

# CLICK ON 3



My Language Portfolio

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Virginia Evans



**Express Publishing**

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**3**

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**Express Publishing**



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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 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.

*Virginia Evans*

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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 in any shape or size according to the material you choose to store.

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



# I. LANGUAGE PASSPORT



Here you can record all your achievements in the English language. You can include certificates, diplomas, progress report cards, self-assessment forms, tests, etc. In general, you can include anything that is proof of your competence in English.

Every time you add something, record it on your Language Passport Chart.

## MY LANGUAGE PASSPORT CHART

YEAR 3  
LEVEL CEF B1.1

*Date*

*Type of Material*

.....  
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## II. LANGUAGE BIOGRAPHY

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### 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.

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

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



## II. LANGUAGE BIOGRAPHY

### Now I Can ...!

Here is what you should 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:

<b>Very Well:</b> 3 3 3	<b>OK:</b> 3 3	<b>Not Very Well:</b> 3
-------------------------	----------------	-------------------------



### Listening

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. ....



### Reading

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. ....

## II. LANGUAGE BIOGRAPHY



- understand clear, straightforward instructions on a piece of equipment. ....
- understand newspaper articles about things I know. ....
- find and understand general information in everyday material. ....



### Speaking

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. ....



### Writing

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. ....



## II. LANGUAGE BIOGRAPHY

### 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


### III. DOSSIER



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 Unit ...
19	JOB CHALLENGE	1 <input type="checkbox"/>
21	TELL ME	1 <input type="checkbox"/>
23	THE GREAT DISASTER MOVIE	2 <input type="checkbox"/>
25	SECOND-HAND	2 <input type="checkbox"/>
27	TRAVEL TIME	3 <input type="checkbox"/>
29	PACKING LIST	3 <input type="checkbox"/>
31	PLANET EARTH TOURS	4 <input type="checkbox"/>
33	TRAVEL TOUR	4 <input type="checkbox"/>
35	OUT AND ABOUT	5 <input type="checkbox"/>
37	A HEALTHY CHOCOLATE BAR	5 <input type="checkbox"/>
39	FACE THE MUSIC!	6 <input type="checkbox"/>
41	DIRECTOR FOR A DAY	6 <input type="checkbox"/>
43	THAT'S RUBBISH!	7 <input type="checkbox"/>
45	ENVIRONMENTAL CONCERNS	7 <input type="checkbox"/>
47	CHARITY BEGINS AT HOME	8 <input type="checkbox"/>
49	EMERGENCY ROOM	8 <input type="checkbox"/>
51	SCHEDULING LEARNING	9 <input type="checkbox"/>
53	GET FIT!	9 <input type="checkbox"/>
55	GENIUSES	10 <input type="checkbox"/>
57	DESIGN YOUR OWN GADGET	10 <input type="checkbox"/>

# My Dossier



Stick a photo  
of yourself  
here

Name: .....

School: .....

Class: .....

Level CEF: B1.1

# JOB CHALLENGE



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

- 3 Choose two people you know who have different jobs (e.g. one is a teacher, the other a policeman). Interview them and complete the table.

Name	.....	.....
Occupation	.....	.....
Daily Routine	Mornings ..... ..... .....	Mornings ..... ..... .....
	Afternoons ..... ..... .....	Afternoons ..... ..... .....
	Evenings ..... ..... .....	Evenings ..... ..... .....

- Which job do you prefer? .....

How much did you like the activity?

Colour.





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

3 Choose some jobs, objects or places typical of your country. Find pictures, then write what each is.



*A sombrero is a kind of hat which people wear to ...*



.....



.....



.....



.....

How much did you like the activity?

Colour. 😊😊😊😊

# THE GREAT DISASTER MOVIE



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

- 3 You are a scriptwriter and have an idea for a disaster movie. Decide on the characters, setting and plot, then write a short film synopsis to put to the film financiers in Los Angeles.

TITLE: .....

STORYLINE: .....

.....

.....

.....

.....

.....

.....

.....

.....

How much did you like the activity?

Colour. 😊😊😊😊



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

- 3 You want to sell some things you don't need any more. Stick on pictures, then write a short description and the price. Also, write a telephone number and contact name.

# ON SALE



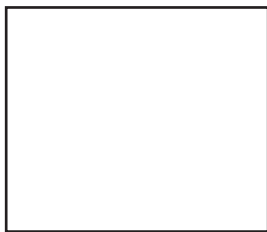
*blue, red and black  
cotton shorts €2*



.....  
..... €



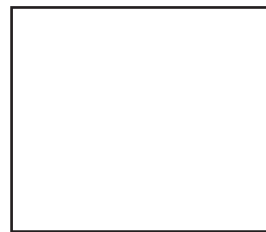
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..... €



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..... €



.....  
..... €



.....  
..... €

If you are interested in any of these, please call .....  
at ..... (morning hours)

How much did you like the activity?

Colour. 😊😊😊😊

# TRAVEL TIME



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

3 You work at a travel agency. Complete the form for two people who want to travel within your country for a week.

**BORRIS**  
**T R A V E L**

---

- Destination: .....
- Travel by: .....
- Leave: .....
- Return: .....
- Stay in: .....
- Activities: .....
- .....
- .....

Method of payment  cash     credit    other .....

How much did you like the activity?

Colour. 😊😊😊😊

# PACKING LIST



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

- 3 You are taking a group of three friends on a survival weekend to a local forest. There is fresh running water but you will be making your own tents and being self-sufficient from Friday evening to Sunday afternoon. Make a packing list so that you remember to take all the items you will need to survive the weekend. Divide the packing list fairly between your friends, including the reasons for needing the equipment. Each friend should have at least four items to remember to bring with them.

Me

*Water bottle – to collect water from the river to drink.*

.....

.....

.....

.....

.....

.....

.....

.....

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.....

.....

.....

.....

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.....

.....

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.....

.....

.....

How much did you like the activity?

Colour. 😊😊😊😊

# PLANET EARTH TOURS



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

- 3 Write a short text about your country to be included in a travel guide. Stick on or draw a map of your country. Write:
- the name of your country
  - what you can do/see
  - a few words about the capital and other cities

..... is one of ..... most fascinating countries.

.....

.....

.....

.....

.....

.....

..... has something to suit all tastes.

How much did you like the activity?

Colour. 😊😊😊😊

# TRAVEL TOUR



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

- 3 You are a tour guide. Design a day's coach tour from early in the morning to late in the evening in your town. Your itinerary must include visits to famous landmarks, museums, a typical restaurant with regional specialities and an evening of

ER TOURS WONDER TOURS WONDER TOURS

Pick-up time from hotel: .....

Brief tour description: .....

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

## Travel Itinerary

Morning: .....

.....  
.....

Lunch: .....

.....  
.....

Afternoon: .....

.....  
.....

Evening: .....

.....  
.....

Return time to your hotel: .....

How much did you like the activity?

Colour. 😊😊😊😊



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

- 3 You are designing a new room service breakfast menu for the Plantation Hotel. There are to be four breakfast choices. Design a menu for each breakfast, giving up to 6 food choices and two beverage (drink) choices in each, together with the prices.

### PLANTATION HOTEL

*Café breakfast*

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

€ .....

*English-style cooked breakfast*

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

€ .....

*Healthy Option Joggers' breakfast*

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

€ .....

*New York breakfast*

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

€ .....

How much did you like the activity?

Colour. ☺☺☺☺



# A HEALTHY CHOCOLATE BAR



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

- 3 Design a new chocolate bar wrapper to attract consumers. The chocolate bar is healthy, full of vitamins and is not fattening. It is a miracle chocolate bar! Think of a name to call your product and write its nutritional properties in the box, point by point.

.....

• Energy: 2-4 kcal/g	• .....
• .....	• .....
• .....	• .....
• .....	• .....

How much did you like the activity?

Colour. 😊😊😊😊

# FACE THE MUSIC!



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

3 Complete the review form below about the latest CD you bought.

Title: .....

Artist: .....

Year of release: .....

Music genre: .....

Best song on the album: .....

Mood:		Rate the album:	
Lively	<input type="checkbox"/>	* boring	<input type="checkbox"/>
Relaxing	<input type="checkbox"/>	** OK	<input type="checkbox"/>
Aggressive	<input type="checkbox"/>	*** very good	<input type="checkbox"/>
Cheerful	<input type="checkbox"/>	**** brilliant	<input type="checkbox"/>
Sad	<input type="checkbox"/>		
Romantic	<input type="checkbox"/>		

- Now, present the CD to the class, using your notes above. Record your presentation.

How much did you like the activity?

Colour. 😊😊😊😊

# DIRECTOR FOR A DAY



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

- 3 You are a famous film director and you want to make a film of a popular children's tale in your country. Choose actors, filming location, costumes and soundtrack. Complete the form below.

<p>Title of the film: .....</p> <p>Genre: .....</p> <p>Storyline: .....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p style="text-align: center;">Roles in the film and actors chosen to play them</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">Character</td> <td style="width: 50%; text-align: center;">Actor</td> </tr> <tr> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> </tr> </table>	Character	Actor	.....	.....	.....	.....	.....	.....	.....	.....	<p>Filming Location(s): .....</p> <p>.....</p> <p>.....</p> <p style="text-align: center;">Costumes</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">Character</td> <td style="width: 50%; text-align: center;">Costume</td> </tr> <tr> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> </tr> </table> <p style="text-align: center;">Soundtrack</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">Song</td> <td style="width: 50%; text-align: center;">Artist</td> </tr> <tr> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> </tr> </table>	Character	Costume	.....	.....	.....	.....	.....	.....	.....	.....	Song	Artist	.....	.....	.....	.....	.....	.....	.....	.....
Character	Actor																														
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Character	Costume																														
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.....	.....																														
Song	Artist																														
.....	.....																														
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.....	.....																														
.....	.....																														

How much did you like the activity?

Colour. 😊😊😊😊





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

- 3 You are a member of an environmental organisation. Make a leaflet to encourage the people in your school to protect natural resources, suggesting ways to save energy at home.

# Think GREEN!

- *Don't leave the tap running for no reason.*
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

How much did you like the activity?

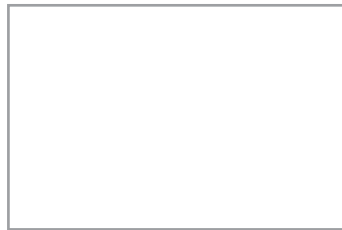
Colour. ☺☺☺☺



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

- 3 You are the director of the charity organisation Oxfam. You have been asked to prepare a leaflet for schools, giving ideas on how children can get involved in charity activities during their summer holidays. Design your leaflet, adding ideas and pictures.

## Charity begins at home! You too can get involved!



- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

- Based on your leaflet, give a one-minute talk to your classmates on how they can get involved in charity activities during their holidays. Record your talk.

How much did you like the activity?

Colour. 😊😊😊😊

# EMERGENCY ROOM



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

3 You are a nurse at Tallbridge Children’s Hospital. Three young patients are waiting to see the doctor on duty at the Casualty department. Write up their symptoms and what accident/injury they have on the casualty wall chart. Decide who the doctor should see first, second and third and then fill in the details of the doctor’s treatment.

John Blowhunt – aged 13	Louisa Singer – aged 7	Bobby Hall – 21 months old
Problem: ..... ..... .....	Problem: ..... ..... .....	Problem: ..... ..... .....
Symptoms/Injuries: ..... ..... .....	Symptoms/Injuries: ..... ..... .....	Symptoms/Injuries: ..... ..... .....
Order to see the doctor: .....	Order to see the doctor: .....	Order to see the doctor: .....
Treatment: ..... ..... ..... .....	Treatment: ..... ..... ..... .....	Treatment: ..... ..... ..... .....

How much did you like the activity?

Colour.

# SCHEDULING LEARNING



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

- 3 As the class president, you have recently heard complaints from your fellow students about the school timetable. They say that it is very heavy, not allowing them any time to study from one day to the next. Make another timetable for your class, allowing for more free time. Add any other subjects you think students would enjoy.

Monday	Tuesday	Wednesday	Thursday	Friday
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
Lunch break	Lunch break	Lunch break	Lunch break	Lunch break
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....

- Now present your timetable to the class, giving reasons for your choices. Record your presentation.

How much did you like the activity?

Colour. 😊😊😊😊





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

- 3 You are the leader of an advertising campaign about a new sports club in your town. Design an ad for the local newspaper, informing people about the name and the location of the sports club, opening hours, fees, special offers and activities you can do there. Stick on or draw pictures to make it look more attractive.

..... (name)		
..... (location)		
..... (opening hours)		
..... (fees)		
..... (special offers)		
Activities: .....		
.....		
.....		
.....		

How much did you like the activity?

Colour. 😊😊😊😊



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

- 3 The magazine you work for is organising a children's quiz competition. The theme is 'Explorers and Inventors' and the prize is a brand new DVD player. Collect information from school textbooks, encyclopaedias etc, then write the quiz questions for the contestants to answer.

## Explorers and Inventors

### How much do you know?

1 *What food did Christopher Columbus bring back from his travels?*

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

8 .....

9 .....

10 .....

- Distribute your quiz questions to your classmates and then check the answers.

How much did you like the activity?

Colour. 😊😊😊😊

# DESIGN YOUR OWN GADGET



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

3 You are taking part in a Young Inventors' Competition with a new gadget you have

Name of gadget: .....

What is it made of? .....

.....

What does it run on?

Electricity/Batteries

Wind Power

Solar Power

What does it do?

.....

.....

.....

.....

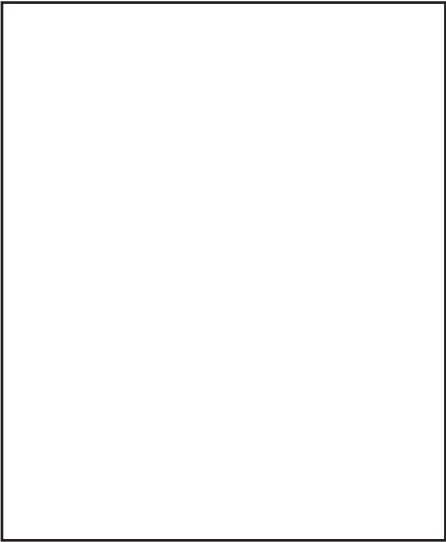
Name: .....

Age: .....

Occupation: .....

Telephone: .....

Address: .....



How much did you like the activity?

Colour. 😊😊😊😊

## IV. EXTRA ACTIVITIES

---



In this section, you can include anything you do inside and outside the classroom which shows your work with 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 did each activity. Remember: the choice of the activities 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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