - Language Biography

I can guess or understand the meaning of some unfamiliar words by the similarities with words in other foreign languages I know.					
I can guess what a book, fairy-tale, or text is about by reading the title.					
I can...					
I can...					
I can...					
I can...					

Spoken Interaction Strategies	Date				
I can use sentences, such as "I am sorry, I didn't understand...", "I find it difficult to answer that question", "Would you repeat that?".					
I can ask my partner to explain what he/she has said.					
I can repeat in my own words what my partner said, or stress words and sentences to make sure I understand correctly.					
I can use another simple word with the same meaning and ask my partner to correct my mistakes.					
I can use a simpler synonym or describe in other words the words I don't know or have forgotten.					
I can keep the conversation going and show that I am listening attentively by using phrases expressing my attitude: surprise, approval, agreement, disagreement ("Really?", "Of course", "Certainly", "Never" "Interesting...", "I see", "I agree", "I disagree" and so on).					
I can show that I follow the speaker and can take part in the conversation, if the speaker helps me.					
I can...					
I can...					
I can...					
I can...					

Spoken Production Strategies	Date				
I can remember and use the speech patterns (phrases, sentences).					
I can replace words I do not know or have forgotten with simpler synonyms or describe with gestures, facial expression or other words.					
I learn from my mistakes: I am careful not to make the same mistake again.					
I can remember the rules or relevant speech patterns (words, expressions) and use some grammatical structures accurately.					
I can think while speaking and choose the necessary words.					

European Language Portfolio for Primary School Part II - Language Biography

I can vary the structure and form of simple sentences to create new sentences.					
I can notice and correct errors I make while speaking.					
I can use some silence fillers, to save time for thinking (e.g. “um”, “so”, “well” ..., “you see” ...,)					
I can...					
I can...					
I can...					
I can...					

Writing Strategies	Date				
I can check the spelling of words by consulting the textbook or a dictionary.					
I can use correct sentence structure based on grammar rules and tables.					
I can check sentence structure by comparing with grammar rules and speech patterns I am familiar with.					
I can keep the logical order of sentences in a text.					
I can...					
I can...					
I can...					
I can...					

When I want to learn something new, I prefer to...

	Yes	No	I don't know
hear it first, and then say it.			
repeat it many times <ul style="list-style-type: none"> • first slowly, then gradually pronouncing words faster. • dividing the sentences into main parts pronouncing them first separately, then all together. • saying first each sentence fluently and then some sentences together 			
use it in class with my teacher and friends,			
use it out of school,			
write it in my notebook,			
type it on a computer (which allows me to see and correct my mistakes immediately),			
Listen to the CDs, and repeat it many times,			
When learning new words and phrases I write them on a piece of paper and stick them on the walls in my room.			
When I learn, music helps me.			

I learn best ...

	Yes	No	I don't know
alone, in silence,			
at school during the lesson,			
with textbooks, tape recorders or CDs,			
by watching TV,			
by working on a computer or language learning program (used on the computer).			

Self-Assessment Checklist A1 Level

Now you can assess what you can do in different languages and how successfully you can do it. Remember that you have to fill in a separate checklist for every language. That is why you must make as many copies of this table, as you know or learn languages.

As you work on this portfolio over several years, go back to the checklists and fill in the second, third, or fourth columns. By doing this, you will be able to see your growth.

To fill in the checklist, first write the date in the first column (as shown in the sample). Carefully read each "I can..." statement and mark the boxes to indicate what you can do.

Here is how to mark the boxes:

- if you do it easily and you can do it by yourself, colour the corresponding box fully
- if you still can't do it, don't colour the corresponding box
- if you do it with somebody else's help, colour the box partially
- if you still can't do it but you intend to learn it, put the following sign \diamond in the box, which means, that it's your goal.

Sample

A1	Listening	Date				
		15.09 2005	07.02 2006	10.05 2006		
	I can understand when people greet me, ask me how I am and say good-bye to me.	\diamond				
	I can understand questions about my name, family name, age, address.					

When the boxes in the Checklist are fully coloured (for example A1 Listening), it means you have reached A1 Listening Level. Then you can go back to the "My Knowledge and Skills in Languages" table on pages 12-13 and colour the corresponding boxes.

Checklist for language _____

A1	Listening	Date				
	I can understand when people greet me, ask me how I am and say good-bye to me.					
	I can understand questions about my name, age, and where I live.					
	I can understand simple instructions given by the teacher during the class ("Stand up", "Sit down", "Come in", "Go out", "Say", "Listen", "Give me the book", "Take it", etc.)					
	I can understand some words and phrases in songs and simple children's poems.					
	I can understand everyday words and sentences in children's films, cartoons, tales, advertisements and announcements.					

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I can understand common words and names of everyday objects that are in my everyday life.					
I can understand numbers, prices and the time.					
I can understand days of the week and months of the year.					
I can understand some geographical names.					
I can understand simple questions about myself, my family and my surroundings, when people speak slowly and clearly.					
I can understand when people speak slowly, clearly, and with pauses, so I have time to figure out the meaning of what is said					
When people speak, I can understand common phrases and often used words on the topics I know something about.					
I can understand very short conversations when people speak slowly and clearly.					
I can understand when people ask me a simple question or ask for something when they speak slowly and clearly.					
I can understand when my conversation partner introduces himself: when he/she says his/her name, age and where he/she lives.					
I can understand when I am asked personal questions: my name, age and where I live.					
I can...					
I can...					
I can...					
I can...					

A1	Reading	Date				
	I can read and understand words and short phrases I frequently come across at school or in the classroom (such as: headmaster, book, teachers' room, library, etc.).					
	I can read and understand posters, advertisements, and short announcements I see on the street, in stores, at the bus station, and other places (such as: train station, bus stop, Quiet, No Smoking, Supermarket, etc.).					
	I can match words and sentences with pictures.					
	I can understand short simple messages on postcards, and in short letters (such as: Happy New Year or Happy Birthday).					
	I can read and understand basic personal details (name, address, date, date of birth, etc.).					
	I can understand phrases and word combinations with the help of common words and names in very simple short texts.					
	I can find information in a list or table (e.g., the name of my favorite football team in a table).					
	I can find the information I need from a sign, a poster, or a newspaper					

(e.g., where and when the concert, sports event, or a film will take place).					
I can understand the most important options in a computer programme, such as "PRINT", "SAVE", "COPY", "DELETE", etc.					
I can understand simple short messages written by the teacher or my friend (e.g. "I am in the library.", "I'll be back in an hour.", etc.).					
I can read and understand the words in illustrated books and magazines, where the pictures help me understand even unknown words.					
I can follow short, simple written directions (e.g. how to get from one place to another).					
I can...					
I can...					
I can...					
I can...					

A1	Spoken Interaction	Date				
	I can greet and say goodbye to an adult or my friend using the correct words to match a certain time of the day (e.g., "Hello," "Good morning," "Good afternoon," "Good evening," "Goodbye," "Have a nice trip," "See you tomorrow," etc.).					
	I can apologize and thank someone. (Use words like "excuse me", "sorry", "thank you", etc.).					
	I can introduce myself, say my name, and answer simple questions about myself if people speak slowly and clearly (e.g. "What's your name?" "How old are you?" "What grade are you in?", "How many brothers and sisters do you have?" etc.).					
	I can ask and answer simple questions on topics I know something about.					
	I can understand questions and instructions that the teacher says carefully and slowly to me. I can then answer the questions and follow the instructions.					
	I can interact with people if they speak slowly and repeat the words I don't understand and then help me plan what I am trying to say.					
	I can introduce my friend: I can say his/her name, age, where he/she lives, what he/she likes to do.					
	I can ask my conversation partner to give me this or that thing and understand what he/she asks for.					
	I can indicate the month, day, and time (next week, last Friday, in November, at three o'clock).					
	I can ask and answer simple questions, such as "What is your name?" "How old are you?", "Where do you live?", "What do you like?", etc.					

I can say what I want to buy in a store and, if necessary, make myself better understood by using gestures and facial expressions.					
I can ask people for things, and give people things when I am asked to.					
I can...					
I can...					
I can...					
I can...					

A1	Spoken Production	Date				
	I can give personal information (first and last name, address, telephone number, nationality, age, family, and hobbies).					
	I can speak in simple sentences about people and places I know.					
	I can tell about my family members and friends in several sentences.					
	I can say a few sentences about my school and class.					
	I can use simple sentences to describe my house, and my city or village.					
	I can recite short poems and sing simple songs.					
	I can use simple sentences to express my opinion when I like or dislike something.					
	I can name common objects, animals, and food, as well as basic colours.					
	I can...					
	I can...					
	I can...					

A1	Writing	Date				
	I can copy words and sentences, e.g. from diagrams or instructions.					
	I can copy words, separate sentences, short texts and poems from the textbook without making mistakes.					
	I can write simple, everyday phrases and sentences.					
	I can write some personal details: my first and last name, age, where I live, etc.					
	I can write some information about my family: my mother, father, sister,					

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brother, etc.					
I can write some information about my school and my class.					
I can write simple phrases and sentences about myself and imaginary people. I can write about where the imaginary people live and what they do.					
I can write short congratulation messages to my friend, parents, teacher, etc., such as Happy New Year and Happy Birthday.					
I can write simple letters about myself:					
I can...					
I can...					
I can...					
I can...					

Self-Assessment Checklist A2 Level

Now you can assess what you can do in different languages and how successfully you can do it. Remember that you have to fill in a separate checklist for every language. That is why you must make as many copies of this table, as you know or learn languages.

As you work on this portfolio over several years, go back to the checklists and fill in the second, third, or fourth columns. By doing this, you will be able to see your growth.

To fill in the checklist, first write the date in the first column (as shown in the sample). Carefully read each "I can..." statement and mark the boxes to indicate what you can do.

Here is how to mark the boxes:

- if you do it easily and you can do it by yourself, colour the corresponding box fully
- if you still can't do it, don't colour the corresponding box
- if you do it with somebody else's help, colour the box partially
- if you still can't do it but you intend to learn it, put the following sign \diamond in the box, which means, that it's your goal.

Sample

A 2	Listening	Date				
		15.09 2005	07.02 2006	10.05 2006		
	I can understand questions about my name, family name, age, address, my likings, what I do at my leisure time.	\diamond				
	I can understand when they talk about familiar topics (house, family, my school, my friends, etc.) if the speech is slow and clear.					

When the boxes in the Checklist are fully coloured (for example A1 Listening), it means you have reached A1 Listening Level. Then you can go back to the "My Knowledge and Skills in Languages" table on pages 12-13 and colour the corresponding boxes.

Checklist for language

A2	Listening	Date				
	I can understand questions about my name, age, address, what I like, and what I do during my free time.					
	I can understand when someone speaks on common topics, e.g. my house, my family, my school, my friends, etc. if the speech is slow and clear.					
	I can understand words and phrases of that are commonly heard (e.g. hobbies, holiday, music, TV, cartoons, journey).					
	I can understand people speaking about what they like and what they do not like.					
	I can generally understand the topic of discussion, when people speak slowly and clearly.					
	I can generally understand the main points of the speech around me, provided people speak clearly and in standard dialect.					

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I can understand simple, short, clear messages and announcements.					
I can understand simple directions, e.g. how to get from one place to another place, on foot or by public transport.					
I can understand the main information in short, recorded messages on TV or radio programmes about current events and everyday life, if they are delivered slowly and clearly.					
I can distinguish the tense forms, and understand when people speak about the present, past or future.					
I can understand the main points in cartoons and children's films on common topics.					
I can determine the main points in short, simple stories and fairy tales					
I can understand when someone explains how to go somewhere.					
I can...					
I can...					
I can...					

A2	Reading	Date				
	I can read and understand short texts, stories related to my everyday life or things I do, when the texts and stories include frequently used or international words.					
	I can understand short simple personal letters.					
	I can read and understand schedules to find out when the bus leaves, or when the plane arrives.					
	I can look for and find necessary information in various lists, directories, and signs (e.g. find where a specific street, store, or fire station is located).					
	I can read and understand a form that asks for personal information (name, age, address, parents) and fill it in.					
	I can read a short simple text and understand the main idea (e.g. a short article about an event in a newspaper or a magazine), if the text is about a topic I am interested in and is written in simple language.					
	I can understand instructions and regulations written in simple language (e.g. how to use a phone).					
	I can understand instructions and directions for computer programmes.					
	I can...					
	I can...					
	I can...					

A2	Spoken Interaction	Date				
	I can use simple everyday polite forms of greeting and address.					

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I can address a stranger to get acquainted with him.					
I can politely start and finish a conversation.					
I can greet a person, inquire about his health and give polite answers to similar questions.					
I can communicate on everyday topics, provided the conversation partner or the teacher helps me, if necessary.					
I can handle a short, simple dialogue with my friends on topics of personal interest.					
I can invite my conversation partner to some place, and give a polite answer to his/her invitation (accept or decline it politely).					
I can agree or disagree when I am told or offered something.					
I can apologize when necessary and accept another's apology.					
I can talk about the things I like and dislike.					
I can express my opinion and ask questions during a conversation.					
I can easily understand simple, routine tasks (e.g., when the teacher asks me to do something) and ask for repetition when I do not understand something.					
I can handle simple telephone calls (e.g. say who is calling, ask to speak to someone, give my number, take a simple message or ask to call later).					
I can use standard phrases to answer the phone and answer questions.					
I can ask questions about everyday topics and answer similar questions (e.g. family, school, weather, hobby, etc.).					
I can discuss something with my friends (e.g. what we want to do, where we want to go, etc.).					
I can understand discussions on topics I am familiar with (school, classes, leisure, etc.) if people speak slowly and clearly.					
I can ask how to get to a place and buy a ticket.					
I can say what I need and ask the price of goods while shopping.					
I can ask my conversation partner what he/she does in his/her leisure time and answer the same types of question when asked (about my leisure activities, hobbies, my favourite book, film, sport, etc.)					
I can ask my conversation partner about the books he/she reads and cartoons he/she likes to watch, etc.					
I can congratulate a person on her/his birthday, New Year's and other holidays, and express my wishes to him or her.					
I can give and follow simple directions and instructions, e.g. explain how to get somewhere.					
I can ask for and give directions referring to a map or plan.					
I can...					
I can...					
I can...					

A2	Spoken Production	Date				
	I can describe in a few sentences where I go to school and what I am studying.					
	I can give short simple descriptions of events or tell a short story.					
	I can describe different places and objects in a simple way.					
	I can describe where I live and study (my city, village, district, street, school, house/apartment, etc.)					
	I can describe my friends, acquaintances, school and teacher in simple sentences.					
	I can tell what I usually do at home, at school and at my leisure time (e.g. what I do in the morning, after classes or in the evening, etc.)					
	I can talk about my hobby, for example sports, books, games, my toys, etc.					
	I can tell a story or describe something.					
	I can talk about what has happened or what I have done in simple words (e.g. what I did last Sunday or during the holidays).					
	I can describe my habits.					
	I can describe what I intend to do and for what purpose.					
	I can talk about my daily activities (e.g. how I spend my time at school and during the week).					
	I can talk about what I did yesterday, last week-end, or during the holidays.					
	I can talk about what I am going to do tomorrow, next week-end, or on holiday.					
	I can use simple words to describe things and compare them.					
	I can explain what I like, what I do not like and why.					
	I can...					
	I can...					
	I can...					

A2	Writing	Date				
	I can write simple phrases and sentences linking them with simple connectives like 'and', 'but', 'because'.					
	I can write some words and sentences that describe people and things.					
	I can write about my daily routine and describe people and places I know with connected simple sentences.					
	I can write in short sentences about myself, what I've done, what has happened to me, and what I do or will do.					
	I can write simple forms of greeting, addressing a person correctly, thanking a person correctly or asking a person for something.					
	I can write a letter to my friend telling about my family, school and hobby.					
	I can write a short invitation or a thank you letter.					

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I can write simple short texts, for example, write a message to mother about my coming home late or thank somebody for something.					
I can write simple texts telling what I have done or seen, for example about a trip or a journey.					
I can fill out forms with personal data (name, age, address, parents, etc.).					
I can...					
I can...					
I can...					

Self-Assessment Checklist B1 Threshold Level

Now you can assess what you can do in different languages and how successfully you can do it. Remember that you have to fill in a separate checklist for every language. That is why you must make as many copies of this table, as you know or learn languages.

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Here is how to mark the boxes:

- if you do it easily and you can do it by yourself, colour the corresponding box fully
- if you still can't do it, don't colour the corresponding box
- if you do it with somebody else's help, colour the box partially
- if you still can't do it but you intend to learn it, put the following sign \diamond in the box, which means, that it's your goal.

Sample

B 1	Listening	Date				
		15.09 2005	07.02 2006	10.05 2006		
	I can understand a short narrative well enough to be able to guess what may happen next.	\diamond				
	I can understand information about my daily routine, identifying both the general meaning and the details, provided the speech is clear and in standard dialect.					

When the boxes in the Checklist are fully coloured (for example A1 Listening), it means you have reached A1 Listening Level. Then you can go back to the “My Knowledge and Skills in Languages” table on pages 12-13 and colour the corresponding boxes.

Checklist for language _____

B1	Listening	Date				
	I can understand a short narrative well enough to be able to guess what may happen next.					
	I can understand information about my daily routine, identifying both the general meaning and the details, provided the speech is clear and in standard dialect.					
	I can understand simple, short stories, fairy tales and the main plot in them and the sequence of the most important events.					

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I can understand the main points of the news and programmes on familiar topics (school, family, leisure).					
I can understand my conversation partner, when he/she speaks on familiar topics clearly, not very fast and in standard dialect.					
I can follow and understand a teacher's speech, lectures or talk, provided the speech is structured clearly and is familiar.					
I can follow and understand simple oral, video- or audio recorded instructions on familiar topic.					
I can understand simple technical operating instructions for everyday equipment (camera, VCR, tape recorder).					
I can follow detailed directions or telephone operator's information (e.g. tour, weather forecast, etc.).					
I can, to some extent, understand the main idea of TV shows, mass media news, and children's programmes.					
I can understand the main idea of a conversation when people speak in my presence, provided they speak slowly and in standard dialect.					
I can, to some extent, understand the plot of movies and cartoons on familiar topics.					
I can understand the main points of radio news bulletins and common recorded material on familiar topics if the speech is relatively slow and clear.					
I can...					
I can...					
I can...					
I can...					

B1	Reading	Date				
I can understand the main plot of a clearly written story and recognize the important events.						
I can read a simple text on a topic I am interested in and understand it (e.g. a message about a football match, an interview with a film star or a singer).						
I can understand events, exclamations, and emotions in common or electronic letters, if they are written in everyday language.						
I can find information I need from children's books, newspapers, and magazine articles using my background knowledge.						
I can understand and follow clear instructions and directions (e.g. how to use this or that instrument, how to make a salad or bake a cake, etc.).						

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I can read short stories, fairy tales and children's books with the help of a dictionary.					
I can...					
I can...					
I can...					
I can...					

B1	Spoken Interaction	Date				
I can communicate with people on common, everyday topics.						
I can start, continue, and finish simple conversations, if the topics of are familiar and interesting to me.						
I can follow the rules of polite speech that are accepted in the country where the language is spoken.						
I can on the spot, join in conversation on topics that are familiar and explain what the conversation is about.						
I can ask the person speaking to repeat some words or thoughts, or ask the person to say everything more clearly during a conversation. If the person speaks very fast or for a long time, I can ask the person to repeat what was said or to speak slower.						
I can handle routine telephone calls with people I know.						
I can provide information and express my opinion on familiar matters, if the people I speak with help me to think about what I want to say or repeat what I haven't understood.						
I can check information and explain something.						
I can talk to people and exchange ideas on more abstract topics (e.g. music, films and books).						
During a trip to a foreign country, I can ask how to get to a place, where it is situated, how to find a hotel, and follow detailed instructions.						
I can take part in a conversation on a familiar topic without preparation, though sometimes I ask for repetition or explanation of a word.						
I can express my happiness, sadness, surprise, and interest and respond to the feelings expressed by the person I speaking to (happiness, sadness, surprise, etc.).						
I can help to solve routine problems (e.g. when doing a project in class, saying what I think and asking others what they think.						
I can clearly express my opinion, but have difficulties participating in a debate.						
I can explain a topic or a problem, express my opinion about the topic of discussion, and listen to others' opinions.						
I can come up with an example of something after expressing my						

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opinion about it, or to prove something.					
I can invite my friend to join the conversation and express his/her opinion, when he/she is silent.					
I can make suggestions, discuss with friends what we are going to do and where we are going, as well as make time and place arrangements.					
I can repeat statements made by the person I am speaking to, in order to be sure I understand him/her correctly.					
I can cope with unexpected situations that happen during a holiday or a trip (e.g. sees a doctor, have a broken bicycle repaired, etc.).					
I can cope with less routine situations in stores or post offices (e.g. returning an unsatisfactory purchase).					
I can ask people to help me when I am travelling (e.g. asking people how to get to a place, at what bus or metro station to get off, etc.).					
I can describe how to do something, giving detailed instructions to others.					
I can find facts or data (in a book, a newspaper) and share that information with others.					
I can lead a short conversation, if the questions are prepared beforehand, I can also ask several questions on the spot.					
I can...					
I can...					
I can...					
I can...					

B1	Spoken Production	Date				
	I can describe a thing or a phenomenon from familiar lessons in sequence.					
	I can describe and tell what has happened to me, as well as my impressions about it.					
	I can talk about my goals, dreams, and future plans.					
	I can talk about real or invented imaginary events.					
	I can tell a story, or a part from a film or a book.					
	I can express my opinion of a book I have read, a film I have seen, a game, an excursion, etc. in a simple way.					
	I can briefly tell about something that has happened to me.					
	I can talk about various familiar personal topics ("My friends" "My					

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hobbies” “My school”, etc.).					
I can retell the plot of a simple story quite fluently, logically, and chronologically.					
I can retell the plot of a story I have read in a simple way, using key words from the story.					
I can tell stories with friends or on my own on a given topic or based on a situation.					
I can...					
I can...					
I can...					
I can...					

B1	Writing	Date				
I can write a short resume.						
I can write personal letters to my friends and acquaintances, asking questions, letting them know what I have been doing, describing current events, and explaining how I feel about things.						
I can write simple announcements by using an example.						
I can write a short outline of a text I have read.						
I can write a clear, organised essay on a topic I am familiar with or interested in.						
I can write a clear, detailed description on topics I am familiar with or interested in.						
I can write a short essay about things I like doing or I am interested in.						
I can describe people or places I know, or write an imaginary story about them.						
I can write a summary of the plot of a book or a film.						
I can write about real or imaginary events or journeys.						
I can write simple texts for the class newspaper/poster about an event (excursion, performance, sports competition) or on topics that interest me.						
I can write narrative stories describing events in logical order.						
I can describe my feelings in writing – when I am sad or happy, or excited about something, when I have to cheer up or comfort my friends, etc						
I can write about my goals and dreams (e.g. keep a diary...).						

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I can write simple instructions explaining how to do things that I already know how to do.					
I can write simple summaries on topics I am interested in.					
I can write simple summaries on topics of my interest as well as express my opinion on those topics.					
I can...					
I can...					
I can...					
I can...					



COUNCIL OF EUROPE
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PART III

My Treasure Box (*My Dossier*)



**Put in your Treasure Box whatever
you want to collect, to keep
and to show to others.**

It may contain the following:

- paintings
- letters you have written or received
- your best written work
- tests
- fairy tales, riddles, poems that you have written yourself
- articles for class newspapers/wallpapers
- personal newspapers
- other

**You can enrich your Treasure Box
with new materials every now and then.**

Contents of My Treasure Box

(In my Treasure Box I have...)

N	Name of document	Description

My family

Draw your family



A large, empty rectangular box with rounded corners, intended for drawing. It is framed by a dark blue border on the top and left sides.

Write about your family



A large, empty rectangular box with rounded corners, intended for writing. It is framed by a yellow border on the top and right sides. The interior of the box contains ten horizontal lines for writing.

About myself

Draw yourself.



A large, empty rectangular box with rounded corners, intended for drawing. It is framed by a dark blue border on the top, left, and right sides.

Write about yourself



A large, empty rectangular box with rounded corners, intended for writing. It is framed by a yellow border on the top, left, and right sides. The interior of the box contains ten horizontal lines for writing.

My friend

Draw your friend.



A large, empty rectangular box with rounded corners, intended for drawing. It is framed by a dark blue border on the top, left, and right sides.

Write about your friend



A large, empty rectangular box with rounded corners, intended for writing. It is framed by a yellow border on the top, right, and bottom sides. The interior of the box contains ten horizontal lines for writing.

Things I like most of all

Draw what you like most of all.



A large, empty rectangular box with rounded corners, intended for drawing. It features a dark blue horizontal bar at the top and a dark blue vertical bar on the left side.

Write about your what you like most of all



A large, empty rectangular box with rounded corners, intended for writing. It features a yellow horizontal bar at the top and a yellow vertical bar on the right side. The interior of the box is filled with horizontal lines for writing.

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European Language Portfolio for Primary School

This Portfolio was created in 2003 and is intended for the pupils of primary schools in Armenia where foreign or second language teaching starts from the second form.

During the development of this Portfolio the working group was guided by the following documents: “*European Language Portfolio. Principles and Guidelines*” and “*Common European Framework of Reference for Languages: Learning, Teaching, Assessment*”. The ELP-s of such countries as Switzerland, Russia, Germany, Great Britain, Ireland, Netherlands, Spain, Czech Republic, Autonom Provinz Bozen, Südtirol a.o. were also taken into consideration.

Developing the Portfolio the authors used some of the descriptors from the following sources:

- (2001) Common European Framework of Reference for Languages: Learning, teaching, assessment. Education Committee, Council for Cultural Co-operation, Cambridge University Press
- 1.2000 - Switzerland - Model for young people and adults.
- 4.2000 - Germany - North Rhine-Westphalia - Model for learners in lower secondary education.
- 10.2001 - Ireland - Model for learners in post-primary education.
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