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European Language Portfolio for Deaf and Hard of Hearing People

LANGUAGE BIOGRAPHY



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Language Biography

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Why have a Language Biography

A Language Biography is your personal record of your achievements in one or more foreign languages. In your Language Biography, you can record languages you have learned at school or college, in the home or community, at work, on holiday, or just as a hobby. You do not need qualifications in a language to include it in a Language Biography, but you can include any you have. The European Language Portfolio recognises that you might have specific problems if you are a deaf or hard of hearing user of another language.

Benefits of a Language Biography

A Language Biography encourages you to think about your use of language, whether for personal communication or, for example, in conjunction with applications for employment. There are sections which focus on

- your progress
- how you learn
- your ability and what you can do with your language
- your interaction with other cultures

Your Language Biography can be updated by you whenever there is a change in your abilities or you begin to use another language. It is one of the major components which contributes to your Language Passport, recognised by the Council of Europe.

Compiling a Language Biography

Completing your own Language Biography enhances the value you place on:

- all the languages you use however you have learned them
- understanding and communicating with people from cultures other than your own.

The Language Biography is described in detail below, and they can be accessed from the Contents list above by hyperlink (click on the item) or by reference to page numbers:

- Your Personal Language Profile - a one-page summary for each language you use
- Your Current Language Skills and Abilities - a detailed scheme of self-assessment of your abilities now and priorities for future development
- Your Language Learning Experiences - a quiz about the type of learner you are or were
- Your Intercultural Experiences - a self-assessment of your intercultural competence and a checklist of points about Intercultural Awareness

Personal Language Profile

This is a one-page summary about your ability in a particular language. It covers how you learned the language, why you use it and what you use it for. You can complete a Personal Language Profile sheet for every language you know, including

- languages you have learned or are learning in a formal setting (e.g. at school or work-based training)
- languages you have learned informally (e.g. through travel, a hobby, or work)
- languages you have grown up with at home or in the community of your upbringing
- in certain circumstances, your mother tongue

This is the beginning of your own European Language Portfolio for Deaf and Hard of Hearing People. You should enjoy collecting various facts and opinions about your language learning achievements and continuing progress.

Language No. 1 (specify which language, for example, Polish)

Language						
Formal learning (describe – e.g. school, business course)						
Informal learning	tick which apply to you 					
– through travel and tourism						
– through family						
– through friends and social contacts						
– through my working life						
– through self-study						
Additional comments about your experience in learning this language 						
Why did you choose to learn this language?						
What courses have you done? What qualifications do you have?						
What did you enjoy about learning this language?						
What did you dislike about learning this language?						
What do you use this language for? (e.g. family, travel, work)						
How has learning this language helped you learn your other languages?						
Add any further comments of interest						
My current ability levels in this language are	A1	A2	B1	B2	C1	C2
– reading						
– writing						
– speaking with other people						
– making announcements and speeches						
– understanding what people say						

Language No. 2 (specify which language, for example, Danish)

Language						
Formal learning (describe – e.g. school, business course)						
Informal learning	tick which apply to you 					
– through travel and tourism						
– through family						
– through friends and social contacts						
– through my working life						
– through self-study						
Additional comments about your experience in learning this language 						
Why did you choose to learn this language?						
What courses have you done? What qualifications do you have?						
What did you enjoy about learning this language?						
What did you dislike about learning this language?						
What do you use this language for? (e.g. family, travel, work)						
How has learning this language helped you learn your other languages?						
Add any further comments of interest						
My current ability levels in this language are	A1	A2	B1	B2	C1	C2
– reading						
– writing						
– speaking with other people						
– making announcements and speeches						
– understanding what people say						

Language No. 3 (specify which language, for example, Portuguese)

Language						
Formal learning (describe – e.g. school, business course)						
Informal learning	tick which apply to you 					
– through travel and tourism						
– through family						
– through friends and social contacts						
– through my working life						
– through self-study						
Additional comments about your experience in learning this language 						
Why did you choose to learn this language?						
What courses have you done? What qualifications do you have?						
What did you enjoy about learning this language?						
What did you dislike about learning this language?						
What do you use this language for? (e.g. family, travel, work)						
How has learning this language helped you learn your other languages?						
Add any further comments of interest						
My current ability levels in this language are	A1	A2	B1	B2	C1	C2
– reading						
– writing						
– speaking with other people						
– making announcements and speeches						
– understanding what people say						

Current Language Skills and Abilities

This is the main section of the Language Biography, and provides the details of your abilities and skills at different levels of competence. It gives you the opportunity for self-assessment, provides a record of the practical tasks and communicative activities which you can do, and helps set priorities for learning.

Using the checklists helps you to think objectively about your progress. They provide a focus for discussion between you and your teacher or mentor, if you have one. They provide a detailed picture of your competence for anyone seeking to employ you in a role in which the language you are learning will play a significant part. See How to carry out a Self-Assessment below.

Setting learning priorities greatly helps to improve your ability to communicate. For example, at work you might decide to be better at reading or speaking to other people in the foreign language. See How to show your Learning Priorities below.

How to carry out a Self-Assessment

The Steps 1 – 8 take you through the process of making your own self-assessment of your abilities and skill levels and agreeing these with your teacher or mentor.

Step 1 Choose a skill in a foreign language

There are five skills to choose from.

You can start anywhere, but they are presented in this sequence.

Reading

Writing

Speaking with Other People

Making Announcements and Speeches

Understanding What People Say

Example: choose [Reading] [go to page 9]

Step 2 Look at the levels of ability for [Reading]

There are six levels of ability described in detail, labelled from A1 (the easiest), A2, B1, B2, C1, and C2 (the most complex).

Look at the tasks (a) to (e) described at each level

Find tasks that you can carry out successfully

Step 3 Choose the level which best suits your own ability

Note the level for these tasks, and check that it accurately describes the best you can do.

Example: [Reading] [go to page 9]

Tasks at level A1 are easy, but at B1 they are too hard.

Most of the tasks at A2 seem okay, so choose level A2.

See the extract after Step 6 below. It is from the Language Biography of a partially deaf learner called Jan.

Jan is a little shy of working with others and prefers working alone and prefers to speak or write only when fairly sure of not making a mistake. Jan's teacher thinks that the levels of skill in the self-assessment are underestimated and has disagreed with Jan when completing the form.

Step 4 Assess yourself

Look at the three Can-Do statements which show ability.

I can do this a little I can do this fairly well I can do this really well

Choose which Can-Do statement best describes your ability in each of the tasks (a) to (e) for each level of any skill.

Mark the clear box. Leave the shaded box for the teacher to use.

Current Language Skills and Abilities

Step 5 Check with your teacher

Ask your teacher or mentor to assess your competence on the same scale.

If this person agrees with your self-assessment, he or she will tick the shaded box for the level of progress you have ticked.

If this person does not agree with your self-assessment, he or she may either leave their box blank or tick the level of progress they believe you have made)

Step 6 Record your achievement

To achieve the required level in the skill you must have at least four tasks marked with I can do this really well.

In the example below, Jan feels unsure in two tasks. But the teacher/mentor does not agree with the self-assessment, and has marked all the shaded boxes with I can do this really well.

At least four are required to say that the level has been achieved.

Jan has five, so has achieved Level A2 Reading.

Reading A2 Texts are quite short and focus on facts and essential information, covering a range of everyday topics, which might include references to popular culture such as singers or television shows. Vocabulary lists and simple bi-lingual dictionaries are a useful reference tool if I can manage the foreign script, but I sometimes need help with pronunciation.	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can read a message from a friend (e.g. an invitation to meet for coffee).					☑		3
(b) I can understand the main points of public information (e.g. menus) or notices (e.g. cinema advertisements).					☑		3
(c) I can understand the main points of newspaper headlines or stories.			☑				5
(d) I can understand straightforward emails and text messages			☑				5
(e) I can understand standard work-related documents or letters (e.g. confirming orders).					☑		2

Step 7 Transfer your personal skills profile to the Language Passport

Your agreed profile can be transferred to the *Language Passport* in your ELP DHH.

Jan can now complete this section of the Language Passport and select Reading A2.

Step 8 Continue in other skills.

Go back to Step 1 and continue doing this until you have a profile in all the skill areas you use. It does not matter if there are gaps – for example, you might be able to speak but not write, or understand but not read. Remember you can do this for as many languages as you like.

Jan's complete profile is

Reading	A2
Writing	A1
Speaking with Other People	B2
Making Announcements and Speeches	B2
Understanding What People Say	B1

How to show your Learning Priorities

Show your priority for each task on a scale of 0 (no priority at all) to 5 very (high priority).

Enter the figure in the column 'My priority for this task is...' and refer to it later to check your progress against your plan.

Keep your priorities separate from your ability in the task or from the frequency with which you use it. The focus is on how much of a priority it is to learn something in the coming days and weeks.

In the example above, Jan wants to focus on the tasks (c) and (d) Level A2 Reading and they are marked with 5 for high priority.

Reading

Reading at any level

Reading in a foreign language is particularly difficult if a different script is used. When I read, I might do so slowly and hesitantly, and if I read aloud, my pronunciation might be poor for words or phrases which I have never heard spoken.

If I have problems hearing what is said I might change a listening task to a reading task, by asking speakers to write down what they are trying to say to me.

In all reading, I might use word lists, phrase books and dictionaries, ranging from simple bi-lingual dictionaries to more difficult dictionaries in the language I am learning, depending on what is available.

Self-assessment and setting priorities

Read the skill descriptors (a) to (e) and then read the three I can do... statements. For each skill tick the clear box that best describes your performance for each task. This is your own self-assessment.

Your teacher or mentor will tick a shaded box to agree with you or to suggest a different level.

Choose your priority for further learning in the last column.

Reading A1 Texts at this level are short with everyday words and phrases, with basic information, such as signs, labels, menus, headlines, and short messages. My use of printed materials is limited to words and phrases which are easy to recognise, and I refer to my own notes mainly to help me learn.	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can read simple words and phrases in print or written on screen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) I can read simple words and phrases written by hand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) I can understand everyday signs and notices (e.g. Toilets; Entrance; Push).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) I can understand labels, packaging and instructions (e.g. Orange Juice; Insert ticket)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) I can read short messages (e.g. e-mails, text) using familiar words and phrases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Reading A2 Texts are quite short and focus on facts and essential information, covering a range of everyday topics, which might include references to popular culture such as singers or television shows. Vocabulary lists and simple bi-lingual dictionaries are a useful reference tool if I can manage the foreign script, but I sometimes need help with pronunciation.	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can read a message from a friend (e.g. an invitation to meet for coffee).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) I can understand the main points of public information (e.g. menus) or notices (e.g. cinema advertisements).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) I can understand the main points of newspaper headlines or stories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) I can understand straightforward emails and text messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) I can understand standard work-related documents or letters (e.g. confirming orders).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Self-assessment and setting priorities**Descriptors for Reading at all levels**

Read the skill descriptors (a) to (e) and then read the three I can do... statements. For each skill tick the clear box that best describes your performance for each task. This is your own self-assessment.

Your teacher or mentor will tick a shaded box to agree with you or to suggest a different level.

Choose your priority for further learning in the last column.

Reading B1 Texts have a variety of purposes, such as explanations, cause and effect, and story-telling, and use a selection of words, grammar and features such as speculation, humour, or references to well-known people or events. Topics include accounts of events affecting people in the news, explanations about events (e.g. local floods, major earthquakes), sport, reports connected with work, and magazines and fiction.	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can understand letters from friends with news and opinions (e.g. describing a recent holiday; news of an illness).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) I can understand letters or reports from a colleague or a customer explaining a simple problem or situation (e.g. lack of availability; special offers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) I can follow instructions or recommendations (e.g. recipes; tour guides; menus).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) I can understand the key points in newspaper and magazine articles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) I can understand product specifications, technical descriptions, and the key points in user manuals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Reading B2 My reading covers a wide range of different types of texts (e.g. reports, emails, press, fiction), which contain opinions, arguments and counter-arguments. The texts may refer to songs, myths, novels, poetry or plays that I might be familiar with. If I need to check on words or expressions, I use reference works, dictionaries or handbooks as required.	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can understand personal letters on a range of topics, including issues which show sympathy or tact (e.g. when there has been an accident or a bad choice has been made).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) I can understand letters or reports about work, including issues which show tact (e.g. where a mistake has been made).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) I can understand articles debating topical questions, and follow arguments made for and against, or explanations of causes and effects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) I can understand articles and reports written for non-specialist readers on scientific, technical, economic or similarly specific subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) I can understand fiction, using a dictionary to help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Self-assessment and setting priorities**Descriptors for Reading at all levels**

Read the skill descriptors (a) to (e) and then read the three I can do... statements. For each skill tick the clear box that best describes your performance for each task. This is your own self-assessment.

Your teacher or mentor will tick a shaded box to agree with you or to suggest a different level.

Choose your priority for further learning in the last column.

Reading C1 My reading is fluent and covers a wide range of topics, including specialist terms, which I check in reference works with ease if they are new to me. Texts include a variety of literary styles such as argument, explanation, narration, or fantasy, and may include features such as humour and references.	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can understand personal letters or emails, which may use considerable delicacy, tact and well-chosen expressions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) I can understand lengthy technical correspondence, manuals and reports on work-related topics, with analysis of various problems, action plans, and solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) I can understand newspapers and magazine article on specific topics (e.g. equal opportunities, global finance) which develop arguments and counter-arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) I can understand official correspondence from government departments, regulatory bodies and similar organisations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) I can read fiction with enjoyment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Reading C2 My reading covers the same range of activities and topics that I read about in my own language. The use of idiomatic expressions, subtle inferences, colloquialisms, and cultural references are clear to me, as well as references to the cultural heritage.	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can understand specialist articles and reports on a wide variety of topics outside my own work and personal interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) I can understand in-depth newspaper and journal articles on a wide variety of topics (e.g. political, financial, social, scientific).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) I can read fiction with ease, appreciating most ironies, allusions and references to other works of literature and art.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) I can understand long and complex texts using non standard forms, such as dialect, slang and colloquial expressions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) I can read and understand complex texts (e.g. newspaper stories, instruction manuals) and provide summary translations in my mother tongue for friends or colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Descriptors for Writing at all levels

Writing

Writing at any level

Any learner can have problems with writing in a foreign language λ for example, keyboard layouts differ; accents, letter marks and punctuation might appear unusual; and different scripts cause problems. If I write, my spelling might be inaccurate and my handwriting might be unreliable; if I use a keyboard my writing can be slow.

If I have particular problems in speaking because I am deaf or hard of hearing, I might change a speaking task to a writing task by writing down what I am trying to say, even with these difficulties.

Self-assessment and setting priorities

Read the skill descriptors (a) to (e) and then read the three I can do... statements. For each skill tick the clear box that best describes your performance for each task. This is your own self-assessment.

Your teacher or mentor will tick a shaded box to agree with you or to suggest a different level.

Choose your priority for further learning in the last column.

Writing A1 My writing consists of common words and set phrases. At first, my writing might just be notes to help me learn.	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can make notes of new words or phrases to help me learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) I can write short notes (e.g. shopping lists, telephone messages).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) I can write key words in instructions (e.g. directions, meeting places and times).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) I can write simple text messages or emails.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) I can write a short letter or postcard message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Writing A2 At this level my writing is short and simple. It focuses on facts and essential information, using everyday words and phrases. To help me learn, I make notes in the language if I can manage the script.	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can write a message to a friend (e.g. to invite him/her for a drink).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) I can write a memo or text to colleagues (e.g. to tell them how I am doing on a task).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) I can write a personal letter, beginning and ending it correctly to match the culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) I can write notes or messages with instructions or directions (e.g. meeting times and places, requests for things in hotels).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) I can write a description of a place or a person or an object of interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Self-assessment and setting priorities**Descriptors for Writing at all levels**

Read the skill descriptors (a) to (e) and then read the three I can do... statements. For each skill tick the clear box that best describes your performance for each task. This is your own self-assessment.

Your teacher or mentor will tick a shaded box to agree with you or to suggest a different level.

Choose your priority for further learning in the last column.

<p>Writing B1</p> <p>My writing uses a suitable selection of words, grammar and types of sentences which allows me to write in different styles, including explanations, cause and effect, and story-telling. My topics include my past experiences, accounts of events, and explanations about things which have happened, either at work or in my personal life. My descriptions of future hopes, plan or intentions are mainly factual. My writing shows that I am culturally aware in my choice of language and expressions.</p>	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can write a letter to a friend with news (e.g. how I spent my holiday) or on a more personal matter (e.g. to express sympathy).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) I can write a letter to a colleague or a customer to explain a simple problem or situation (e.g. a late delivery) or make a complaint (something does not work).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) I can write about something I like or dislike and explain why (e.g. a new holiday destination, a friend, a hobby).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) I can describe what I and my friends have done and I can re-tell what happened to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) I can write about my hopes and plans for the future in an inventive and amusing style if I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>Writing B2</p> <p>My writing uses a wide range of language which allows me to freely express opinions, put forward arguments and counter-arguments, and discuss issues which might require tact or some delicacy. If I need unusual words or expressions, I can take them from reference works as required. My writing shows that in my comments or reports (e.g. to make complaints or praise people) I am culturally aware of the effect on my readers.</p>	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can write a letter to a friend or acquaintance which requires sympathy or tact (e.g. when there has been an accident or a bad choice made).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) I can write a letter about a problem at school or at work which requires tact (e.g. where a mistake has been made)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) I can write notes of meetings or progress reports about work, projects, or social events, making appropriate comments or recommendations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) I can use humour or refer to refer to songs, myths, novels, poetry or plays if appropriate, and I can change the tone of what I write to suit different circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) I can write a letter to the press or an organisation about an issue of current concern (e.g. praise or complaints sent to the Tourist Board).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Self-assessment and setting priorities**Descriptors for Writing at all levels**

Read the skill descriptors (a) to (e) and then read the three I can do... statements. For each skill tick the clear box that best describes your performance for each task. This is your own self-assessment.

Your teacher or mentor will tick a shaded box to agree with you or to suggest a different level.

Choose your priority for further learning in the last column.

<p>Writing C1</p> <p>My writing is fluent and covers a wide range of topics, and I use specialist terms and references with ease. My arguments can be persuasive and my proposals are well presented, with, for example, wit and cross-references, used with good effect. My choice of language suits the topics and the reader, and is usually culturally appropriate.</p>	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can write a personal letter which requires considerable delicacy, tact and well-chosen expressions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) I can write an extended report about work, with references to technical or specialist matters, drawing attention to various problems and possible action plans and solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) I can write an article on a specific topic (e.g. equal opportunities, global finance), developing arguments and counter-arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) I can write imaginative accounts or fiction, almost matching what I do in my own language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) I can write a detailed account of a personal event using figurative language to illustrate emotions and what happened.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>Writing C2</p> <p>My writing covers the same range of activities and topics that I write about in my own language. Where appropriate my writing includes the use of idiomatic expressions, colloquialisms and subtle inferences, and meets the cultural expectations of my readers.</p>	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can write confidential letters or reports about matters of extreme sensitivity which require a careful use of language in order to achieve a satisfactory outcome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) I can write letters or reports using specialist expressions and carefully developed arguments in order to achieve satisfactory outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) I can write articles for publication, subject to final editing, on a range of topics (e.g. the impact of new technology, environmental issues).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) I can write reviews or reports on sport (e.g. local competitions, the Olympics), science and technology (e.g. cars, mobile technology), or the arts (e.g. books, exhibitions, performances).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) I can write a submission supporting or opposing an initiative of local, national or international significance (e.g. funding for a project, restructuring a workforce).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Descriptors for Speaking with Other People at all levels

Speaking with Other People

Speaking with Other People at any level

All learners have problems with Speaking with Other People when learning a language. If I have further problems caused because I am deaf or hard of hearing, I use a variety of ways of helping myself, including the following:

- make speakers aware of pronunciation problems I might have
- offer repetition
- use extra gestures and facial expressions
- use a variety of maps, symbols, sketches or written words

If these techniques are a supplement to my speaking ability, and not a replacement for it, then I consider that I am at the level described below.

Self-assessment and setting priorities

Read the skill descriptors (a) to (e) and then read the three I can do... statements. For each skill tick the clear box that best describes your performance for each task. This is your own self-assessment.

Your teacher or mentor will tick a shaded box to agree with you or to suggest a different level.

Choose your priority for further learning in the last column.

Speaking with Other People A1 For these tasks, I use short, familiar questions and answers, and sometimes just single words. Conversations are simple, and my transactions are straightforward.	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can use common set phrases in short social dialogues (e.g. greetings, enquiries after health).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) I can answer questions about my personal life (e.g. my family, occupation or where I come from).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) I can buy basic goods and services (e.g. food, refreshments or tickets).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) I can ask for basic information about everyday things (e.g. dates and times, or where people, places or things are).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) I can ask for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Speaking with Other People A2 At this level my conversations use familiar phrases and sentences. My conversation partner must take the lead in extended dialogues.	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can take part in a short dialogue about my personal life, e.g. my family, occupation or where I come from.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) I can exchange simple information about my current work or studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) I can buy basic goods and services (e.g. food, refreshments or tickets) and deal with complications if they are explained slowly and clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) I can ask for basic information about everyday things (e.g. dates and times, or where people, places or things are) and check or get further information by using simple questions or requests for repetition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) I can give basic information about everyday things (e.g. dates and times, or where people, places or things are) and respond to simple questions or requests for repetition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Self-assessment and setting priorities

Descriptors for Speaking with Other People at all levels

Read the skill descriptors (a) to (e) and then read the three I can do... statements. For each skill tick the clear box that best describes your performance for each task. This is your own self-assessment.

Your teacher or mentor will tick a shaded box to agree with you or to suggest a different level.

Choose your priority for further learning in the last column.

Speaking with Other People B1	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
My conversations use a suitable selection of words, grammar and types of sentences which I vary to suit the occasion, expressing my point of view or opinion on topics of interest. In conversation or discussion I may describe and understand past experiences, give an account of events, or express future hopes, plans or intentions.							
(a) I can carry on a simple conversation, giving personal information and expressing my opinion.							
(b) I can talk about my work or studies, and express my opinion.							
(c) I can buy basic goods and services (e.g. food, refreshments or tickets) and deal with unpredictable situations (e.g. choice, price or lack of availability).							
(d) I can ask for information about everyday things (e.g. dates and times, or where people, places or things are) and get further information by asking follow-up questions.							
(e) I can give information about everyday things (e.g. dates and times, or where people, places or things are) and respond to follow-up questions.							

Speaking with Other People B2	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
If conversations include more than one other speaker, I may need to check who is speaking or see the speaker's face clearly. Conversations or discussions may include explanations of cause and effect, justification for my opinions, or include speculation about what might happen or what might have happened. References to refer to songs, myths, novels, poetry or plays can be made freely.							
(a) I can understand and respond to body language (e.g. gestures and facial expression) even if these are different from those in my culture.							
(b) I can usually make myself understood if I do not know the exact expression by improvising and adapting what I do know.							
(c) I can hold free-flowing conversations on personal or family topics, responding to questions and explaining future hopes and plans.							
(d) I can hold free-flowing conversations about work and employment, including past employment or study and giving explanations.							
(e) I can hold free-flowing conversations on topics of current interest (e.g. sport, politics, the news), justifying my opinions and questioning others.							

Self-assessment and setting priorities

Descriptors for Speaking with Other People at all levels

Read the skill descriptors (a) to (e) and then read the three I can do... statements. For each skill tick the clear box that best describes your performance for each task. This is your own self-assessment.
Your teacher or mentor will tick a shaded box to agree with you or to suggest a different level.
Choose your priority for further learning in the last column.

Speaking with Other People C1 At this level, my conversation is fluent, but I will probably need to check meanings in less familiar topics. To make my dialogues easy to understand, my use of language includes improvisation or re-statements, as well as appropriate reference to the cultural heritage.	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can understand discussions and lines of argument, respond to them, and develop my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) I can recognise, understand and respond appropriately to nuances, subtle inferences, and non-verbal signals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) I can take a full part in wide-ranging social conversations with individuals or in small groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) I can take a full part in conversations about work, employment and study, using specialist terminology as necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) I can take a full part in conversations and formal discussions on a wide range of topics (e.g. current affairs, scientific developments, the arts, and sport) using specialist terminology as necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Speaking with Other People C2 My conversations and discussions cover the same range of activities and topics that I am used to in my own language. Where appropriate this includes the use of idiomatic expressions, colloquialisms, subtle inferences and non-verbal communication, and meets the cultural expectations of my listeners.	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can improvise, re-state what I say, or adapt my language so quickly and easily that this may go unnoticed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) I can take a full part in discussions with large groups, perhaps needing to be sure who is speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) I can take a full part in wide-ranging conversations with individuals or in small groups covering almost any topic and drawing on a wide range of specialist or unusual language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) I can manage discussions and meetings to achieve the outcomes I wish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) I can operate as effectively as I can when I speak my own language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Self-assessment and setting priorities

Descriptors for Making Announcements and Speeches at all levels

Read the skill descriptors (a) to (e) and then read the three I can do... statements. For each skill tick the clear box that best describes your performance for each task. This is your own self-assessment.

Your teacher or mentor will tick a shaded box to agree with you or to suggest a different level.

Choose your priority for further learning in the last column.

Making Announcements and Speeches A2 For these tasks, presentations use a series of simple sentences, mainly to describe my experiences or actual events.	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can give a short description of myself and friends or family (e.g. I work in an office with my wife. My daughter is at school, and she likes sport a lot. She is a good swimmer).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) I can describe my work (e.g. In my job I visit many countries. I come here three times every year. I work in the finance department of a company in Liverpool).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) I can make a short speech using set phrases which suit the culture (e.g. to welcome, thank or congratulate friends or colleagues).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) I can make short announcements to give instructions, such as agenda items, or seating arrangements, or travel times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) I can leave telephone messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Making Announcements and Speeches B1 My presentations use a suitable selection of words, grammar and types of sentences to express my point of view or opinion on topics of interest. When I speak, I show awareness of the culture and customs of my listeners.	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can explain my work or a pastime and the reasons why I enjoy it (e.g. My favourite pastime is bird-watching and my wife has just given me binoculars for my birthday).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) I can present my work (or family) and talk about my hopes, plans or intentions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) I can describe a job or a hobby I used to have and explain why I stopped.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) I can re-tell the story of a book or a film, or events which happened to me or a friend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) I can make a short speech about a friend or colleague, using notes if required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Self-assessment and setting priorities

Descriptors for Making Announcements and Speeches at all levels

Read the skill descriptors (a) to (e) and then read the three I can do... statements. For each skill tick the clear box that best describes your performance for each task. This is your own self-assessment.

Your teacher or mentor will tick a shaded box to agree with you or to suggest a different level.

Choose your priority for further learning in the last column.

<p>Making Announcements and Speeches B2</p> <p>Presentations or speeches are quite detailed. They may include explanations of cause and effect, justification for my opinions, or include speculation about what might happen or what might have happened. In all cases, specific terms need to be checked. My speeches might refer freely to matters of cultural interest to my listeners.</p>	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can present myself (e.g. at an interview) and talk about my career to date and my plans for the future.							
(b) I can talk for a few minutes about a friend or famous person and his or her achievements (e.g. politician, sport or music celebrity).							
(c) I can describe a job or a hobby I used to have and explain why I stopped.							
(d) I can make speeches which are culturally appropriate and related to work, friends, family or leisure activities.							
(e) I can express my views on a topical issue or item of interest, presenting opinions and discussing options (e.g. global warming, technological innovation).							

<p>Making Announcements and Speeches C1</p> <p>At this level, my presentations and speeches on a wide range of topics are fluent, but I will probably need to prepare specialist words in less familiar topics. To make my presentations easy to understand, my use of language includes improvisation or re-statements, as well as appropriate reference to the cultural heritage.</p>	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can present myself (or a colleague) as a candidate for a job or an election, and explain in detail why I believe that I (or my colleague) would be a good choice.							
(b) I can draw on my experience to explain difficulties that my colleagues or I face in our work or education (e.g. what careers are on offer, coping with extra work loads).							
(c) I can make formal presentations about my work and employment, taking questions from the audience if appropriate.							
(d) I can summarise or review a book, film or play, giving reasons for what I think about it.							
(e) I can present a case for and against a variety of political, cultural, religious or moral issues, describing past and contemporary problems and benefits and making reasoned proposals for the future.							

Self-assessment and setting priorities

Descriptors for Making Announcements and Speeches at all levels

Read the skill descriptors (a) to (e) and then read the three I can do... statements. For each skill tick the clear box that best describes your performance for each task. This is your own self-assessment.

Your teacher or mentor will tick a shaded box to agree with you or to suggest a different level.

Choose your priority for further learning in the last column.

<p>Making Announcements and Speeches C2</p> <p>My presentations and speeches cover the same range of activities and topics that I am used to in my own language. Where appropriate my speech includes the use of idiomatic expressions, colloquialisms, subtle inferences and non-verbal communication, and meets the cultural expectations of my listeners.</p>	I can do this a little		I can do this fairly well		I can do this really well		<p>My priority for this task is...</p> <p>0 = none 1 = low 5 = high</p>
(a) I can describe my life experiences at length, choosing the way I express myself (e.g. by using humour, cultural allusions) to make my presentation as interesting as possible.							
(b) I can summarise a major social or political event that affects my nation or culture, express my opinions with reasons, and draw comparisons with the nation and culture of my audience.							
(c) I can explain effectively the challenges and opportunities facing the professional or business sector of my community, outlining appropriate ways forward.							
(d) I can discuss theatre, art or literature from the culture of the audience, showing my understanding of its context and its impact on me.							
(e) I can answer questions from an audience, showing that I have grasped what is important to the questioner and demonstrate my understanding in my reply.							

Understanding What People Say

Understanding What People Say at any level

If I am deaf or have problems hearing what is said in this language, I use a variety of ways of helping myself, including the following:

- let people know that I have a hearing loss (deaf or hard of hearing)
- ask speakers to help me by speaking more clearly, or by lowering their voice if they are shouting, or by allowing me to see their face.
- try to understand what is being said by speech-reading: that is, visually interpreting facial movements (eyebrows, mouth, lips) and body language (e.g. shrugs, hand movements)
- combine these ways of understanding with information provided by the context, language, and any residual hearing
- ask for repetition from the speaker (e.g. a sales assistant)
- ask for repetition from another listener (e.g. for public announcements)
- ask the hearing speaker to spell the word or phrase
- use aids available to anyone (e.g. volume control, amplifiers)
- use my own equipment (e.g. hearing aids, cochlear implant/s, induction loop)
- transfer my lip-reading skills, if any, to the new situation

Everyday noise (e.g. traffic, restaurant clatter, crowds) can sometimes make hearing very difficult. Difficulty in hearing on certain occasions is not because of a lack of ability by me, but a temporary lack of suitable conditions preventing me from using my ability.

Self-assessment and setting priorities

Read the skill descriptors (a) to (e) and then read the three I can do... statements. For each skill tick the clear box that best describes your performance for each task. This is your own self-assessment. Your teacher or mentor will tick a shaded box to agree with you or to suggest a different level. Choose your priority for further learning in the last column.

Understanding What People Say A1 At this level my comprehension depends on what is said being routine, using familiar words and phrases in a straightforward way. Conversations must be short and simple and the topics are usually predictable and quite limited. Repetition may be necessary for me to understand.	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can identify what a conversation or announcement is about from key words or common phrases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) I can understand what is said about my family, friends and colleagues if the topics are well known to me (e.g. ages, place of work, favourite holiday place).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) I can understand simple remarks about work and places (e.g. products, destinations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) I can understand key words in short texts (e.g. radio or TV news headlines, travel information)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) I can follow simple instructions (e.g. directions, where to find something, how to use something).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Self-assessment and setting priorities

Descriptors for Understanding What People Say

Read the skill descriptors (a) to (e) and then read the three I can do... statements. For each skill tick the clear box that best describes your performance for each task. This is your own self-assessment.
Your teacher or mentor will tick a shaded box to agree with you or to suggest a different level.
Choose your priority for further learning in the last column.

Understanding What People Say A2	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
Conversations are simple and cover a range of familiar topics, including past events and future plans, as well as references to popular culture such as singers or television shows. Announcements or news items are factual and straightforward. They may have to be repeated to me for me to understand them.							
(a) I can understand conversations about personal and family matters covering a range of topics.							
(b) I can understand someone giving a simple description of their job or studies.							
(c) I can follow directions to a nearby place, though I may have to ask again.							
(d) I can understand public announcements (for example, in a station, airport or department store), but I might need someone to repeat the announcement to me.							
(e) I can understand short dialogues or commentaries from film or television, but I might need to see the speaker's face or have someone repeat what is said for me.							

Understanding What People Say B1	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
Conversations can cover many familiar topics, while discussions between several people (live, on television or on radio) need to be straightforward for me to understand them. Speakers can use a selection of words, grammar and types of sentences to express different points of view and opinions on topics of interest.							
(a) I can understand detailed personal and family information and descriptions of people's job or studies.							
(b) I can understand descriptions of where people live, including advantages and disadvantages.							
(c) I can follow instructions (for example, how to prepare a meal, how to work a machine).							
(d) I can follow drama or documentaries on radio, film or television.							
(e) I can understand the main points of the news items on radio, film or television.							

Self-assessment and setting priorities

Descriptors for Understanding What People Say

Read the skill descriptors (a) to (e) and then read the three I can do... statements. For each skill tick the clear box that best describes your performance for each task. This is your own self-assessment.

Your teacher or mentor will tick a shaded box to agree with you or to suggest a different level.

Choose your priority for further learning in the last column.

Understanding What People Say B2 Speakers can cover a wide range of topics, using language which may be complicated. At times I will need further explanation of certain phrases or specialist terms to help my understanding.	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can understand extended conversations in which information, opinions or arguments are exchanged about personal or work matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) I can understand people talking about difficulties at work, such as speculation about causes of mechanical or electronic malfunctions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) I can follow discussions about local or national issues in which there is a rapid exchange of views.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) I can understand someone explaining how to deal with a problem if it is in an area familiar to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) I can understand dialogues or commentaries on film or television in which different views and opinions of a familiar issue are presented or debated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Understanding What People Say C1 At this level, my understanding of a wide range of topics is very good, but I will probably need to check unfamiliar phrases or specialist words. The use of humour or irony and references to the cultural heritage are usually familiar to me.	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can understand wide-ranging conversations and discussions, live or on radio or television.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) I can understand the details of professional or technical matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) I can understand and appreciate the use of humour or irony which would be readily appreciated by most native speakers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) I can follow advice about dealing with specific problems (e.g. health, taxation, travel arrangements) and the reasons given for taking various courses of action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) I can understand dialogues or commentaries on film or television in which the pros and cons of specialised issues are presented or debated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Self-assessment and setting priorities

Descriptors for Understanding What People Say

Read the skill descriptors (a) to (e) and then read the three I can do... statements. For each skill tick the clear box that best describes your performance for each task. This is your own self-assessment. Your teacher or mentor will tick a shaded box to agree with you or to suggest a different level. Choose your priority for further learning in the last column.

Understanding What People Say C2 Any topic may be talked about using a wide range of language. My understanding will be very similar to my understanding of the same material in my own language, with cultural differences as appropriate, but on occasions I may need to see the speakers' faces.	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is... 0 = none 1 = low 5 = high
(a) I can understand an extended conversation on any topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) I can understand when someone talks about any professional or technical matter including highly specific vocabulary and references.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) I can understand and appreciate such features as humour, irony and allusions that might be missed by some native speakers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) I can understand complex arguments and advice on how to deal with specific issues over a wide range of topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) I can understand dialogues or commentaries on film or television on a wide range of topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	