

# *Tempo and the European Language Portfolio*

Chris Barker

# What is the ELP?

- 1 The Language Passport
- 2 The Language Biography
- 3 The Dossier

# 1 The Language Passport



- describes language competence in terms of the Common European Framework of Reference (CEFR) levels
- records formal qualifications and intercultural learning experiences
- allows for self- and teacher-assessment

# CEFR levels

- Basic user: A1, A2  
*(Breakthrough, Waystage)*
- Independent user: B1, B2  
*(Threshold, Vantage)*
- Proficient user: C1, C2  
*(Effective Operational Proficiency, Mastery)*

# LISTENING

Tick when  you can do these things.

Breakthrough			
<b>A1</b>	<b>I can understand familiar words and very basic phrases when people speak slowly and clearly</b>	 <small>COUNCIL OF EUROPE    CONSEIL DE L'EUROPE</small> <b>European Language Portfolio</b> <small>Portfolio européen des langues</small>	
<b>Grade 1</b>	I can understand a few familiar spoken words and phrases <i>e.g. the teacher's instructions, a few words and phrases in a song or a rhyme, days of the week, colours or numbers ...</i>		
<b>Grade 2</b>	I can understand a range of familiar spoken phrases <i>e.g. basic phrases concerning myself, my family and school ...</i>		
<b>Grade 3</b>	I can understand the main point(s) from a short spoken passage <i>e.g. a short rhyme or song, a telephone message, announcement or weather forecast ...</i>		

# Preliminary

## A2

I can understand phrases and high frequency words relating to basic personal and everyday matters and the main points in short, clear, simple messages and announcements



**Grade 4**



I can understand the main points and some of the detail from a short spoken passage  
*e.g. sentences describing what people are wearing, what they are doing, an announcement or message ...*

**Grade 5**


I can understand the main points and simple opinions (e.g. likes and dislikes) of a longer spoken passage  
*e.g. children talking about their likes and dislikes; descriptions of people and what they are wearing ...*

**Grade 6**

I can understand spoken passages referring to past or future events  
*e.g. someone giving details of what he or she did on holiday or at the weekend; a telephone conversation arranging to meet someone; a conversation in which people talk about what they are going to do at the weekend ...*

# SPEAKING AND TALKING TO SOMEONE

Tick when you can do these things.

Breakthrough		
<b>A1</b>	I can use simple phrases and sentences and I can also talk someone in a simple way, asking and answering questions	 <small>COUNCIL OF EUROPE / CONSEIL DE L'EUROPE</small> <small>European Language Portfolio</small> <small>Portfolio européen des langues</small>
<b>Grade 1</b>	I can say/repeat a few words and short simple phrases <i>e.g. what the weather is like; greeting someone; naming classroom objects ...</i>	
<b>Grade 2</b>	I can answer simple questions and give basic information <i>e.g. about the weather; where I live; whether I have brothers or sisters, or a pet ...</i>	
<b>Grade 3</b>	I can ask and answer simple questions and talk about my interests <i>e.g. taking part in an interview about my area and interests; a survey about pets or favourite foods; talking to a friend about what we like to do and wear ...</i>	

## Preliminary

**A2**

I can give a short prepared talk, e.g. describe a picture or people, my school, my home, and take part in a simple conversation on familiar topics



**Grade 4**



I can take part in a simple conversation and I can express my opinions  
*e.g. discussing a picture with a partner, describing colours, shapes and saying whether I like it or not; asking for and giving directions; discussing houses, pets, food ...*

**Grade 5**

I can give a short prepared talk, on a topic of my choice, including expressing my opinions  
*e.g. talking on a familiar subject; describing a picture or part of a story; making a presentation to the class ...*

**Grade 6**

I can give a short prepared talk, on a topic of my choice, expressing opinions and answering simple questions about it  
*e.g. talking about my classroom and school, asking and answering questions on my favourite sport or a story ...*



## 2 The Language Biography

- enables learners to plan and assess their learning
- gives learners a chance to state what they can do

## 3 The Dossier

- offers learners the opportunity to select written work (including projects) and recorded materials (audio, video) to illustrate their achievements

# MY LANGUAGE PORTFOLIO

Name \_\_\_\_\_

School \_\_\_\_\_

\_\_\_\_\_

# My language passport

I know these languages well



I'm learning these languages



I speak \_\_\_\_\_ at home.

With my friends and family,  
I sometimes speak \_\_\_\_\_.



# My language biography

Complete this page after Module 0

Tick (✓) the things you can do.

I can greet people.

I can count from 1 to 20.

I can say the days of the week.

I can say the alphabet.

I can introduce myself.

I can ask about people's ages.

I can name the colours.

I can name ten classroom objects.





# My language biography

## Reading

Module	I can	Me	My teacher	Level
1	<ul style="list-style-type: none"> <li>understand a school timetable <i>Maths, Science, PE, DT</i></li> </ul>			A1
	<ul style="list-style-type: none"> <li>understand basic information about people <i>I'm twelve and I'm Polish. I live in Tyniec, near Krakow.</i></li> </ul>			A1
2	<ul style="list-style-type: none"> <li>understand the time <i>It's quarter past nine.</i></li> </ul>			A1
	<ul style="list-style-type: none"> <li>understand birthday messages <i>Happy birthday, Tom. Lots of love from Mum, Dad and Grandma.</i> <i>There's a surprise in the garden, but you can't go and live in it!</i></li> </ul>			A1
3	<ul style="list-style-type: none"> <li>understand sentences about sports activities <i>I play baseball but I don't play basketball.</i></li> </ul>			A1
	<ul style="list-style-type: none"> <li>understand a survey about habitual activities <i>What time do you go to bed on school nights?</i> <i>I usually go before 10 p.m.</i> <i>I usually go after 10 p.m.</i></li> </ul>			A1
4	<ul style="list-style-type: none"> <li>understand a quiz about animals <i>Which bird can swim but can't fly? A penguin.</i></li> </ul>			A1
	<ul style="list-style-type: none"> <li>understand tourist information about a city <i>The studios are next to the Museum of Science and Industry.</i></li> </ul>			A1
5	<ul style="list-style-type: none"> <li>understand a description of a typical day <i>My mother and father both work. Mum cooks and cleans. Dad is a chauffeur.</i></li> </ul>			A2

# The Dossier

- How would you introduce the idea of the dossier to your students?
- What would a good dossier contain?



**Name**

**Age**

**Nationality**

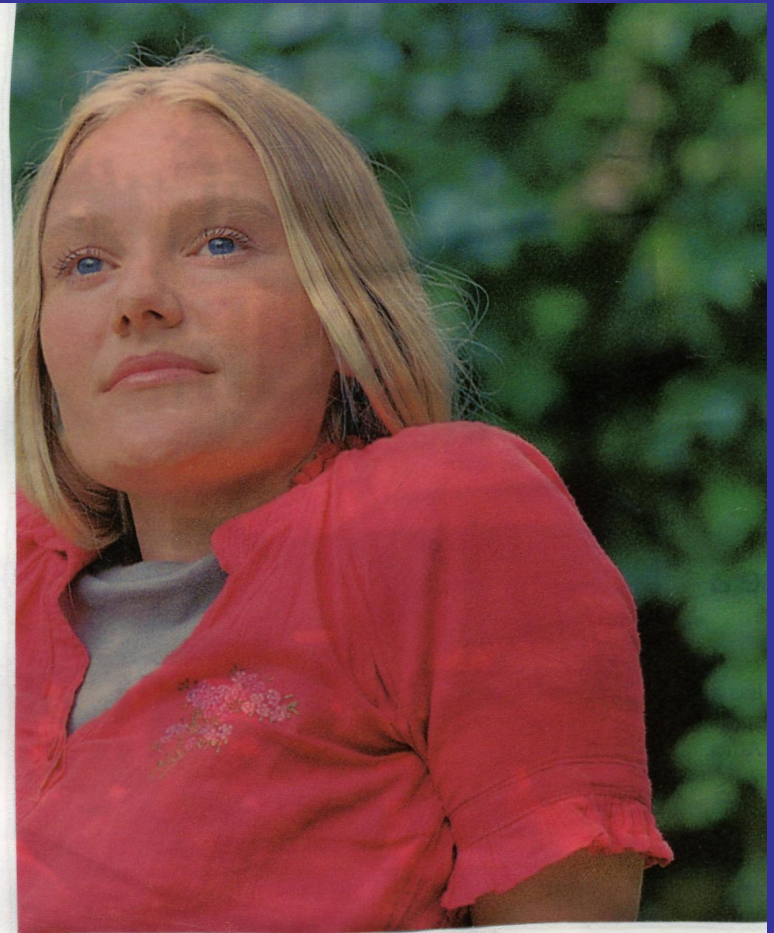
**Family**

**Pets**

**Hobbies and sports**

**Favourite colour**

**Favourite music**



*Tempo*

## Daily activities

1 Listen and repeat. 

a I get up at 7 o'clock.



b I have a shower.



c I have breakfast.



d I brush my teeth.



e I go to school.



f I have lunch.



g I get home.



h I do my homework.



i I watch TV.



j I visit my friends.



k I have dinner.



l I go to bed.



m I listen to music.



n I play sport.



o I tidy my room.



p I take the dog for a walk.



q I stay in bed.



r I go to the shops.



s I go out with friends.



t I help at home.

## 2 Tick (✓) the things you do every day.

3 Put a star (★) next to the things you do *only* at the weekend.

# I'm never late for school!

- Present simple for daily activities
- Adverbs of frequency: *always, usually, often, sometimes, never*
- Questions with *ever*
- Talking about daily activities
- Talking about frequency

Read

- 1 Read Nick's homework and tick (✓) the activities he mentions.

**Homework**

What time do you get up?  
 Are you ever late for school?  
 Do you ever help at home at the weekend?  
 Write about your daily life.  
 (100 words)

## A Day in My Life

I get up at 6.30. I usually have a shower.  
 I have breakfast. I always brush my teeth after breakfast. I usually walk to school. I'm never late. I'm usually the first to arrive.  
 School's great! We have lunch at 1 o'clock. It's always delicious.  
 When I get home, I sometimes take the dog for a walk. On school days I never go out with friends. I stay in and do my homework.  
 At the weekend I often help at home.

Nick Mortimer



















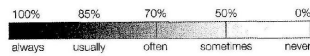




## Grammar focus



### Adverbs of frequency



... with the verb be  
I'm **never** late for school.

... with other verbs  
I **sometimes** take the dog for a walk.

Does the adverb of frequency go before or after the verb be? .....

Does the adverb of frequency go before or after the other verbs? .....

### Grammar practice

#### 2 Look at Nick's homework and find:

- a sentences with the verb be and adverbs of frequency
- b sentences with other verbs and adverbs of frequency

#### 3 Listen

#### 3 Listen to Nick's sister and mum talking about his homework. Tick True (T) or False (F).

	T	F
1 Nick gets up at 6.30.		✓
2 He usually has a shower.		
3 He has breakfast.		
4 He usually walks to school.		
5 Nick's never late for school.		
6 He has lunch at 1 o'clock.		
7 School lunches are always delicious.		
8 He sometimes takes the dog for a walk.		
9 On school days, he never goes out with friends. He stays in and does his homework.		
10 At the weekend, Nick often helps at home.		

#### 4 Rewrite the sentences putting the adverbs in the correct position.

- 1 I get up at about 7.00. usually  
I **usually** get up at about 7.00....
- 2 I have a shower before breakfast. usually
- 3 I go to school by bus. sometimes
- 4 I'm late for school. never
- 5 I have lunch at school. always
- 6 I get home at 3.30. usually
- 7 I go out with friends after school. often
- 8 I tidy my room at the weekend. often
- 9 I'm bored at the weekend. sometimes
- 10 I stay in bed on Saturday morning. never

### Write and speak

#### 5a Now write the sentences again so they are true for you.

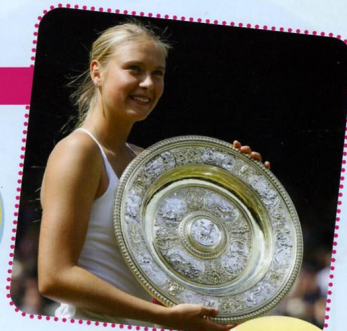
I **always** get up at about 6.45....

#### 5b Tell your partner about your routine. Your partner has to complete the chart.

	always	usually	often	sometimes	never
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

# Sports profile

**Maria Sharapova**



**Read and listen**

**12a** Match the questions to the answers.

1 b

Who is Maria Sharapova

2 a

Where does she live?

3 c

Which sport does she play?

4 e

Where does she play?

5 d

Why does she like Wimbledon?

6 f

What does she do in her free time?

- a She plays tennis.
- b Maria Sharapova is a sports star.
- c She's from Nyagan, in Russia, but she doesn't live there now. She lives in Florida, in the USA.
- d She reads. She watches TV. She listens to music, she sings and she does jazz dance.
- e She plays in tournaments all over the world. She goes to London in June every year and plays in the Wimbledon championships. She likes Wimbledon.
- f Because she plays well on grass.

**12b** Now listen and check.

**Extra!**

**13** Work with a partner. Talk about what your partner does in his/her free time.

Luke watches TV. He .....

**Pronunciation**

/s/ /z/ /z/

**14** Listen and repeat.

/s/	/z/	/z/
likes	dogs	watches
sports	goes	kisses
collects	is	
thanks	plays	
	does	

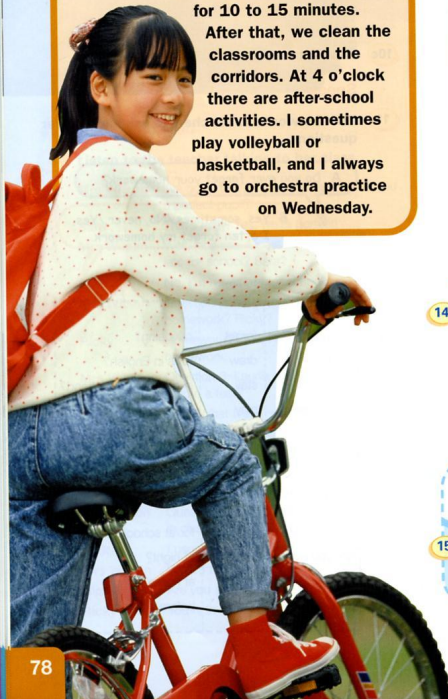
## Portfolio

**15** Write an article for a magazine. Go to page 132.

## Read

- 12 Read about Emma Kai.

**Hello!** I'm Emma. I live in Tokyo, in Japan. I get up at 7 o'clock. I have breakfast. I cycle to school. It takes a quarter of an hour. School in Japan usually starts at 8.30. We have four lessons before lunch and two after lunch. There's a 15-minute break between the third and fourth lessons. We have 40 minutes for lunch. I always take a packed lunch. School finishes at 3 o'clock. Then we have tutor group time, when our teacher talks to us for 10 to 15 minutes. After that, we clean the classrooms and the corridors. At 4 o'clock there are after-school activities. I sometimes play volleyball or basketball, and I always go to orchestra practice on Wednesday.



## Comprehension

- 13 Complete the chart.

Name:	Emma Kai
Hometown:	
School starts at:	
Number of lessons in the day:	
Lunch:	
School finishes at:	
At 3.00:	
At 3.15:	
At 4.00:	
After-school activities:	

## Extra!

- 14 Look again at Nick's homework on page 74 and write about your day.

I usually get up at:.....

## Portfolio

- 15 Find information about your favourite star's typical day. Go to page 133.

# Useful websites

- [www.nacell.org.uk](http://www.nacell.org.uk) (□ 'Resources' □ 'Junior European Language Portfolio' for a free download)
- [www.coe.int/portfolio](http://www.coe.int/portfolio) for information about the Portfolio and examples of accredited Portfolios



# How to learn a language

*Guy Browning, Guardian, 03/12/05*

'Hello'

'Please'

'Excuse me'

'Thank you'

'I've lost my passport'

# How to learn a language

In Chinese, they have 19 tones, three of which are sarcastic, so it's a great language to learn if you want to be sarcastic with a billion other people.

# How to learn a language

Finding a native speaker who will talk to you is a big help. A native speaker means someone who speaks the language very, very fast and who hasn't yet learned to speak the language as clearly as you have. Make sure this person likes you, otherwise they will speed up rather than slow down.

# How to learn a language

Remember, the natives will always appreciate you making an effort to speak their language - and giving them hours of amusement.