

Junior Cycle

SHORT COURSE

in MFL Language & Culture



**Self-Assessment
Checklist**



Post-Primary

**Languages
Initiative**



Junior Cycle Short Course in MFL Language & Culture

Introduction

This document contains self-assessment checklists of can-do descriptors for the four strands in this course.

- Communicating in the target Language: **Communicative Competence**
- Reflecting on (TL) culture and how I relate to it: **Intercultural Awareness**
- Reflecting on how the (TL) works and how I learn: **Language Awareness**
- Using digital media to explore and communicate in (TL): **Digital Literacy**

These checklists allow you to reflect on and assess your progress.

When?

You will use them when a new topic or activity is introduced in class, when a topic is revisited or when work on a topic or particular task is completed.

Why?

They will help you to identify your learning goals as well as making you aware of your progress.

How?

You can show your next goal(s) by ticking the left hand side column next to the corresponding can-do descriptor(s). The checklists are based directly on the learning outcomes for the course. The checklists include three 'confidence levels':

1) WITH SOME HELP, 2) ON MY OWN, 3) WITH CONFIDENCE.

You fill in the date according to your level of confidence for the selected can-do descriptor(s). You should revisit the checklists until you can complete all or most of the can-do descriptors with confidence.

Communicative Competence Checklist

The checklists for communicating in (TL) are within level A1 or 'breakthrough' level of the Common European Framework of Reference for Languages (CEFR) (developed by the Council of Europe) and they are presented according to the five skills of communicative competence: listening, reading, spoken interaction, spoken production and writing. They are also organised under the following headings or topics:

- 1. Myself and others**
- 2. Here and now: Classroom language and school life**
- 3. Numbers and the calendar**
- 4. Describing people**
- 5. Likes and dislikes**
- 6. Food and shopping**
- 7. Here and there**
- 8. When and what**
- 9. Around the world**

A language user at Level A1 can interact in a simple way, ask and answer simple questions about themselves, where they live and people and places they know. They can understand relevant information, for example in a clear and simple announcement. They can also respond to basic statements in areas of immediate need or on very predictable topics. Students at this level can understand and use familiar everyday expressions. They can interact in a straightforward way provided the other person talks slowly and clearly and is prepared to adapt their language accordingly. Communication may be hesitant and is dependent on repetition, rephrasing and correction. Students can understand very short, basic texts, for example information on notices, posters, websites or social media, picking up familiar names and basic phrases one at a time and rereading as required. At this level, students can write a short, uncomplicated message and fill in forms with personal details.

Note that the term 'correspondence' used in the can-do descriptors may refer to a traditional form of correspondence such as postcards, post-its or written entries, as well as to current forms of correspondence such as texts/SMS, e-mails, social media posts and videos or in their short form, or e-postcards. The term 'a variety of media' encompasses a very wide range of media, both traditional and digital. Traditional media include, for example, drawings, photographs, collages, scrap-books, and posters. Digital media include sound files, Glogster and other forms of digital presentations (e.g. Powerpoint, Prezi, Photostory, Animoto) as well as other presentation software such as mind-mapping software or 'curating' software such as Blendspace.

1. MYSELF AND OTHERS

LISTENING

	With some help	On my own	With confidence
1 I can understand people greeting me formally or informally	<input type="text"/>	<input type="text"/>	<input type="text"/>
2 I can understand people saying their name	<input type="text"/>	<input type="text"/>	<input type="text"/>
3 I can understand people when they spell their name and email address	<input type="text"/>	<input type="text"/>	<input type="text"/>
4 I can understand people giving basic information about themselves including their age	<input type="text"/>	<input type="text"/>	<input type="text"/>
5 I can understand people saying how they feel with the help of facial expressions or gestures	<input type="text"/>	<input type="text"/>	<input type="text"/>
6 I can understand people talking about their family when they speak slowly and clearly	<input type="text"/>	<input type="text"/>	<input type="text"/>
7 I can understand people introducing other people, formally or informally	<input type="text"/>	<input type="text"/>	<input type="text"/>
8 I can understand very basic information about other people, including their personality	<input type="text"/>	<input type="text"/>	<input type="text"/>



READING

- 1 I can read typical names and surnames
- 2 I can read the words for family members in a family tree
- 3 I can read an identity card or a person's basic profile including their age
- 4 I can understand greetings in basic correspondence (e-mail, card) or in a social media post
- 5 I can understand some words describing people's emotions or feelings
- 6 I can read a very short message, label or caption about someone's emotions/feelings
- 7 I can read short and simple information about people, including about their personality

With some help	On my own	With confidence
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SPOKEN INTERACTION

- 1 I can greet people and respond to people greeting me formally or informally
- 2 I can ask people their name and give them mine
- 3 I can ask people for very basic information about themselves, or answer simple predictable questions about myself, including age
- 4 I can ask people how to spell a name and can spell mine when asked
- 5 I can ask for and give very basic information about family members including their age
- 6 I can ask people how they feel and tell them how I feel in basic language with the help of gestures
- 7 I can ask for and give very basic information about other people

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SPOKEN PRODUCTION

- 1 I can say hello, goodbye and say my name
- 2 I can spell my name and email address
- 3 I can spell other familiar names and e-mail addresses
- 4 I can express my emotions in basic words or phrases and with the help of facial expressions or gestures
- 5 I can introduce people, and introduce people to each other
- 6 I can give very basic information about myself including my age
- 7 I can give very basic information about my family
- 8 I can give very simple basic information about other people

With some help	On my own	With confidence
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WRITING

- 1 I can write my name
- 2 I can complete a short identity card, simple form or profile with personal information including age
- 3 I can write familiar names and surnames
- 4 I can label pictures or names in a family tree
- 5 I can write labels or very basic captions for pictures or digital presentations on emotions/feelings
- 6 I can write a few very basic sentences about myself
- 7 I can write a few very basic sentences about a person
- 8 I can write very basic questions to ask people about themselves or about other people

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2. HERE AND NOW: CLASSROOM LANGUAGE & SCHOOL LIFE



LISTENING

- 1 I can understand short classroom commands accompanied by gestures, or visuals if necessary
- 2 I can understand instructions for a classroom activity, with the help of gestures or pictures if necessary
- 3 I can understand requests from my teachers or classmates
- 4 I can understand my teacher or classmates when they praise or encourage me or others
- 5 I can understand my teacher and classmates when they refer to basic class rules
- 6 I can understand someone spelling a word

With some
help

On my
own

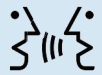
With
confidence

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READING

- 1 I can read basic signs and labels around the classroom and the school
- 2 I can read basic captions about a classroom, a school or school life
- 3 I can read basic class rules
- 4 I can read a basic classroom or school plan
- 5 I can read the names of school subjects and a basic school timetable
- 6 I can read basic illustrated instructions for a classroom activity, task or game
- 7 I can read a short and basic description of a school or school life
- 8 I can use a bilingual dictionary

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SPOKEN INTERACTION

	With some help	On my own	With Confidence
1 I can ask people to repeat something, and I can repeat something for people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 I can ask people to spell a word, and I can spell a word for them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 I can ask people how to say a word, and I can tell them how to say a word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 I can ask people what a word means in English/Irish, and I can tell them what a word means	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I can ask my teacher or classmates for something or for permission, and I can give permission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I can ask for help, and respond to someone asking me for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 I can ask and answer basic questions related to classroom life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 I can offer to do something and accept someone's offer to do something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 I can ask others (e-pal or pen-pal) what subjects they like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 I can use words and simple phrases when taking part in group work or a game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 I can ask for simple feedback from a teacher or classmates and give them feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SPOKEN PRODUCTION

- 1 I can say 'please', 'thank you' and 'you're welcome'
- 2 I can say 'I understand' and 'I don't understand'
- 3 I can say 'I know' and 'I don't know'
- 4 I can apologise
- 5 I can welcome a visitor to the classroom or to the school formally or informally
- 6 I can give simple instructions for a classroom activity, task or game
- 7 I can praise or encourage classmates or e-pals
- 8 I can say what subjects I study to an e-pal or visitor
- 9 I can say what the classroom rules are
- 10 I can describe a classroom or a school in a few simple sentences

WRITING

- 1 I can write 'welcome' and 'welcome to our school'
- 2 I can label objects in my classroom and areas in my school
- 3 I can write labels for school subjects and a basic school timetable
- 4 I can write a few basic sentences about my school and the subjects I study
- 5 I can write some basic questions asking a penpal/e-pal about their school and subjects

With some help	On my own	With confidence
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3. NUMBERS AND THE CALENDAR



LISTENING

- 1 I can understand and take down numbers up to 10
- 2 I can understand and take down numbers up to 100
- 3 I can understand and take down numbers higher than 100
- 4 I can do basic calculations when someone calls out numbers
- 5 I can understand someone giving me their telephone/mobile number
- 6 I can understand someone giving me basic info which includes numbers
- 7 I can understand someone when they mention days and months
- 8 I can understand someone when they mention years

With some
help

On my
own

With
confidence

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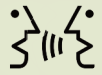


READING

- 1 I can read written numbers up to 10
- 2 I can read written numbers up to 100
- 3 I can read some written numbers higher than 100
- 4 I can read dates
- 5 I can read a calendar to find information
- 6 I can read a basic birthday, greeting or thank you card

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3. NUMBERS AND THE CALENDAR



SPOKEN INTERACTION

- 1 I can ask for and give a telephone/mobile number
- 2 I can ask for or do simple calculations
- 3 I can ask or answer simple questions which include numbers
- 4 I can ask and answer simple questions about days, months and dates
- 5 I can ask and answer simple questions about years
- 6 I can ask when someone's birthday is and tell them when mine is

With some
help

On my
own

With
confidence



SPOKEN PRODUCTION

- 1 I can count up to 10
- 2 I can count up to 100
- 3 I can count higher than 100
- 4 I can say what day and date it is
- 5 I can say what year it is
- 6 I can say when my birthday is
- 7 I can say and sing 'Happy Birthday'



WRITING

- 1 I can write numbers up to 10 in letters
- 2 I can write some of the numbers up to 100 in letters
- 3 I can write some of the numbers higher than 100 in letters
- 4 I can write the date
- 5 I can write 'Happy Birthday'
- 6 I can write basic good wishes and thank you cards

4. DESCRIBING PEOPLE



LISTENING

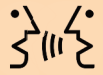
- 1 I can understand people saying what colour something is
- 2 I can understand what parts of the body someone is referring to
- 3 I can understand someone giving a basic description of somebody's physical appearance
- 4 I can understand someone describing clothes, including colour, size and price
- 5 I can understand someone saying that they are well or unwell



READING

- 1 I can recognise the names of colours in a written description
- 2 I can recognise the names of the parts of the body in a written description
- 3 I can read a very short description of someone's appearance
- 4 I can read a very short description of what someone is wearing
- 5 I can read basic information about clothes including colour, size and price
- 6 I can read a very short message about someone who is unwell explaining what is wrong with them

With some help	On my own	With confidence
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SPOKEN INTERACTION

- 1 I can ask and answer very basic questions about colours
- 2 I can ask and explain what someone looks like
- 3 I can ask and explain what someone is wearing
- 4 I can ask people how they are and tell them how I am
- 5 I can ask someone who is unwell what is wrong with them
- 6 I can respond to people asking me if and where I have pain

With some
help

On my
own

With
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SPOKEN PRODUCTION

- 1 I can say what colours things are
- 2 I can describe someone's face using very basic language
- 3 I can describe someone's general physical appearance using very basic language
- 4 I can describe what someone is wearing using very basic sentences
- 5 I can talk about my favourite clothes using very basic sentences

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WRITING

- 1 I can write the names of colours to be filled in in a design or picture
- 2 I can write simple sentences about what I look like in a personal profile or correspondence
- 3 I can write a very basic description of a person
- 4 I can write a very basic description of what someone is wearing
- 5 I can write a very basic message to say I am unwell and explain what is wrong with me

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5. LIKES AND DISLIKES

LISTENING

	With some help	On my own	With confidence
1 I can understand people saying that they like/dislike something or somebody and how much they like/dislike it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 I can understand people referring to their hobbies or past-times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 I can understand people saying what their favourite people/things/activities/animals/... are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 I can understand the gist of what people say about their favourite people/things/activities/animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I can understand people comparing people or things when they speak slowly and clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I can understand people saying who or what they prefer when they speak slowly and clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 I can understand when people say whether they agree or disagree with someone/ about something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 I can understand people talking about the sports they practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 I can understand people talking about the instruments they play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

READING

1 I can read a short simple message about someone's opinion or preference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 I can read a personal profile or fact-sheet about a person's favourite people/ things/activities/...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 I can read a short simple text describing someone's favourite people/things/activities/animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 I can understand the gist of very simple comparisons between people/things/activities/animals/...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I can understand a message where someone says whether they agree or disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I can understand a basic text about what sports somebody practises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 I can understand a basic text about what instruments somebody plays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SPOKEN INTERACTION

- 1 I can ask people if they like or dislike something, and tell them about my likes and dislikes
- 2 I can ask people how much they like or dislike something, and tell them about me
- 3 I can ask people what they prefer, and tell them when they ask me
- 4 I can ask people what their favourite people / things / activities / animals are, and tell them about mine
- 5 I can ask people and tell them about favourite people / things / activities / animals
- 6 I can ask people if they agree or disagree and tell them whether I do or don't
- 7 I can ask people what sports they play and tell them what I play
- 8 I can ask people what musical instruments they play and tell them which ones I play

With some help On my own With confidence

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SPOKEN PRODUCTION

- 1 I can say what my favourite people/things/activities/animals are
- 2 I can give a very brief description of my favourite people/things/activities/animals
- 3 I can say whether I agree or disagree
- 4 I can say who or what I prefer
- 5 I can make very simple comparisons between people/things/activities/animals/...
- 6 I can say what sports I practise
- 7 I can say what instruments I play

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WRITING

- 1 I can fill in my favourite people/things/activities/animals in a personal profile
- 2 I can write basic questions asking people about their likes, dislikes and preferences
- 3 I can write a short and basic description of a favourite person/place/activity/animals
- 4 I can write a very brief comment to say how much I like or dislike someone or something
- 5 I can write a very short message to say whether I agree or disagree with someone or something
- 6 I can write a basic, short paragraph or caption about the sports I practise
- 7 I can write a basic, short paragraph or caption about the instruments I play

With some help	On my own	With confidence
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6. FOOD AND SHOPPING



LISTENING

- 1 I can recognise the names of meals and common foods and drinks when referred to clearly
- 2 I can understand people saying what their favourite foods and drinks are
- 3 I can understand people giving basic information about meals or common foods and drinks
- 4 I can understand what someone is ordering from a simple menu
- 5 I can understand people describing a very basic menu or recipe with pictures or gestures
- 6 I can understand the names of some shops when I hear them mentioned clearly and slowly
- 7 I can understand someone naming the main items in a shop/market or what they are buying
- 8 I can understand someone quoting prices in the national currency or in Euro
- 9 I can understand someone saying how much of something they want or have



READING

- 1 I can recognise the names of some common foods and drinks on labels/wrappers or websites
- 2 I can find very basic information about food/other items in ads, leaflets or websites
- 3 I can read basic menus for different meals in the day
- 4 I can read the names of some shops and the main items they sell
- 5 I can read a store/shopping centre guide or floor plan
- 6 I can read price tags in a local currency
- 7 I can read information about how much of something someone wants or has

With some help

On my own

With confidence

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Page 10

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6. FOOD AND SHOPPING



SPOKEN INTERACTION

- 1 I can ask people about their favourite foods and drinks and tell them mine
- 2 I can ask people about meals in their country and tell them about meals in my country
- 3 I can tell people what I would like to eat and drink and ask them what they would like
- 4 I can accept or decline food or drink politely
- 5 I can tell people what I would like in a shop/market and ask them what they would like
- 6 I can ask for and give the price of an item
- 7 I can ask people how much of something they want or have, and tell them how much I want or have

With some help On my own With confidence

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SPOKEN PRODUCTION

- 1 I can say what foods and drinks I like or don't like
- 2 I can say I am hungry or thirsty
- 3 I can name items sold in a shop, market, brochure, poster or website
- 4 I can give very simple information about meals and some foods or drinks
- 5 I can say the name of the national currency and pronounce Euro
- 6 I can say how much something costs
- 7 I can say how much of something I want or have

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. FOOD AND SHOPPING



WRITING

- 1 I can write the names of some common foods, drinks or shops for someone
- 2 I can write a simple list of my favourite foods and drinks
- 3 I can write a short description of the main meals in my country and in (the target country)
- 4 I can write a very simple menu
- 5 I can write a very simple shopping list or the ingredients for a very simple recipe
- 6 I can write very simple captions for pictures or a presentation on foods, drinks, shops and markets
- 7 I can write down how much of something I want or have

With some help	On my own	With confidence
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
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7. HERE AND THERE



LISTENING

- 1 I can understand people saying where they live when they speak slowly and clearly
- 2 I can understand someone mentioning the words for buildings/physical features in a locality
- 3 I can understand people giving very simple information about a locality
- 4 I can understand people saying where buildings or places are
- 5 I can understand simple directions, accompanied by drawings or gestures when necessary
- 6 I can understand people saying how far places are
- 7 I can understand very simple information about transport in a locality including distance/costs

With some
help

On my
own

With
confidence

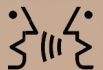
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



READING

- 1 I can read street and place names, and addresses
- 2 I can read a local map
- 3 I can read some street signs and names of buildings
- 4 I can read very basic directions
- 5 I can read information about modes of transport, including types, timetables and cost
- 6 I can read a short description of a locality in a variety of media

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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SPOKEN INTERACTION

- 1 I can ask people where they live and tell them where I live
- 2 I can ask people about a locality and tell them about mine or a locality I know
- 3 I can ask for and give basic directions, with the help of drawings or gestures if necessary
- 4 I can ask people and tell them where and how far something is, with the help of gestures
- 5 I can ask and inform people about what modes of transport can be used to get somewhere

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SPOKEN PRODUCTION

- 1 I can say where I live and where it is
- 2 I can spell my address
- 3 I can pronounce the names of some places in a locality
- 4 I can give a simple description of my locality or a place I know
- 5 I can give some simple information about modes of transport and how to get to places

With some help	On my own	With confidence
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WRITING

- 1 I can write an address
- 2 I can label buildings and physical features in a locality on pictures or digital presentations
- 3 I can fill in a fact-sheet about my locality or a locality I know
- 4 I can write a very short description of my locality or a locality I know
- 5 I can write short simple questions asking people about their locality and how to get there
- 6 I can write very simple directions

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8. WHEN AND WHAT

LISTENING

- 1 I can understand what part of the day someone is talking about
- 2 I can understand someone telling the time slowly and clearly
- 3 I can understand someone giving opening and closing times slowly and clearly
- 4 I can understand simple and clear announcements or information about times
- 5 I can understand people saying how they spend the day in simple phrases
- 6 I can understand time arrangements when people speak clearly and slowly
- 7 I can understand someone saying how often they do something or when something happens

With some help	On my own	With confidence
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<input type="text"/>	<input type="text"/>	<input type="text"/>
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READING

- 1 I can read simple notices about opening and closing times
- 2 I can understand simple information about times on notices, posters, leaflets and websites
- 3 I can read simple time arrangements in text messages, e-mails, cards and Facebook
- 4 I can read a very basic transport timetable
- 5 I can read very basic diary entries
- 6 I can read a very short description about someone's day with the help of pictures
- 7 I can read simple information about how often people do something or when something happens

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8. WHEN AND WHAT



SPOKEN INTERACTION

- 1 I can ask for and tell the time
- 2 I can ask and tell people about opening and closing times
- 3 I can ask people at what time they do something and tell them at what time I do something
- 4 I can ask and tell people at what time something is taking place
- 5 I can make time arrangements with people
- 6 I can ask people how often they do something or when something happens and tell them likewise



SPOKEN PRODUCTION

- 1 I can tell the time
- 2 I can say when or at what time something is taking place, opening or closing
- 3 I can talk about what I do at different times of the day in basic language
- 4 I can talk about how people spend the day using basic language
- 5 I can talk about typical times in daily life in my own or another country
- 6 I can talk about how often I do something or when something happens

With some help	On my own	With confidence
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WRITING

- 1 I can write very basic diary entries
- 2 I can take very brief and basic notes of time arrangements
- 3 I can write a text message or social network entry to arrange a time to meet friends
- 4 I can write basic captions about people's activities for pictures or digital presentations
- 5 I can write a short note about how I spend the day
- 6 I can write a short note asking when something is happening or someone is doing something
- 7 I can write down how often I do something or when something happens

With some help	On my own	With confidence
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<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

9. AROUND THE WORLD



LISTENING

- 1 I can understand people saying where they come from and their nationality
- 2 I can understand people saying what languages they or other people speak
- 3 I can understand people indicating what is North, South, East or West when they speak slowly
- 4 I can understand people mentioning a season when they speak slowly and clearly
- 5 I can understand very simple information about a country when spoken slowly and clearly
- 6 I can understand people saying what the weather is like
- 7 I can understand a very simple weather forecast when spoken slowly and clearly

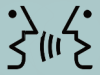
[illegible]

READING

- 1 I can understand people's place of origin and nationality in a personal profile or fact-sheet
- 2 I can understand the names of some familiar languages in a personal profile or fact-sheet
- 3 I can read maps of the world and of countries
- 4 I can understand the main information about a country in a variety of media
- 5 I can read a reference to the weather and seasons in correspondence and a variety of media
- 6 I can read a very simple weather forecast

[illegible]

9. AROUND THE WORLD



SPOKEN INTERACTION

- 1 I can ask people about their nationality and place of origin and tell them mine
- 2 I can ask and reply to questions about other people's nationality or place of origin
- 3 I can ask people what languages they speak and tell them what languages I or other people speak
- 4 I can ask and tell people about the seasons and weather in different places
- 5 I can ask for and give very simple information about a country
- 6 I can ask and inform people about the weather



SPOKEN PRODUCTION

- 1 I can say my nationality and where I come from
- 2 I can say what languages I or other people speak
- 3 I can say what nationality people are and where they come from
- 4 I can give very basic information about a country I know
- 5 I can say what the weather and the seasons are like in a country using basic language
- 6 I can give a very basic description of the weather



WRITING

- 1 I can write where I come from and my nationality in a personal profile or correspondence
- 2 I can write what languages I speak
- 3 I can write where people come from, their nationality and the languages they speak
- 4 I can write basic questions about people's place of origin, nationality and languages
- 5 I can fill in basic information about a country I know in a country profile or fact-sheet
- 6 I can write captions for pictures or a digital presentation on a country I know

With some help

On my own

With
confidence

[illegible]

INTERCULTURAL AWARENESS CHECKLIST

1. STEREOTYPES, PERCEPTIONS AND REPRESENTATIONS

	With some help	On my own	With confidence
1.1 I can identify my own and other common stereotypes about (TL country), [other TL speaking countries] and (TL) speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 I can investigate where my own or other common stereotypes about (TL country) and (TL) speakers come from	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 I can distinguish between fact and opinion in relation to a particular commonly held view of (TL country), and a commonly held view of my own country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 I can reflect on whether my perceptions, representations and feelings about (TL country) and (TL) speakers have changed during the (TL) course and explain how and why	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. (TL) [AND (TL) SPEAKING COUNTRIES] AND MY OWN COUNTRY: KEY FACTS AND FEATURES

2.1 I can identify similarities and differences between (TL country) [or another (TL) speaking country] and my country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 I can investigate links between (TL country) [or a (TL) speaking country] and my own country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 I can compare and contrast similarities and differences between (TL country) [or a (TL) speaking country] and my own country in one specific area of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 I can present similarities, differences and links between (TL country) and my own country in one specific area of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERCULTURAL AWARENESS CHECKLIST

3. PEOPLE AND DAILY LIFE IN (TL COUNTRY) [AND (TL) SPEAKING COUNTRIES)] AND IN MY OWN COUNTRY	With some help	On my own	With confidence
3.1 I can identify similarities and differences in relation to particular features of people and daily life between (TL country) [or a (TL) speaking country] [or another country I know] and my own country, as well as diversity within (TL country) [or (TL) speaking country] and my own country, such as with reference to eating habits, socialising or school life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 I can compare and contrast similarities and differences in relation to one specific feature of people and daily life between (TL country) [or a (TL) speaking country] [or another country I know] and my own country, as well as diversity within the (TL country) [or (TL) speaking country] and my own country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 I can examine underlying beliefs, attitudes and values which explain a particular custom in (TL country) [,among TL speaking people] in comparison to one in my own country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 I can justify a particular behaviour or attitude encountered among people in (TL country) [or (TL) speakers]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. PEOPLE FROM (TL COUNTRY), [TL SPEAKERS] AND I			
4.1 I can discuss my opportunities and personal motivation to meet people from (TL country) [or (TL) speakers] in their community, abroad or through digital media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 I can explore similarities and differences in relation to one particular custom and behaviour with people from (TL country) [or (TL) speakers] when meeting them in person, online or by imagining an encounter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 I can explain a difference between my own and someone else's custom or behaviour by looking at our underlying beliefs, attitudes and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 I can examine one particular cultural difference in custom or behaviour with (TL) people [or (TL speaking) people] which I would feel either comfortable or uncomfortable with, and explain why	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LANGUAGE AWARENESS CHECKLIST

Please note that sections 1, 2, and 3 of this **generic Language Awareness** checklist need to be completed by inserting additional can-do descriptors. Relevant can-do descriptors will be selected in accordance with each language-specific version of this checklist.

1. (TL) AND OTHER LANGUAGES I KNOW	With some help	On my own	With confidence
1.1 Investigating the (TL) writing system compared to the writing systems of English and other languages I know			
1.1.1 I can recognise new letters in (TL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1.2 I can give examples of SMS language in (TL) and in other languages I know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1.3 I can explain when to use capital letters in (TL) and in other languages I know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1.4 I can.... <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
1.1.5 I can.... <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
1.2 Investigating the (TL) sound system compared to the sound systems of English and other languages I know			
1.2.1 I can recognise new sounds in (TL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2.2 I can recognise differences in the use of intonation patterns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2.3 I can.... <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
1.2.4 I can.... <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
1.2.5 I can.... <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			

LANGUAGE AWARENESS CHECKLIST

Please note that sections 1, 2, and 3 of this **generic Language Awareness** checklist need to be completed by inserting additional can-do descriptors. Relevant can-do descriptors will be selected in accordance with each language-specific version of this checklist.

1.3 Identifying loanwords and cognates in (TL), English and other languages I know	With some help	On my own	With confidence
1.3.1 I can identify (TL) loanwords in English and other languages I know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3.2 I can identify English loanwords in (TL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3.3 I can identify cognates between (TL) and other languages I know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Comparing and contrasting differences in language use regarding words and sentences between (TL) and other languages I know, such as forms of address, naming conventions, variations linked to generation or gender and body language			
1.4.1 I can compare and contrast forms of address in (TL), and other languages I know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.2 I can compare and contrast [the use of first names and surnames] in (TL) and other languages I know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.3 I can compare and contrast [body language for greetings] in (TL) and other languages I know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.4 I can compare and contrast in (TL) and other <input type="text"/> in (TL) and other languages I know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.5 I can compare and contrast in (TL) and other <input type="text"/> in (TL) and other languages I know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.6 I can compare and contrast in (TL) and other <input type="text"/> in (TL) and other languages I know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. HOW THE TARGET LANGUAGE (TL) WORKS

2.1 I have learnt the following about (TL) through observation, comparing and contrasting

With some help On my own With confidence

2.2.1 I can apply patterns in (TL)

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2.2.2 I can identify key aspects of the sound system in (TL)

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2.2.3 I can identify proper nouns in (TL)

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2.2.4 I can ... recognize a verb in a sentence

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2.2.5 I can ... [distinguish words in a sentence (eg in Asian language)]

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2.2.6 I can apply patterns in (TL) to form new words

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2.2.7 I can apply patterns in (TL) to form new sentences

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2.2.8 I can make a hypothesis about the meaning of a particular intonation in (TL)

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2.2.9 I can make a hypothesis about the meaning of a new word in (TL)

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2.2.10 I can ... [distinguish first names from surnames (e.g. in French, Polish ,?)]

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2.2.11 I can... [apply conventions regulating the use of people's names (Asian language)]

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2.2.12 I can...

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2.2.13 I can...

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2.2.14 I can...

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LANGUAGE AWARENESS CHECKLIST

3. ENJOYING AND BEING CREATIVE IN (TL)

3.1 Enjoying (TL)

- 3.1.1 I can identify individual letters or words in word games
- 3.1.2 I can play a word game
- 3.1.3 I can sing a song
- 3.1.4 I can identify rhyming sounds
- 3.1.5 I can read a simple poem or song
- 3.1.6 I can recite a simple poem
- 3.1.7 I can...
- 3.1.8 I can...

With some
help

On my
own

With
confidence

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3.2 Being creative in (TL)

- 3.2.1 I can say words/phrases to express emotions with dramatic emphasis
- 3.2.2 I can use written words and simple language to express myself creatively in a variety of media
- 3.2.3 [I can compose simple rimes]
- 3.2.4 [I can compose a simple rhyme, chant or poem]
- 3.2.5 [I can draw ideograms]
- 3.2.6 [I can compose a calligramme]
- 3.2.7 I can...

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4. HOW I LEARN LANGUAGES

- 4.1 I can identify my preferred language learning strategies
- 4.2 I can explain my preferred language learning strategies
- 4.3 I can apply my preferred language learning strategies
- 4.4 I can assess my own language learning

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DIGITAL LITERACY CHECKLIST

	With some help	On my own	With confidence
1. ACCESSING RESOURCES AND INFORMATION			
1.1 I can source and share resources and information on the internet in and about (TL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 I can organise resources to manage my learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 I can investigate new facts about the (TL) language and culture/s by using digital tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 I can evaluate resources on the (TL) language and culture that I find in digital media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. EXPRESSING ONESELF			
2.1 I can use an ICT tool to record myself speaking (TL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 I can use a (TL) keyboard to produce text in (TL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 I can use word processing tool to produce, edit, correct and improve my writing in (TL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 I can express myself creatively in (TL) using digital tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. COMMUNICATING			
3.1 I can interact orally with others in (TL) in a safe and responsible manner by using a range of ICT tools such as Skype videoconferencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 I can interact with others in written form in (TL) in a safe and responsible manner by using digital tools such as text messages, email or blogs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 I can present or relay information through the use of digital technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 I can use digital media tools to give and receive feedback from teachers, peers or correspondents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIGITAL LITERACY CHECKLIST

4. DOCUMENTING LEARNING

4.1 I can use digital tools to document and store evidence of my learning in this course

With some
help

On my
own

With
confidence

4.2 I can present evidence of what I learnt in this course to others using digital tools

4.3 I can assess and evaluate my learning in this course using digital tools such as an e-Portfolio or ELP

4.4 I can plan and set learning goals by using digital tools such as an e-Portfolio or ELP