

INHALTSÜBERSICHT MODUL 0

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1. ASSESSMENT TOOL FOR INTERCULTURAL LANGUAGE LEARNING

TO DO

1. ASSESSMENT TOOL FOR INTERCULTURAL LANGUAGE LEARNING¹

	++	+	0	-
1. Everyday activities and traditions				
I am familiar with everyday topics, like family, school, job, sport, music, film, media, holidays, festivals, traditions of one or more countries where English is used.				
I know about differences and similarities in everyday situations between my own country and countries where English is used.				
I can express myself on topics of personal interest like education and family, as well as social and cultural issues in my own country and compare them to countries where English is used.				
2. Social conventions				
I am aware of polite ways of behaving in everyday situations concerning meals, dress code and taboos etc. in countries where English is used.				
I am aware of basic features of religion, tradition, national identity and minorities of one or more countries where English is used.				
I can compare the culture of the foreign country to my own country, and express a personal standpoint.				
I can appreciate and enjoy the culture of the foreign country and benefit from it.				
4. Verbal communication				
I can greet other people in English in formal as well as informal situations.				
I can express myself properly in English when it is necessary to be polite, friendly or caring.				
I can apologise in English when I have made a mistake.				
5. Non-verbal communication				
I am aware of how facial expressions and body language can facilitate my understanding of everyday situations in countries where English is used.				
I can understand humour in English and can use humour to improve communication.				

KOPIERVORLAGE

¹ Adapted from: A. Hasselgreen / European Centre for Modern Languages: Bergen 'Can do' project, 2003, S. 52f.

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ZIEL: Lernstands- und Erfolgskontrolle

GERR: Interkulturelle Fertigkeiten umfassen

- die Fähigkeit, die Ausgangskultur und die fremde Kultur miteinander in Beziehung zu setzen;
- kulturelle Sensibilität und die Fähigkeit, eine Reihe verschiedener Strategien für den Kontakt mit Angehörigen anderer Kulturen zu identifizieren und zu verwenden;
- die Fähigkeit, als kultureller Mittler zwischen der eigenen und der fremden Kultur zu agieren und wirksam mit interkulturellen Missverständnissen und Konfliktsituationen umzugehen;
- die Fähigkeit, stereotype Beziehungen zu überwinden. (S. 106)

METHODE:

Dieses Formular sollte zu Beginn und erneut kurz vor Schluss des Seminafachs von den Schüler/innen ausgefüllt werden. Es empfiehlt sich, für die Eintragungen jeweils unterschiedliche Farben zu verwenden. Das Formular dient ausschließlich zur Selbsteinschätzung, es sollte daher in den Schülerunterlagen bleiben und der Lehrkraft nicht ausgehändigt werden.

1. ASSESSMENT TOOL FOR INTERCULTURAL LANGUAGE LEARNING¹

1. Everyday activities and traditions	++	+	0	-
I am familiar with everyday topics, like family, school, job, sport, music, film, media, holidays, festivals, traditions of one or more countries where English is used.				
I know about differences and similarities in everyday situations between my own country and countries where English is used.				
I can express myself on topics of personal interest like education and family, as well as social and cultural issues in my own country and compare them to countries where English is used.				
2. Social conventions	++	+	0	-
I am aware of polite ways of behaving in everyday situations concerning meals, dress code and taboos etc. in countries where English is used.				
I can show politeness and hospitality in meeting people from countries where English is used.				
I have learned more about myself and my country when meeting people from countries where English is used.				
3. Values, beliefs and attitudes	++	+	0	-
I am aware of basic features of religion, tradition, national identity and minorities of one or more countries where English is used.				
I can compare the culture of the foreign country to my own country's and express a personal standpoint.				
I can appreciate and enjoy the culture of the foreign country and benefit from it.				
4. Verbal communication	++	+	0	-
I can greet other people in English in formal as well as informal situations.				
I can express myself properly in English when it is necessary to be polite, friendly or caring.				
I can apologise in English when I have made a mistake.				
5. Non-verbal communication	++	+	0	-
I am aware of how facial expressions and body language can facilitate my understanding of everyday situations in countries where English is used.				
I can understand humour in English and can use humour to improve communication.				

¹ Adapted from: A. Hasselgreen / European Centre for Modern Languages: Bergen 'Can do' project. 2003, S. 52f.

2. PERSONAL DATA BASE

TO DO

2. PERSONAL DATA BASE

Complete your personal data base with English words and expressions that you find useful.

Transition										
Opposite										
Model sentences										
Useful words and expressions										

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KOPIERVORLAGE

ZIEL: Eigenständiges Lernen

Empfehlungen und Handreichungen für das Seminarfach in der Hauptphase der Gymnasialen Oberstufe Saar. Dezember 2007: „Von Seiten der Schüler wird eine aktive Mitgestaltung des Unterrichts erwartet. Dies zeigt sich in selbständigem und eigenverantwortlichem Agieren innerhalb des Lernprozesses. Darüber hinaus sollen die Schülerinnen und Schüler Bereitschaft zeigen, konstruktiv in einem Team zu arbeiten, und sie sollen die Fähigkeit entwickeln, ihre eigenen Lernprozesse zu reflektieren.“ (S. 11)

METHODE:

Mit Hilfe dieses Formulars bzw. entsprechenden selbst gestalteten Blättern sollen die S ermutigt werden, neue Vokabeln, Strukturen, Redewendungen usw., die während des Unterrichts auftreten, selbständig zu erfassen und in ihrer „Persönlichen Datenbank“ zu speichern. Wenn möglich, sollten in Abständen von ca. 2 Wochen den S jeweils 2 bis 3 neue Kopien des Formulars ausgehändigt werden. Dies dient zur Erinnerung und kann ggf. zur Klärung einzelner Fragen durch L genutzt werden.

2. PERSONAL DATA BASE

Complete your personal data base with English words and expressions that you find useful.

Translation										
Similar or opposite										
Model sentences										
Useful words and expressions										

3. SCORE CARD

3. SCORE CARD

Student _____ Class _____

Date	Points (+1, +2, +3 / -1)	Referee's signature
TOTAL:		

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KOPIERVORLAGE

ZIEL: Eigenständiges Lernen

Empfehlungen und Handreichungen für das Seminarfach in der Hauptphase der Gymnasialen Oberstufe Saar. Dezember 2007: „Von Seiten der Schüler wird eine aktive Mitgestaltung des Unterrichts erwartet. Dies zeigt sich in selbständigem und eigenverantwortlichem Agieren innerhalb des Lernprozesses. Darüber hinaus sollen die Schülerinnen und Schüler Bereitschaft zeigen, konstruktiv in einem Team zu arbeiten, und sie sollen die Fähigkeit entwickeln, ihre eigenen Lernprozesse zu reflektieren.“ (S. 11)

METHODE:

Jede/r S erhält eine Kopie dieses Formulars als persönliche Punktekarte ausgehändigt. Bei allen Übungen mit spielerischem und Wettbewerbs-Charakter (z.B. TRIADE) wird die zu erreichende Punktzahl von L vorab mitgeteilt: z.B. 1 bis 3 Pluspunkte, bzw. 1 Minuspunkt bei Verwendung von Deutsch. Die S arbeiten in Dreiergruppen: 2 S kommunizieren miteinander, 1 S ist „Spielleiter/in“. Der/die „Spielleiter/in“ attestiert den „Mitspielern/ Mitspielerinnen“ auf ihren „Score Cards“ die jeweils erreichte Punktzahl.

Nach einem oder zwei Monaten kann Zwischenbilanz zum aktuellen Punktestand gezogen werden, ggf. werden kleinere „Prämien“ verteilt.

3. SCORE CARD

Student _____

Class _____

Date	Points (+1, +2, +3 / -1)	Referee's signature

TOTAL:

4. COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: GLOBAL SCALES

TO DO

4. COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: GLOBAL SCALES (A)

✂	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
✂	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of original patterns, connectors and cohesive devices.
✂	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a
✂	encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
✂	Can understand sentences and frequently used expressions related to areas most immediate relevance (e.g. very basic personal and familiar information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
✂	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

KOPIERVORLAGE

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ZIEL: Sicherheit in der Selbst- und Partner-Einschätzung anhand von Deskriptoren des GERR.

Empfehlungen und Handreichungen für das Seminarfach in der Hauptphase der Gymnasialen Oberstufe Saar. Dezember 2007: „Von Seiten der Schüler wird eine aktive Mitgestaltung des Unterrichts erwartet. Dies zeigt sich in selbständigem und eigenverantwortlichem Agieren innerhalb des Lernprozesses. Darüber hinaus sollen die Schülerinnen und Schüler Bereitschaft zeigen, konstruktiv in einem Team zu arbeiten, und sie sollen die Fähigkeit entwickeln, ihre eigenen Lernprozesse zu reflektieren.“ (S. 11)

METHODE:

- Blatt A wird in Streifen geschnitten; je ein Satz wird an S ausgehändigt.
- Input: Die 6 Niveaustufen des GERR/Sinn der Standardisierung/Funktion der Deskriptoren.
- Einzelarbeit: Die S bringen die Deskriptoren

in die richtige Reihenfolge (A1 bis C2).

- Abgleich der Ergebnisse mit Blatt B
- evtl. Beispiele mündlicher Produktion auf Video, Erläuterung der Niveau-Zuordnung (s.u.)

Die S sollten Sicherheit in der Einschätzung von mündlicher und schriftlicher Sprachkompetenz erreichen; daher empfiehlt es sich, die o. a. Übung mindestens einmal im Laufe des Seminarfachs zu wiederholen. Darüber hinaus können die Video-Aufzeichnungen kalibrierter Sprachproduktion herangezogen werden, die der Europarat zur Verfügung stellt. (s. u.)

Auf der Internetseite von CIEP werden Video-Aufzeichnungen kalibrierter (d. h. von Experten im Konsens bewerteter) Beispiele mündlicher Produktion bereit gestellt, die die Niveaustufen des GERR illustrieren. Auf der gleichen Seite werden darüber hinaus ausführliche Begründungen für die jeweilige Zuordnung zu einer Stufe des GERR zum Herunterladen angeboten. <http://www.ciep.fr/en/books-and-cd-roms-dealing-with-assessment-and-certifications/dvd-spoken-performances-illustrating-the-6-levels-of-the-common-european-framework-of-reference-1/english>

Auch der Europarat hat Video-Aufzeichnungen kalibrierter Beispiele mündlicher Produktion bereitgestellt und bietet dazu zwei DVDs auf seiner Internetseite an: http://www.coe.int/t/dg4/education/elp/elp-reg/CEFR_speaking_EN.asp [letzter Zugriff: 16.12.2015]

4. COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: GLOBAL SCALES (A)

✂		<p>Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</p>
✂		<p>Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of original patterns, connectors and cohesive devices.</p>
✂		<p>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>
✂		<p>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</p>
✂		<p>Can understand sentences and frequently used expressions related to areas most immediate relevance (e. g. very basic personal and familiar information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>
✂		<p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>

4. COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: GLOBAL SCALES (B)

Proficient user	C2	<p>Can understand with ease virtually everything heard or read.</p> <p>Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.</p> <p>Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</p>
	C1	<p>Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of original patterns, connectors and cohesive devices.</p>
Independent use	B2	<p>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</p> <p>Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>
	B1	<p>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</p>
Basic user	A2	<p>Can understand sentences and frequently used expressions related to areas most immediate relevance (e. g. very basic personal and familiar information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>
	A1	<p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>

5. COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEVELS FOR SPOKEN INTERACTION

TO DO

5. COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEVELS FOR SPOKEN INTERACTION (A)²

I can use this language to express all the things I would normally express in my own language. I can join in most lively discussions. I can choose the most suitable way of saying things. I can give a presentation and hardly think about my language. I rarely search for a word or phrase, and am always understood by people who know the language reasonably well – and I more or less always manage to understand them.

✂-----

I can switch over to this language for long periods. I can talk freely and in detail about things that interest me. I can follow discussions about things that are topical and argue for my point of view. I can give a presentation without sticking to a careful plan. Even though I must sometimes search for the best word or phrase, I am nearly always understood by people who know the language well and I normally understand them.

✂-----

I can usually say what I want to. I can help clear up any misunderstandings with the people I talk to, so that we normally understand each other in the end. I can take part in most conversations, if the topic is something I know about. I can talk about abstract things like how music affects me. I can give a presentation.

✂-----

I can give a short planned talk on something I know about well without practising word for word. I can cope with most ordinary situations where I would expect to use this language.

✂-----

I can take part in short conversations about familiar things, if I can get help when I need it. I can talk about things I'm interested in, and about things I do and have done. I can discuss everyday things in a simple way. I can give a short talk on something I know well, if I have practised it word for word.

✂-----

I can use language I've practised to say a bit in a number of ordinary situations. I can talk a little bit about myself and things I know about well. The people I talk to must be patient and willing to help so that we understand each other.

✂-----

I can use and understand some words and phrases I have learnt. I can ask and answer some very usual questions, as long as the other person speaks slowly and clearly and is very helpful.

² Angela Hasselgreen, Bergen 'Can do' project, Council of Europe / European Centre for Modern Languages, 2003

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KOPIERVORLAGE

ZIEL: Sicherheit in der Selbst- und Partner-Einschätzung anhand von Deskriptoren des GERR.

Empfehlungen und Handreichungen für das Seminarfach in der Hauptphase der Gymnasialen Oberstufe Saar, Dezember 2007: „Von Seiten der Schüler wird eine aktive Mitgestaltung des Unterrichts erwartet. Dies zeigt sich in selbständigem und eigenverantwortlichem Agieren innerhalb des Lernprozesses. Darüber hinaus sollen die Schülerinnen und Schüler Bereitschaft zeigen, konstruktiv in einem Team zu arbeiten, und sie sollen die Fähigkeit entwickeln, ihre eigenen Lernprozesse zu reflektieren.“ (S. 11)

METHODE:

Die Deskriptoren des GERR dienen zur Orientierung und zur Einübung der Selbst- und Partnereinschätzung. Je nach Gruppengröße werden mehrere Kopien-Sätze benötigt.

Blatt (a) wird in Streifen geschnitten, je ein Satz wird gemischt an die S ausgehändigt.

- Input: Die 6 Niveaustufen des GERR, Sinn der Standardisierung, Funktion der Deskriptoren.
- Partnerarbeit: Die S bringen die Deskriptoren in die richtige Reihenfolge (A1 bis C2), indem sie die Streifen auf Blatt (b) auflegen.
- Abgleich der Ergebnisse mit Blatt (c)
- Beispiele mündlicher Produktion auf Video, Erläuterung der Niveau-Zuordnung (s.u.)
- Übungen zur Anwendung der Deskriptoren bei der Bewertung mündlicher Sprachproduktion: Anhand von Beispiel-Videos schätzen die S die jeweilige Niveaustufe ein.

Die S sollten Sicherheit in der Einschätzung von mündlicher Sprachkompetenz erreichen; daher empfiehlt es sich, die o.a. Übung mindestens einmal im Laufe des Seminarfachs zu wiederholen. Darüber hinaus sollten die Video-Aufzeichnungen kalibrierter Sprachproduktion herangezogen werden, die der Europarat zur Verfügung stellt. (s.u.)

Auf der Internetseite von CIEP werden Video-Aufzeichnungen kalibrierter (d. h. von Experten im Konsens bewerteter) Beispiele mündlicher Produktion bereit gestellt, die die Niveaustufen des GERR illustrieren. Auf der gleichen Seite werden darüber hinaus ausführliche Begründungen für die jeweilige Zuordnung zu einer Stufe des GERR zum Herunterladen angeboten. <http://www.ciep.fr/en/books-and-cd-roms-dealing-with-assessment-and-certifications/dvd-spoken-performances-illustrating-the-6-levels-of-the-common-european-framework-of-reference-1/english>

Auch der Europarat hat Video-Aufzeichnungen kalibrierter Beispiele mündlicher Produktion bereitgestellt und bietet dazu zwei DVDs auf seiner Internetseite an: http://www.coe.int/t/dg4/education/elp/elp-req/CEFR_speaking_EN.asp [letzter Zugriff: 16.12.2015]

5. COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEVELS FOR SPOKEN INTERACTION (A)²

I can use this language to express all the things I would normally express in my own language. I can join in most lively discussions. I can choose the most suitable way of saying things. I can give a presentation and hardly think about my language. I rarely search for a word or phrase, and am always understood by people who know the language reasonably well – and I more or less always manage to understand them.



I can switch over to this language for long periods. I can talk freely and in detail about things that interest me. I can follow discussions about things that are topical and argue for my point of view. I can give a presentation without sticking to a careful plan. Even though I must sometimes search for the best word or phrase, I am nearly always understood by people who know the language well and I normally understand them.



I can usually say what I want to. I can help clear up any misunderstandings with the people I talk to, so that we normally understand each other in the end. I can take part in most conversations, if the topic is something I know about. I can talk about abstract things like how music affects me. I can give a presentation if it follows a careful plan. I can cope with most situations, even when I would not expect to use this language.



I can usually get people to understand my main points, and can understand the main points of what they say to me with some effort from both sides. I can talk a while with someone who shares my interests. I can give a short planned talk on something I know about well without practising word for word. I can cope with most ordinary situations where I would expect to use this language.



I can take part in short conversations about familiar things, if I can get help when I need it. I can talk about things I'm interested in, and about things I do and have done. I can discuss everyday things in a simple way. I can give a short talk on something I know well, if I have practised it word for word.



I can use language I've practised to say a bit in a number of ordinary situations. I can talk a little bit about myself and things I know about well. The people I talk to must be patient and willing to help so that we understand each other.



I can use and understand some words and phrases I have learnt. I can ask and answer some very usual questions, as long as the other person speaks slowly and clearly and is very helpful.

² Angela Hasselgreen, Bergen 'Can do' project. Council of Europe / European Centre for Modern Languages. 2003

5. COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEVELS FOR SPOKEN INTERACTION (B)³

C1

B2

B1:2

B1:1

A2:2

A2:1

A1

³ Angela Hasselgreen, Bergen 'Can do' project. Council of Europe / European Centre for Modern Languages. 2003

5. COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEVELS FOR SPOKEN INTERACTION (C)⁴

C1 I can use this language to express all the things I would normally express in my own language. I can join in most lively discussions. I can choose the most suitable way of saying things. I can give a presentation and hardly think about my language. I rarely search for a word or phrase, and am always understood by people who know the language reasonably well – and I more or less always manage to understand them.



B2 I can switch over to this language for long periods. I can talk freely and in detail about things that interest me. I can follow discussions about things that are topical and argue for my point of view. I can give a presentation without sticking to a careful plan. Even though I must sometimes search for the best word or phrase, I am nearly always understood by people who know the language well and I normally understand them.



B1:2 I can usually say what I want to. I can help clear up any misunderstandings with the people I talk to, so that we normally understand each other in the end. I can take part in most conversations, if the topic is something I know about. I can talk about abstract things like how music affects me. I can give a presentation if it follows a careful plan. I can cope with most situations, even when I would not expect to use this language.



B1:1 I can usually get people to understand my main points, and can understand the main points of what they say to me with some effort from both sides. I can talk a while with someone who shares my interests. I can give a short planned talk on something I know about well without practising word for word. I can cope with most ordinary situations where I would expect to use this language.



A2:2 I can take part in short conversations about familiar things, if I can get help when I need it. I can talk about things I'm interested in, and about things I do and have done. I can discuss everyday things in a simple way. I can give a short talk on something I know well, if I have practised it word for word.



A2:1 I can use language I've practised to say a bit in a number of ordinary situations. I can talk a little bit about myself and things I know about well. The people I talk to must be patient and willing to help so that we understand each other.

⁴ Angela Hasselgreen, Bergen 'Can do' project. Council of Europe / European Centre for Modern Languages. 2003