

Language Biography Biographie Langagière

Initial Assessment :

Name: _____

Mother tongue: _____



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Languages I can use and/or understand

I've learned the language through (tick all that apply)	<i>For example: Japanese</i>					
using it with members of my family						
using it in the community						
formal education (e.g. language classes at school or work)						
travel	✓					
friendships/social contacts						
working life						
newspapers, magazines, books						
cinema, TV, radio	✓					
Other (please list)						

My language background

For each language, use the boxes below to comment on your learning experience, for example:

- Reasons for learning the language
- Aspects of the learning process which you particularly enjoyed or disliked
- Aspects of learning the language which you found difficult or easy
- How the language is of use to you now and/or how it could prove useful in the future
- Whether learning the language has helped you cope with learning other languages

Language: _____

Language: _____

Date: _____

CEF R	LISTENING	I do this now	I'd like to do this in future
A1	I can understand basic greetings and phrases (e.g. 'hello', 'good morning', 'excuse me', 'sorry', 'thank you').		
	I can understand simple questions about myself when people speak slowly and clearly.		
	I can understand very simple information concerning numbers and time (e.g. days of the week, months of the year, numbers, prices and times).		
	I can understand short simple instructions and directions given in clear slow speech.		
	I can understand very short dialogues when people speak slowly and clearly.		
	I can understand simple words concerning myself, my family, my immediate environment when people speak slowly and clearly.		
A2	I can understand simple phrases, questions and information relating to basic personal needs (e.g. shopping, eating out, going to the doctor).		
	I can understand everyday words and phrases relating to areas of personal interest (e.g. social life, holidays).		
	I can understand basic information about people, their family, home, work and hobbies.		
	I can identify the topic of conversation around me when people speak slowly and clearly.		
	I can grasp the essential elements of clear, short, simple messages and recorded announcements (e.g. on the telephone, at the railway station).		
	I can follow simple directions (e.g. how to get from X to Y on foot or by public transport).		
	I can identify the main topic of TV news items reporting events, accidents etc. if there are accompanying pictures.		
	I can follow simple instructions and descriptions of operations related to my work, if they are supported by practical demonstration.		
B1	I can understand straightforward factual information about everyday, study or work-related topics, identifying both general meaning and specific details, provided that speech is clear and in a familiar accent.		
	I can follow the gist of everyday conversation and short narratives on familiar topics when delivered in clear standard speech.		
	I can catch the main elements of many radio or TV news bulletins, and recorded audio material on topics of personal and professional interest delivered in relatively slow, clear standard speech.		

CEFR	LISTENING (continued)	I do this now	I'd like to do this in future
B1	I can understand detailed directions, instructions and messages relating to everyday personal and work matters (e.g. travel arrangements, answering machines).		
	I can work out the meaning of unknown words from a familiar context.		
	I can understand the main points of a conversation or short presentation in clear standard speech on matters regularly encountered at work.		
	I can understand specific details and general information from routine telephone calls.		
B2	I can understand standard spoken language on both familiar and unfamiliar topics in everyday situations.		
	I can identify information, ideas and opinions in extended speech and follow complex lines of argument, provided the topic is reasonably familiar and/or related to my work and delivered in standard spoken language.		
	I can follow lively conversations with several fast speakers, although I may have a problem joining in.		
	I can grasp the overall meaning of most radio programmes and audio material delivered in standard speech and identify the speaker's mood, tone etc.		
	I can grasp the overall meaning of most films, TV news programmes, documentaries, interviews, chat shows in standard speech.		
C1	I can follow most talks, discussions and debates related to my area of work or study with relative ease.		
	I can follow extended speech even when it is not clearly structured and when links between ideas are only implied and not signalled explicitly.		
	I can easily follow complex interactions between third parties in group discussion and debate, including those on abstract and unfamiliar topics.		
	I can recognise a wide range of idiomatic expressions and colloquialisms and appreciate different styles and degrees of formality.		
	I can understand complex technical information, such as operating instructions, specifications for familiar products and services.		
	I can understand complex work-related procedures (e.g. recruitment policy, equal opportunities policy).		
	I can understand a wide range of recorded and broadcast audio material, including some non-standard usage and identify finer points of detail including implicit attitudes and relationships between speakers.		

CEFR	LISTENING (continued)	I do this now	I'd like to do this in future
C2	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 follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.		
	I can understand all complex technical instructions regarding a product or equipment.		
	I can understand any native speaker, given an opportunity to adjust to non-standard accent or dialect.		

Language: _____

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CEFR	READING	I do this now	I'd like to do this in future
A1	I can understand simple forms well enough to give basic personal details (e.g. names, address, date of birth).		
	I can pick out familiar names, words and phrases in very short simple texts.		
	I can understand very short simple greetings and messages (e.g. on birthday cards, party invitations or text messages).		
	I can pick out the information I need from catalogues, lists and posters (e.g. football league tables, film showing times).		
	I can understand words and very short phrases on common public notices (e.g. 'No smoking', 'Private').		
	I can understand common commands (e.g. computer commands 'print' , 'save' , 'copy').		
	I can follow instructions that have clear pictures and few words.		
	I can follow short simple written directions (e.g. to go from X to Y).		
A2	I can understand short simple messages and texts containing basic everyday vocabulary relating to areas of personal relevance or interest or job.		
	I can understand basic information in simple standard letters, documentation and faxes (e.g. hotel reservations, bills, invoices).		
	I can understand short simple messages about my work or my interests (e.g. e-mails, webchats, postcards or notes).		
	I can skim simple everyday materials for specific predictable information (e.g. use a directory to find a service, find the prices of secondhand items in classified newspaper adverts, use a menu).		
	I can understand everyday signs and public notices (e.g. on the street, in shops, hotels, railway stations).		
	I can identify key information in short newspaper/magazine reports recounting stories or events.		
	I can follow clear, simple, step-by-step instructions (e.g. for using a telephone, taking out cash or buying a drink from a machine).		

CEFR	READING (continued)	I do this now	I'd like to do this in future
B1	I can read straightforward factual texts on subjects related to my interests or work with a reasonable level of understanding.		
	I can find and understand relevant information in everyday and work-related material (e.g. brochures, short official documents, short reports, job adverts).		
	I can follow the plot of clearly structured narratives and modern literary texts.		
	I can skim short texts (e.g. news summaries) and find relevant facts and information (e.g. who has done what and where).		
	I can scan longer texts in order to locate specific factual information.		
	I can understand standard business letters.		
	I can identify the main conclusions in clearly written argumentative texts.		
	I can follow clear, routine instructions (e.g. for a game, recipe, using equipment, or installing computer software).		
B2	I can read correspondence relating to my field of interest and readily grasp the essential meaning.		
	I can understand in detail texts directly related to my specialist personal or work interests.		
	I can understand articles on a range of specialised topics using a dictionary and other appropriate reference resources.		
	I can quickly grasp the content and relevance of news items, articles and reports on a variety of topics connected with my interests or my job, and decide if a closer reading is worthwhile.		
	I can read and understand articles and reports in which writers express opinions or viewpoints (e.g. arts reviews, political commentary, evaluations).		
	I can understand lengthy instructions (e.g. in a user manual for a TV or technical equipment used in my work), as long as I can reread difficult sections.		
	I can quickly look through a manual (e.g. for a computer programme) and find and understand the relevant explanations and help for a specific problem.		

CEFR	READING (continued)	I do this now	I'd like to do this in future
C1	I can read contemporary literary texts with ease.		
	I can understand any correspondence given the occasional use of a dictionary.		
	I can understand long complex instructions, for example for the use of a new piece of equipment, even if these are not related to my job or field of interest, provided I have enough time to reread them.		
	I can extract information, ideas and opinions from highly specialised texts in my own field, for example research reports.		
C2	I can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.		
	I can understand complex factual documents such as technical manuals and legal contracts.		
	I can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.		

CEFR	SPOKEN INTERACTION	I do this now	I'd like to do this in future
A1	I can make basic introductions (e.g. say who I am, ask someone's name and introduce someone).		
	I can use basic greetings and courtesy phrases (e.g. 'please', 'thank you', 'how are you?', 'I'm fine').		
	I can make simple purchases, using pointing and gestures to support what I say.		
	I can ask and answer very simple questions about my place of work or study, my job, my family or interests, if I can take my time and get help from the person I am talking to.		
	I can reply to simple direct questions about personal details if these are spoken very slowly and clearly in standard language.		
	I can indicate that I understand or do not understand.		
A2	I can ask and answer simple questions about familiar topics and routine activities (e.g. weather, family, interests, times of working day, location of company departments).		
	I can address people in both informal and formal ways.		
	I can make and respond to invitations, suggestions, apologies and requests for permission.		
	I can carry out simple transactions (e.g. in shops, post offices, railway stations) and order something to eat or drink.		
	I can make simple plans with people, e.g. what to do, where to go and when to meet.		
	I can express what I feel in simple terms, and express thanks.		
	I can handle simple phone calls (e.g. say who is calling, ask to speak to someone, give my number, answer a call, take a simple message).		
	I can ask for and provide simple, practical information (e.g. directions, times, dates, quantities, job roles, basic safety at work).		
	I can give or follow simple instructions (e.g. explain how to get somewhere or how to do something).		
	I can show that I am following what people say, and can get help if I cannot understand.		

CEFR	SPOKEN INTERACTION (continued)	I do this now	I'd like to do this in future
B1	I can start, maintain and close simple face-to-face conversation on topics that are familiar, of personal interest or related to everyday work, with generally appropriate use of formal or informal language.		
	I can handle most practical tasks in everyday situations (e.g. making telephone enquiries, asking for a refund, negotiating purchase).		
	I can express and respond to feelings and attitudes (e.g. surprise, happiness, sadness, interest, uncertainty, indifference).		
	I can agree and disagree politely, exchange personal opinions, discuss what to do next, compare and contrast alternatives.		
	I can cope linguistically with unexpected events,(e.g. needing a dentist/doctor or getting a breakdown service).		
	I can ask for and give detailed practical instructions and directions.		
	I can repeat back what is said to check if I have understood.		
	B2	I can participate fully in conversations on general topics with a degree of fluency and naturalness, and appropriate use of formal or informal language.	
I can express my ideas and opinions clearly and precisely, and can present and respond to complex lines of reasoning convincingly, providing relevant explanations, arguments and comments.			
I can cope linguistically with potentially complex problems in routine situations (e.g. complaints about goods and services).			
I can exchange detailed factual information on matters related to my study, work or interests.			
C1	I can join in most lively conversations with several fast speakers, even if the subject is not very familiar.		
	I can participate effectively in extended discussions and debates on complex topics of personal, professional, social or cultural interest.		
	I can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.		

CEFR	SPOKEN INTERACTION (continued)	I do this now	I'd like to do this in future
C1	I can participate fully in an interview, as either interviewer or interviewee, fluently expanding and developing the point under discussion, and handling interjections well.		
C2	I can hold my own in formal discussions of complex issues, arguing articulately and persuasively and without being at a disadvantage compared with native speakers.		
	I have a good command of idiomatic expressions and colloquialisms with an awareness of implied meaning and meaning by association.		
	I can express myself naturally and effortlessly; I need only to pause occasionally in order to select precisely the right words.		

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CEFR	SPOKEN PRODUCTION	I do this now	I'd like to do this in future
A1	I can introduce myself and say what I do very briefly and simply using set phrases.		
	I can give basic information about myself (e.g. age, address, job title, company name, family, interests).		
	I can give very short rehearsed statements (e.g. to introduce a speaker, propose a toast).		
A2	I can use simple words and phrases to describe people I know.		
	I can give short simple descriptions of events or tell a simple story.		
	I can simply describe my educational background, my present or most recent job.		
	I can give a short rehearsed presentation on a familiar subject in my area of work or study.		
	I can explain what I like or dislike about something.		
B1	I can give straightforward descriptions on familiar subjects related to my work, study or interests.		
	I can describe dreams, hopes and ambitions.		
	I can explain and give reasons for my plans, intentions and actions.		
	Given time to prepare, I can present my work colleagues, my work place and its organisation and conduct a short guided tour of my place of work.		
	I can explain simply how to use a piece of equipment or a machine.		
	I can give a short and straightforward prepared presentation on a chosen topic in my academic or professional field in a reasonably clear and precise manner.		

CEFR	SPOKEN PRODUCTION (continued)	I do this now	I'd like to do this in future
B2	I can give clear, detailed descriptions on a range of subjects related to personal, cultural, social or work issues.		
	I can develop a clear coherent argument, linking ideas logically and expanding and supporting my points with appropriate examples.		
	I can explain a viewpoint on a topical issue or work proposal giving advantages and disadvantages of various options.		
	I can give a clear, systematically developed presentation on a topic in my area of work, study or special interest, highlighting significant points and relevant supporting detail.		
	I can in detail describe technical equipment or work routines in my place of work.		
	If I do not know a word or expression I can find another way of saying what I mean.		
C1	I can give clear detailed descriptions of complex subjects in my area of work, study or special interest.		
	I can elaborate a detailed argument or narrative, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.		
	I can give a clear, well-structured presentation on a complex subject in my area of work, study or special interest, expanding and supporting points of view with appropriate reasons and examples.		
C2	I can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.		
	I can substitute an equivalent term for a word I cannot recall without distracting the listener.		

CEFR	WRITING	I do this now	I'd like to do this in future
A1	I can write a greeting card or simple postcard.		
	I can fill in a simple form or questionnaire with my personal details (e.g. date of birth, address, nationality).		
	I can order material, tools and other things on a pre-printed order form.		
A2	I can write about aspects of my everyday life (e.g. family, job, studies or interests, holidays) in simple linked sentences.		
	I can write very short basic descriptions of events and activities.		
	I can write very basic standard letters requesting information (e.g. about hotel accommodation).		
	I can write a simple note or letter to a friend or colleague to accept or offer an invitation, thank someone or apologise.		
	I can place simple orders and using set expressions ask about quality, price, delivery dates etc.		
	I can fill in a questionnaire giving an account of my educational background, my job, my interests and my specific skills.		
B1	I can write simple, clear instructions about work routines or how a machine works.		
	I can write my CV in summary form.		
	I can describe an event (e.g. a recent business trip or holiday).		
	I can write messages and very brief reports in a standard format communicating enquiries and factual information, explaining problems.		
	I can write standard letters giving or requesting detailed information (e.g. replying to an advertisement, applying for a job).		
	I can write personal letters giving news, describing experiences and impressions, and expressing feelings.		

CEFR	WRITING (continued)	I do this now	I'd like to do this in future
B2	I can write clear, detailed text on a range of subjects relating to my personal interests, work or studies.		
	I can write summaries of articles on topics of general interest, or related to my job or studies, and summarise information from different sources and media.		
	I can write about my place of work, different job roles of staff and the functions of different departments.		
	I can write a short review of a film, play or book.		
	I can write an essay or report which develops an argument, giving reasons to support or negate a point of view, weighing pros and cons.		
	I can write letters and e-mails which are more or less formal, according to how well I know the person I am writing to.		
	I can write letters highlighting the personal significance of events and experiences and expressing a variety of views and feelings.		
C1	I can write fluently and accurately on a wide range of topics related to my job, studies or personal interests, varying my vocabulary and style according to the context.		
	I can write clear, well-structured texts on complex subjects in my area of work, study or special interest, underlining the relevant issues, developing a well-supported argument at some length.		
	I can write accurate formal letters that I could confidently send, without getting another person to check the language.		
	I can write detailed letters, e-mails etc, choosing phrases that subtly reflect my mood (e.g. humour, annoyance, irony, affection).		
	I can write clear, detailed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.		
C2	I can write a well-structured review of a paper or a project giving reasons for my opinion.		
	I can produce clear, smoothly-flowing, complex reports, articles or essays which present a case or elaborate an argument.		
	I can write clear, well-structured complex letters in an appropriate style (e.g. applications or requests, proposals to clients).		

When I learn a language...

People learn in many ways: by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorising and visualising.

You may find it helpful to reflect on your own learning styles. Each individual is different. Look at the learning styles described below and see which might apply to you.

Tick the boxes for the approaches which best describe the learning style you feel most comfortable with and add further comments. This will help you identify the best way of working to improve your language skills.

I enjoy reading and prefer to see the words I am learning. I like to learn by looking at pictures and flashcards.

My additional comments

I prefer to learn by listening. I enjoy conversations and the chance for interactions with others.

My additional comments

I prefer to concentrate on the details of language, such as language rules and structures, and enjoy taking apart words and sentences.

My additional comments

I prefer an interactive approach to learning a new language, to 'take risks' when communicating and learn from my mistakes.

My additional comments

Dossier Dossier

Certificates awarded – summary

Date of award	Title of award	CEFR nearest equivalent

Certificates of attendance (courses, conferences, etc)

Date of award	Title of event	Outcomes/achievements

