

# Upstream

LEVEL B1+



## My Language Portfolio

Virginia Evans - Jenny Dooley



**Express Publishing**

# CONTENTS

<b>A Letter for you</b> .....	p. 3
<b>I. Language Passport</b> .....	p. 5
<b>II. Language Biography</b>	
All About Me! .....	p. 7
How I Learn! .....	p. 9
My World of English! .....	p. 11
Now I Can! .....	p. 13
Future Plans! .....	p. 15
<b>III. Dossier</b>	
My Best Friends .....	p. 19
Me & My Neighbours! .....	p. 21
Environment Day .....	p. 23
Rainforests .....	p. 25
City Guide .....	p. 27
Camp Fun! .....	p. 29
Good Manners .....	p. 31
School Days .....	p. 33
Mythical Creatures .....	p. 35
Party Time .....	p. 37
Films .....	p. 39
Entertainment.....	p. 41
Dream Jobs .....	p. 43
Future Plans .....	p. 45
Safety Comes First .....	p. 47
Witness Statement .....	p. 49
Weather .....	p. 51
Disasters .....	p. 53
Festive Time .....	p. 55
Any Advice? .....	p. 57
<b>IV. Extra Activities</b> .....	p. 59
My Selection! .....	p. 60
Contents .....	p. 61



Dear Student,

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 to you by your teacher throughout the course. However, the final decision about 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 with 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. You will include in this section 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 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.

*Virginia Evans*

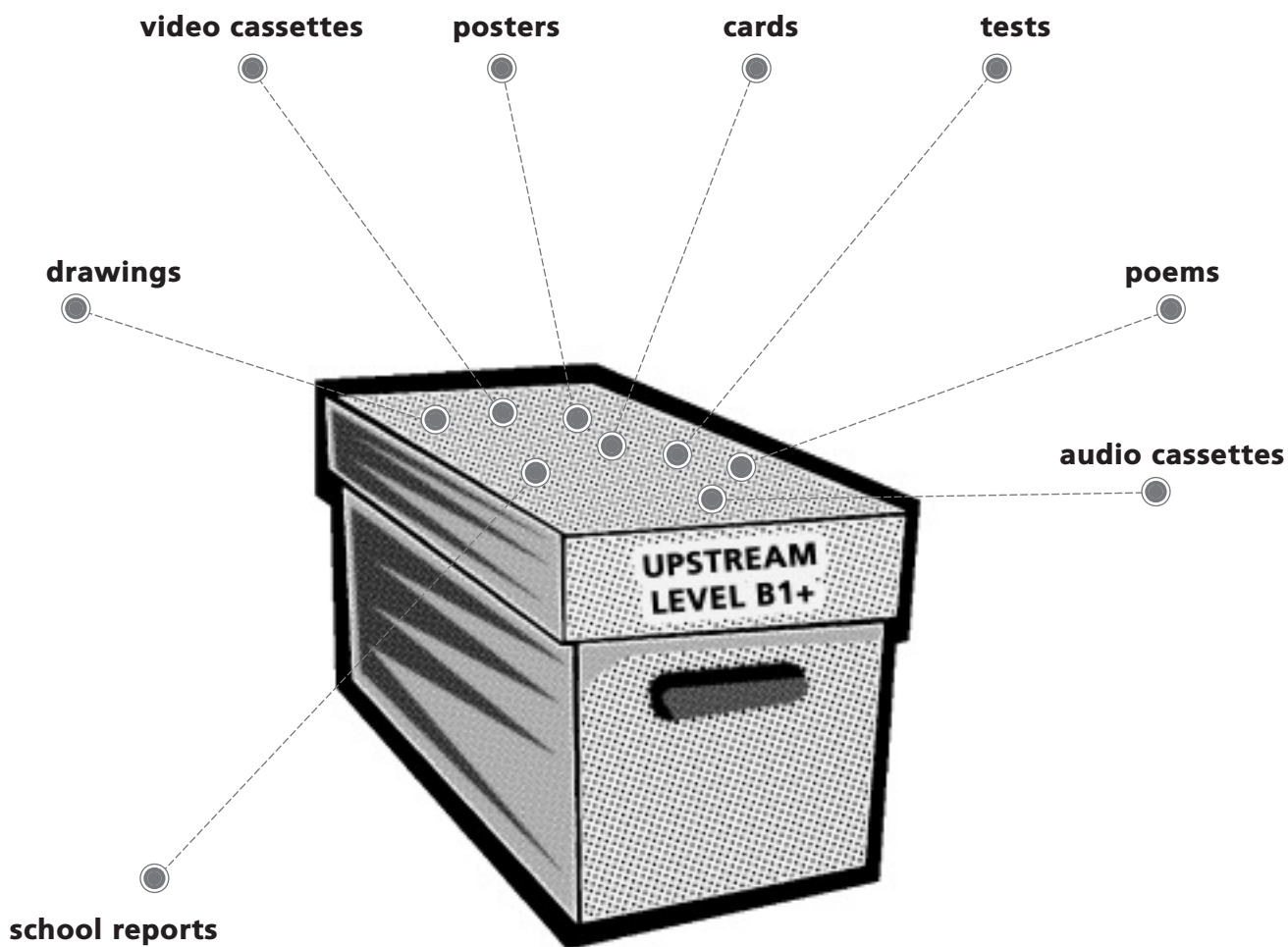
*Jenny Dooley*

## How to organise your *Language Portfolio*

In your *Language Portfolio* you can include almost anything you have produced or collected that shows your progress in English. We suggest you keep your work in plastic envelopes so that it stays 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 (3) or a cross (7).

Some members of my family speak English.	<input type="checkbox"/>
Some members of my family are from an English-speaking country.	<input type="checkbox"/>
I often read English books, magazines, etc.	<input type="checkbox"/>
I often watch English TV programmes.	<input type="checkbox"/>
I often listen to English songs.	<input type="checkbox"/>
I have extra English lessons.	<input type="checkbox"/>
There is someone at home who speaks English to me.	<input type="checkbox"/>
I have contact with people from English-speaking countries.	<input type="checkbox"/>

I have visited/lived in the following English-speaking countries:

.....

.....

.....

.....



## How I Learn!

Think of 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 well 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 on 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 notes of the following.

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 along. You can use the following code:

Very Well: 3 3 3	OK: 3 3	Not Very Well: 3
------------------	---------	------------------



I can ...

- understand people talking about things I know. ....
- understand people giving factual information. ....
- understand everyday conversations. ....
- understand programmes on TV and the radio. ....
- understand films. ....
- guess the meaning of unknown words. ....
- understand other people when they speak clearly. ....
- understand short lectures and talks. ....



I can ...

- understand texts on subjects I am interested in. ....
- understand personal letters expressing feelings. ....
- understand brochures and short, official documents. ....
- understand descriptions of events. ....
- understand argumentative texts that are written clearly. ....
- understand clear, straightforward instructions on a piece of equipment. ....
- understand newspaper articles about things I know. ....
- find and understand general information in everyday material. ....

## II. Language Biography



I can ...

- describe things to people. ....
- give simple instructions. ....
- give directions. ....
- give advice to people. ....
- give news. ....
- express my thoughts on abstract cultural topics (films, books, music). ....
- describe personal experiences. ....
- describe feelings. ....
- talk about my dreams, hopes, wishes and ambitions. ....



I can ...

- write a short narrative. ....
- describe the plot of a book or a film. ....
- describe my thoughts on cultural topics such as films and music. ....
- write personal letters, expressing feelings and giving news. ....
- take messages describing enquiries and problems. ....



## 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 (3) the relevant box.

Page	Title of the activity	It can be done at the end of Module ...	
19	MY BEST FRIENDS	1	<input type="checkbox"/>
21	ME & MY NEIGHBOURS!	1	<input type="checkbox"/>
23	ENVIRONMENT DAY	2	<input type="checkbox"/>
25	RAINFORESTS	2	<input type="checkbox"/>
27	CITY GUIDE	3	<input type="checkbox"/>
29	CAMP FUN!	3	<input type="checkbox"/>
31	GOOD MANNERS	4	<input type="checkbox"/>
33	SCHOOL DAYS	4	<input type="checkbox"/>
35	MYTHICAL CREATURES	5	<input type="checkbox"/>
37	PARTY TIME	5	<input type="checkbox"/>
39	FILMS	6	<input type="checkbox"/>
41	ENTERTAINMENT	6	<input type="checkbox"/>
43	DREAM JOBS	7	<input type="checkbox"/>
45	FUTURE PLANS	7	<input type="checkbox"/>
47	SAFETY COMES FIRST	8	<input type="checkbox"/>
49	WITNESS STATEMENT	8	<input type="checkbox"/>
51	WEATHER	9	<input type="checkbox"/>
53	DISASTERS	9	<input type="checkbox"/>
55	FESTIVE TIME	10	<input type="checkbox"/>
57	ANY ADVICE?	10	<input type="checkbox"/>

# My Best Friends

Name: ..... Date: ..... Class: .....

3 You have just set up your own website. One of the pages is about your friends from school. Stick or draw a picture of each one and write about them.

Write about:

- ñ what they look like
- ñ their character/personality
- ñ why you like them

**My Best Friends**

Hi! My name's ..... Welcome to my fantastic new web page!  
Let me introduce you to my friends ...

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

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

• Present your friends to the class. Record yourself.



- Excellent    Good    Fair    Poor

# Me & My Neighbours!

Name: ..... Date: ..... Class: .....

- 3 You recently moved house. Send an e-mail to a friend from your old town telling him/her about your new neighbours and neighbourhood.

Para 2: Describe your neighbourhood – What there is to do there/what shops there are etc.

Para 3: Describe a neighbour you like and say why.

Para 4: Describe a neighbour you don't like and say why.

**To:** Tim  
**From:** .....  
**Subject:** My new neighbourhood

Hi. How are you? Sorry I haven't written for a while but I was busy settling in to my new house. Let me tell you all about it.

My new neighbourhood is .....

One of my neighbours is .....

Another neighbour is .....

Anyway that's all for now. I'll write again soon.  
Lots of love,  
.....



Excellent    Good    Fair    Poor

# Environment Day

Name: ..... Date: ..... Class: .....

3 Your school is having an Environment Day and you have been asked to make a poster to advertise a special activity that will take place on that day. Include all the important information and make the poster as 'inviting' as possible. The poster should contain the following information:

- what the activity is
- what it relates to (animals, pollution, recycling, etc)
- date/time/place
- any special requirements – clothing, equipment, food, etc



- Use your poster to present the activity to the class. Record yourself.



Excellent    Good    Fair    Poor





Name: ..... Date: ..... Class: .....

3 Make a poster about rainforests like the Amazon Basin. Use facts and pictures to illustrate the importance of rainforests to wildlife, to the environment and to the world's climate. You may include:

- a map
- interesting facts
- pictures



- Use your poster to talk about the importance of rainforests.




Excellent    Good    Fair    Poor



Name: ..... Date: ..... Class: .....

- 3 Imagine you are a travel writer. Your editor has asked you to choose a place and then write a city guide for visitors. Stick or draw any pictures you like in the boxes.

 **WELCOME TO .....**

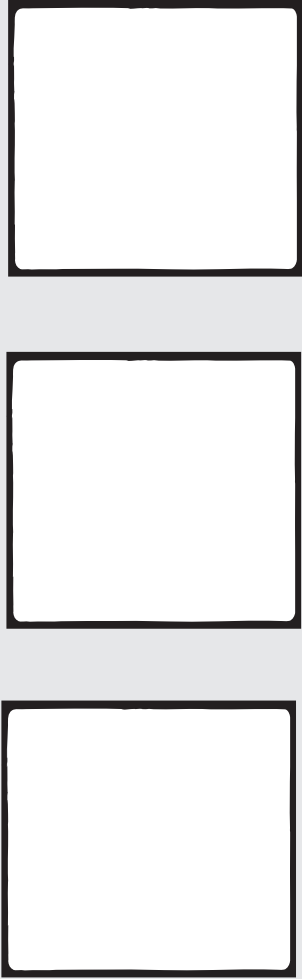
Introduction: *(Where is it?/What's the weather like?)*  
.....  
.....

Transport: *(What are the best ways to get around town?)*  
.....  
.....

Accommodation: *(Where to stay?)*  
.....  
.....

Sights to see: *(What you must visit?)*  
.....  
.....

Food and Drink: *(What's the local speciality?)*  
.....  
.....



- Present your city to the class. Record yourself.



Excellent    Good    Fair    Poor



# Good Manners



Name: ..... Date: ..... Class: .....

- 3 An international magazine has asked its readers to send in articles about what is considered to be good manners in their countries. Write your entry for the magazine. In your entry include information about what someone should do when visiting someone's house as well as table manners.

Welcome to ..... (*name of country*).

In most places good manners are simply good manners, such as saying please and thank you. In some countries, though, we need to know a little bit more about the local customs to make sure we don't offend people by being rude without knowing it. Here is some useful advice for visitors to ...

.....

When visiting someone's home you should .....

.....

.....

.....

.....

.....

.....

At the table it is good manners to .....

.....

.....

.....

.....

.....



Excellent    Good    Fair    Poor



# Mythical Creatures



Name: ..... Date: ..... Class: .....

3 You've read this in an English magazine:

*What mythical creature(s) are said to have existed in your country? Send us information for the next month's issue.*

Write about any mythical creature(s) related to your country. Describe them, then say what they were known for. You can use pictures if you like.

Make sure you:

- name your creature(s)
- describe what they look like
- say what they could do (fly, breathe fire etc)

**Mythical Creatures in .....**

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

.....

- Present your creature(s) to the class. Record yourself.



Excellent    Good    Fair    Poor







# Entertainment



Name: ..... Date: ..... Class: .....

3 An international teen magazine has asked its readers to send in articles about where teens can entertain themselves in your town/city. Write your article for the magazine.

In the article include:

- names of places (arcade, cinema, coffee shops etc)

**Teen spots**

In ..... teens can go to .....

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How do you rate this activity?

Excellent    Good    Fair    Poor



Name: ..... Date: ..... Class: .....

3 You are conducting a survey on what your classmates want to do in the future. Interview

## Questionnaire

Name: .....

Age: .....

Male  Female  (tick box)

1 Do you want to go to university when you leave school? Yes  No

2 What would you like to study?

Maths:	<input type="checkbox"/>
English:	<input type="checkbox"/>
Science:	<input type="checkbox"/>
Foreign Languages:	<input type="checkbox"/>
Other:	<input type="checkbox"/>

3 What job would you like to do in the future?  
.....

4 Why do you want to do this job?  
.....

5 Why do you think you would be good at this job?  
.....

6 What skills do you need to do this job?  
.....

• Report your findings to the class. Record yourself.



Excellent    Good    Fair    Poor



# Safety Comes First

Name: ..... Date: ..... Class: .....

- 3 There have been a number of break-ins in your area lately. Write a *To Do Checklist* for everything you plan to have installed or changed in your home to protect it from burglars. Write what you can do inside as well as outside the house to secure your safety. Include things such as: *lighting, windows, doors, locks, alarms, cameras*, etc. You can use pictures as

## Safe Homes

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....



Excellent    Good    Fair    Poor













## IV. EXTRA ACTIVITIES



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



# MY SELECTION!

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](mailto:inquiries@expresspublishing.co.uk).

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