

ENTERPRISE

Elementary

MY LANGUAGE PORTFOLIO

Virginia Evans - Jenny Dooley



Express Publishing

2



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Dear, (your name)

This *Language Portfolio* is your property. It has been designed to help you improve your language learning. It will accompany you throughout your school life and will help you document your learning both inside and outside the classroom.

The *Language Portfolio* contains material which you can use and then keep as a record of your learning. In this portfolio you can also include any extra material given by your teacher, throughout the course. However, the final decision of what to include in the *Language Portfolio* is completely up to you.

In practice, *Language Portfolios* may include a project or other examples of written work, computer diskettes (with some work or drawings completed inside or outside the classroom), video cassettes (with your favourite story or performances of songs, school plays, etc), certificates, reports from your teachers, or even a collection of objects or pictures.

Here is a short explanation of each section in your *Language Portfolio*:

I. Language Passport

This is an updated report of your progress in English language learning. In this section you will include any evidence of your formal qualifications (certificates, diplomas), tests, progress report cards, self-assessment cards, etc.

II. Language Biography

This is an updated record of your personal language-learning history which helps you evaluate your learning aims and reflect on your language learning and inter-cultural experiences.

III. Dossier

This is a collection of your work which you have chosen in order to illustrate your language skills, experiences and achievements in the English language. In this section of your *Language Portfolio* there is some material you can use. You can also file any work you do inside or outside the classroom that you would like to keep as evidence of your work in English.

We hope you really enjoy doing these activities.

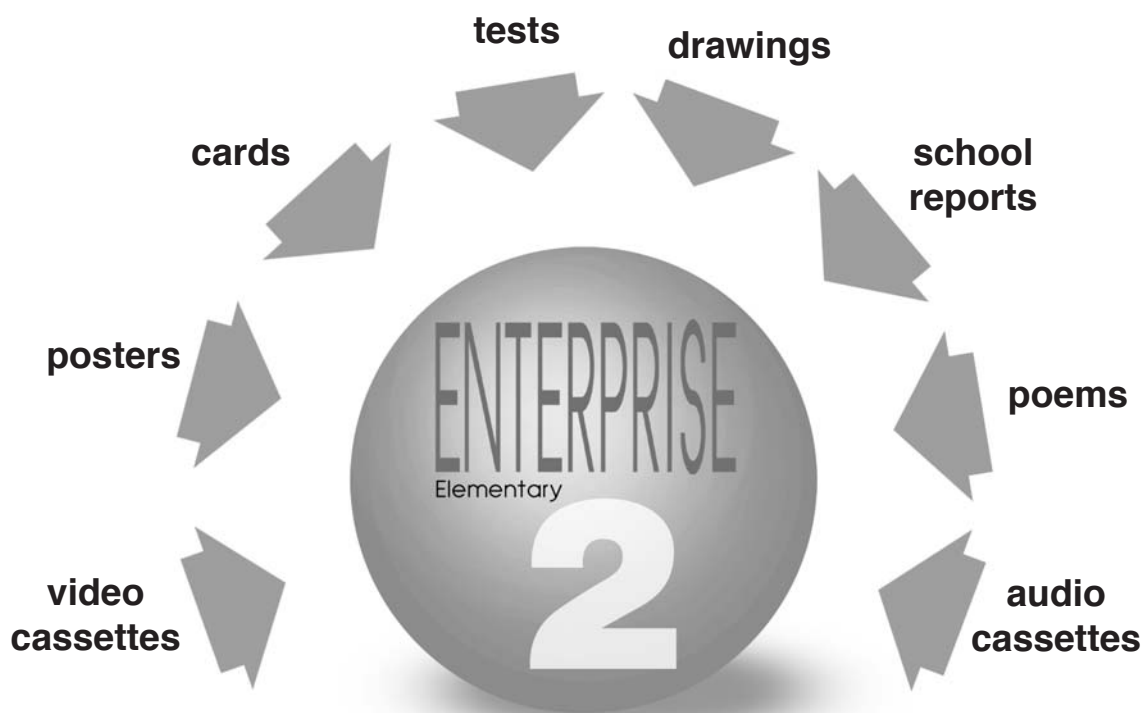
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How to organise your Language Portfolio

In your *Language Portfolio* you can include almost anything you have produced or collected that proves your progress in English. We suggest you keep your work in plastic envelopes so that it remains in good condition.

In practice, your *Language Portfolio* can be any shape or size according to the material you choose to store.

Your *Language Portfolio* can include any of the following:



All About Me!

Name: _____

Date of birth: _____

Age: _____

Place of birth: _____

I am in my _____ year of English.

My English Teacher's name: _____

Read and put a tick (✓) or a cross (✗).

- Some members of my family speak English.
- Some members of my family are from an English-speaking country.
- I often read English books, magazines, etc.
- I often watch English TV programmes.
- I often listen to English songs.
- I have extra English lessons.
- There is someone at home who speaks to me in English.
- I have contact with people from English-speaking countries.
- I have visited/lived in the following English-speaking countries:

.....

.....

.....

.....

How I Learn!

Think about the easiest ways for you to learn something new. Read the sentences below and choose. You can choose more than one.

1 I understand words/sentences better if I ...

- A listen to them on cassette/CD.
- B listen to my teacher saying them.
- C see them written down.
- D see, listen and do something with them.
- E other

2 I learn words/phrases better if I ...

- A listen to them on cassette/CD.
- B listen to my classmates saying them.
- C read them.
- D write them down.
- E repeat them.
- F act them out, sing them, etc.
- G come across them on a video/DVD, etc.
- H other

3 I can express myself best if I ...

- A already know all the words I need to use.
- B know some of the words I need to use.
- C use mime, objects and pictures to help me.
- D already have some life experience of the subject.
- E other

4 I learn best if I work ...

- A on my own. B in pairs. C in groups/teams. D other

II. LANGUAGE BIOGRAPHY

5 I am more eager to learn if ...

- A I know why I'm doing an activity.
- B I know an activity will help me.
- C I am rewarded.
- D an activity will help me to find out more about the things I like.
- E other

6 I understand grammar rules better if ...

- A they are explained to me in my mother tongue.
- B I compare them with the grammar rules of my mother tongue.
- C I explore a text and come up with the grammar rules myself.
- D other

My World of English!

Make a note of what you do in English.

The stories I know in English

.....
.....
.....

The songs I can sing in English

.....
.....
.....

The videos/DVDs I've watched in English

.....
.....
.....

Now I Can!

Here is what you will be able to do in English at this level. Every now and then, for instance once a month, you will need to check your progress in the English language. For this reason you should use a pencil so that you can change and/or add things as you go. You can use the following code:

Very Well: ✓✓✓	OK: ✓✓	Not Very Well: ✓
-----------------------	---------------	-------------------------



Listening

I can ...

- understand and follow orders and instructions.
- understand phrases and expressions related to immediate needs.
- understand a simple dialogue about a topic I know.
- understand simple descriptions of people, places or activities.
- understand simple questions about me and my experiences.
- understand simple illustrated stories, fairy tales, etc.
- understand other people when they speak slowly and clearly.
- understand a simple video about a topic I know.
- identify the main point of TV news items, when accompanied by pictures.



Reading

I can ...

- choose words from a list to complete dialogues, texts, etc.
- understand simple illustrated stories, fairy tales, etc.
- understand and follow simple instructions.
- understand simple texts about other cultures.
- find specific information in simple adverts, brochures, menus, timetables.

- find information from a simple text about a topic I know.
- understand short, simple personal letters.
- understand everyday signs and notices in public places.



Speaking

I can ...

- give simple information about myself, my family, my living conditions, my school.
- give simple descriptions (e.g. directions, daily routine, free-time activities, etc).
- talk about what I can see in a picture.
- take part in a conversation about a topic I know.
- buy things.
- express my tastes and preferences.
- describe past activities and personal experiences.
- describe my future plans.



Writing

I can ...

- organise information into sentences or simple paragraphs.
- write short, simple sentences and paragraphs about topics I know.
- write short, basic descriptions of events and activities.
- write short, simple notes and messages related to everyday life.

Future Plans!

What would you like to do in the future to improve your English? How can you learn more about other people and other countries? Choose and write. You can also use your own ideas.

I WOULD LIKE TO ...

- read English stories, magazines, etc.
- watch English films, programmes, etc.
- listen to English songs.
- talk to English people.
- use the Internet.
- write to people from other countries.
- visit other countries.
- find information about other countries and cultures.

DATE

DATE

DATE

In your *Language Portfolio*, you can include anything of your choosing to keep and show as evidence of your progress in the English language. Here are some activities you can do that can be included in your *Language Portfolio*, if you wish. Every time you do one of these activities, tick (✓) the relevant box.

Page	Title of the activity	It can be done at the end of Unit ...
19	THIS IS ME!	1 <input type="checkbox"/>
21	FREE TIME IN THE PAST	2 <input type="checkbox"/>
23	THE PERFECT SHOPPING CENTRE	3 <input type="checkbox"/>
25	IT'S AN ODD WORLD	4 <input type="checkbox"/>
27	NEW YEAR'S RESOLUTIONS	5 <input type="checkbox"/>
29	EATING HABITS	6 <input type="checkbox"/>
31	AN INTERESTING JOB	7 <input type="checkbox"/>
33	WHAT ARE YOU AFRAID OF?	8 <input type="checkbox"/>
35	LEGEND HAS IT...	9 <input type="checkbox"/>
37	MY RULES	10 <input type="checkbox"/>
39	CLEAN UP	11 <input type="checkbox"/>
41	HOLIDAY CAMP	12 <input type="checkbox"/>
43	FESTIVAL TIME	13 <input type="checkbox"/>
45	A PET SURVEY	14 <input type="checkbox"/>
47	COMPUTER CLUB	15 <input type="checkbox"/>


My Dossier

Name:

School:

Class:

Level CEF: A2



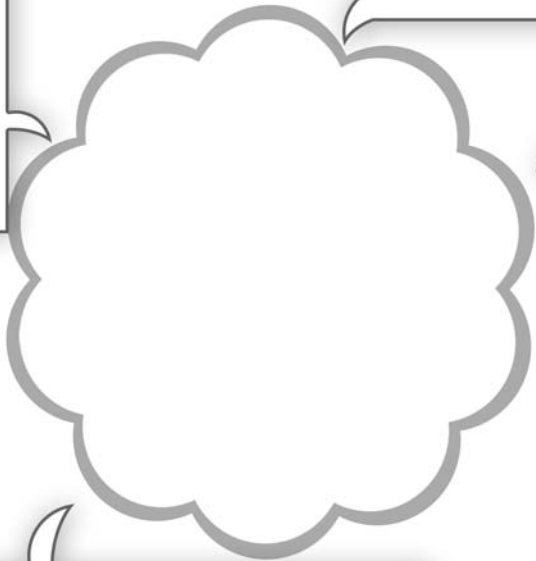
**Stick a photo
of yourself
here**

Name: Date: Class:

✓ Stick on or draw a picture of yourself. Then, write about yourself.

My favourite pastimes are
.....
.....
I also like
.....
.....

My name is
I am years old.
I am from



I am I have
got hair and
.....
.....
I am friendly,
.....
.....

I am from My country is
.....
The people in my country are
.....
.....

• Now, present yourself to the class. Record your presentation.

How much did you like the activity?



Name: Date: Class:

✓ Create a questionnaire for elderly people about the hobbies they had when they were young. Ask questions about:

- how much free time they had
- how many weeks holiday a year they had
- what they used to do in their free time
- what they used to do when they were on holiday
- who they spent their free time with

Then, ask some elderly people to complete your questionnaire.

QUESTIONNAIRE

Name: Age: Sex: Male: Female:

- 1 How much free time did you have when you were young?
.....
- 2 Did you use to read a lot when you were young?
.....
- 3?
- 4?
- 5?
- 6 Where did you use to go on holiday in the summer?
.....
- 7 How often did you use to go ?
Once a week Once a month Twice a month Once a year
- 8?

• Now, present the information to the class. Record your presentation.

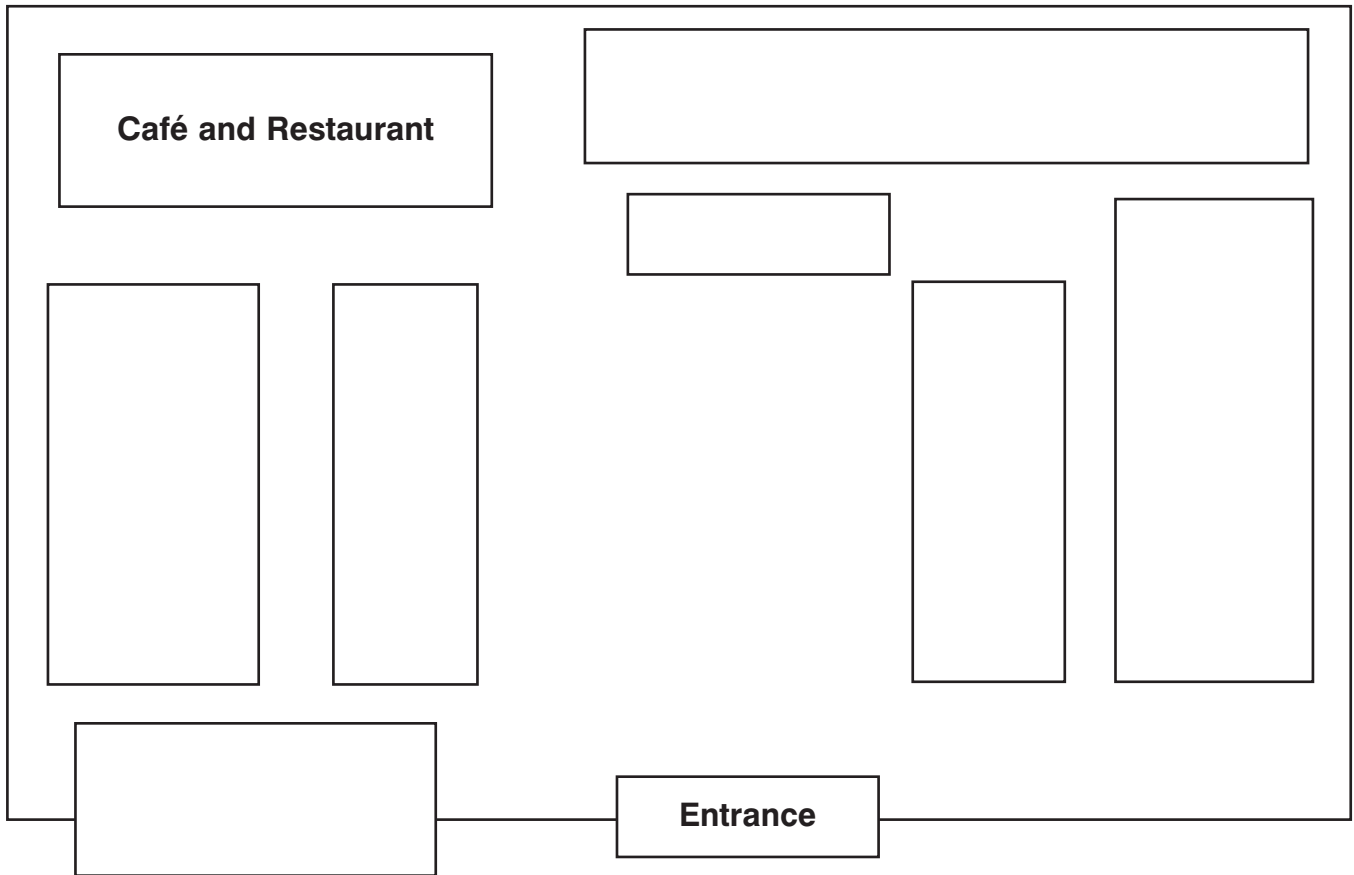
How much did you like the activity?



Name: Date: Class:

- ✓ What would your perfect shopping centre look like? Design your own by labelling the map below with names of shops. You can use these words to help you.

Sweet Shop, Jeweller's, Boutique, Hair & Beauty Salon, Bookshop, Chemist's, Newsagent's, Shoe Shop, Toy Shop, Electrical Shop



- Now, describe the shopping centre to the class saying what you can do and buy there. Record your presentation.

How much did you like the activity?



Name: Date: Class:

✓ Your class has set up a funny web page on the school website, called Odd Experiences. Students write about strange events that have happened to them on there. At the end of the month, they vote for the strangest event. Write about an odd trip you have had for this month's competition. Stick on or draw a picture. Write about:

- when the trip took place
- where you went
- who was involved
- why the trip was odd
- how everything ended

The screenshot shows an Internet Explorer browser window with the address bar set to <http://www.OddExperiences.com>. The page title is "The Oddest Trip!". On the left side of the page content area, there is a large empty rectangular box intended for a picture. To the right of this box, there are several horizontal dotted lines for writing. Below these lines, there are more dotted lines extending across the width of the page content area.

How much did you like the activity?



Name: Date: Class:

✓ It's New Year! Now is the time to make decisions about important changes in your life! What are your New Year's resolutions? Make a list!

My New Year's Resolutions

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

How much did you like the activity?

Colour. 

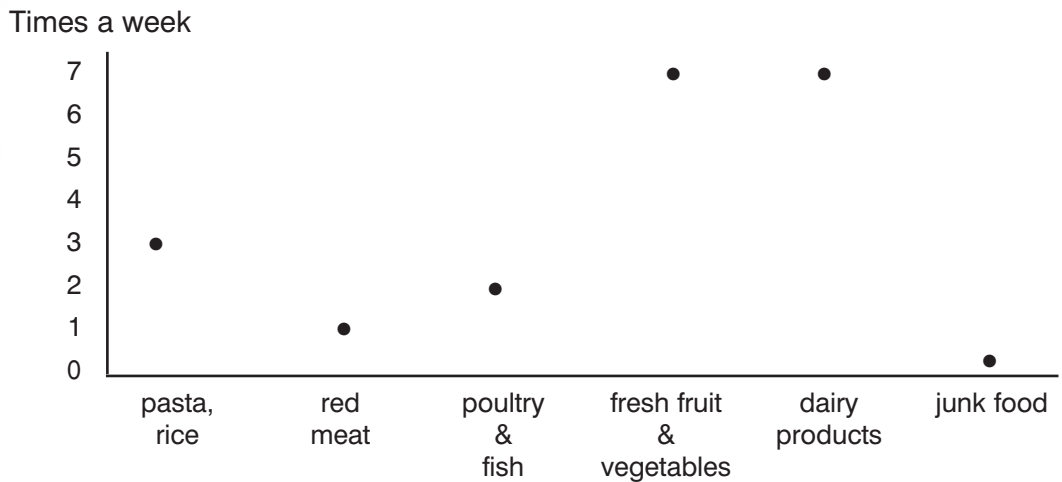


Name: Date: Class:

- ✓ Interview your classmates about their eating habits. Then, fill in the graph with the information you received by putting a dot next to the right category for each answer you get. Then, count the dots to draw conclusions. For example:



I don't eat junk food at all. I always have milk for breakfast and I eat fresh fruit and salads every day. I have poultry and fish twice a week, pasta or rice three times a week and red meat every Sunday.



- Now write a paragraph, reporting your findings.

My classmates have/don't have very healthy eating habits. Most of them eat

.....

.....

.....

.....

.....

How much did you like the activity?



Name: Date: Class:

- ✓ Interview someone you know who has an interesting job and write his/her profile. Stick on a picture.

Full name:.....

Age:

Job Title:.....

Workplace:

Duties:

.....

.....

.....

Salary:

Leisure time and Holidays:

.....

Does he/she like the job? Why?

.....

.....

- Now, present the information to the class. Record your presentation.

How much did you like the activity?



Name: Date: Class:

- ✓ **What are your friends' greatest fears? Create a questionnaire. Give it to people of your own age and then write a short report.**

Phobia Test		
1	Are you afraid of the dark?	Yes No
2	Are you afraid of making mistakes?	Yes No
3	.....	Yes No
4	.....	Yes No
5	.....	Yes No
6	.....	Yes No
7	.....	Yes No
8	.....	Yes No
9	.....	Yes No
10	.....	Yes No

Most people of my age are afraid of.....
.....
.....
.....

- **Now, present your findings to the class. Record your presentation.**

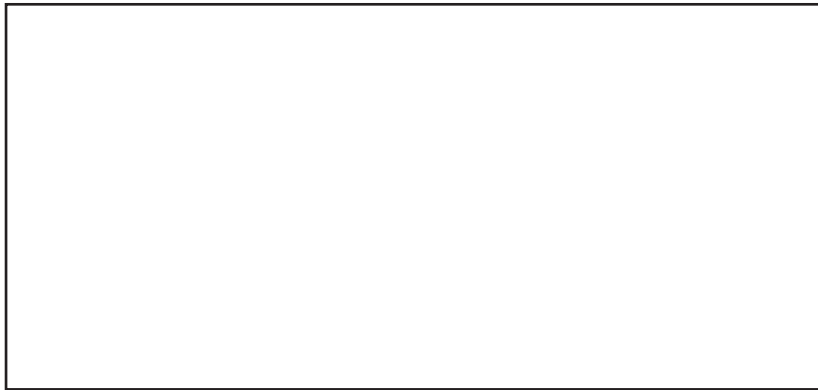
How much did you like the activity?



Name: Date: Class:

✓ Think of a place in your country that is related to a famous legend. Stick on or draw a picture of the place and make a fact file. Include information about:

- where it is
- the legend
- who is involved
- any activities (festivals, celebrations) that are related to the legend



..... is in Legend has it that

.....
.....
.....
.....

To celebrate, people

.....
.....

How much did you like the activity?



Name: Date: Class:

- ✓ You are the president of the Students' Union. Make notes for a speech you are going to give about how to make your school more environmentally friendly.

Things to mention in my speech

1 If we were more careful with litter, the school yard wouldn't be so dirty.
We should place more bins in the school yard.

2 If
We should

3 If
We should.....

4
.....

5
.....

6
.....

- Now, give your speech. Record yourself.

How much did you like the activity?



Name: Date: Class:

- ✓ **Imagine you have your own holiday camp for children. Write an advertisement to attract children to your camp this summer. Say what kind of facilities there are at the camp and the types of activities children can enjoy there. Stick on or draw pictures.**

(name)

Dates: From to

Place:

Age: The camp is open to children
.....years old.

Accommodation:

Facilities:.....
.....
.....

Activities:.....
.....
.....

How much did you like the activity?

Colour. 



Name: Date: Class:

✓ What festivals do people celebrate in your country? Stick on or draw a picture of your favourite festival, then write a description of it. Remember to write about:

- what preparations are made
- what people do
- special food/drink
- special costumes/dances/songs/etc

My Favourite Festival

My favourite festival is

.....

.....

.....

.....

.....

.....

.....

How much did you like the activity?



Name: Date: Class:

- ✓ Your teacher has asked you to find out what your classmates' attitudes towards pets are. Ask them and fill in the form with the information they give you.

Name	Type of pet	Food	Advantages	Disadvantages

- Now, report your findings to the class.

Most of my classmates have/don't have pets. Their favourite pet is

.....

.....The main advantages of having a pet are

.....

However, there are some disadvantages.

.....

How much did you like the activity?

Colour. 



Name: Date: Class:

✓ You are starting a computer club at your school so that students can use computers in their free time. What kinds of things do you think people will want to do at this club? Make a poster for the school noticeboard advertising your club.

COMPUTER CLUB!

Come and share the fun in, held in (place) every and (days) from to o'clock.



Here's what you can do:

.....
.....
.....
.....
.....

And if you don't know much about computers, don't worry! Your fellow students will be more than willing to help you!

For more information, call
at (phone number)

How much did you like the activity?

Colour. 



In this section you can include anything you do inside or outside the classroom which shows your work with the English language. You can also write some comments (why you liked it, if you found it difficult/easy, etc) on the activity pages. It will be useful if you write the date you did the activity. Remember: the choice of the activities is yours. Every time you include something new, record it in the table on the next page.

Date	Type of Material	Content	Individual Work	Group Work	With Corrections (from the teacher)
			yes no	yes no	yes no
			yes no	yes no	yes no
			yes no	yes no	yes no
			yes no	yes no	yes no
			yes no	yes no	yes no

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Tel.(0044) 1635 817 363 - Fax: (0044) 1635 817 463

e-mail: inquiries@expresspublishing.co.uk.

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