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My Language Portfolio

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Virginia Evans



Express Publishing

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4

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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

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:





II. LANGUAGE BIOGRAPHY

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 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

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



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:

Very Well: 3 3 3	OK: 3 3	Not Very Well: 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	HOMES AROUND THE WORLD	1	<input type="checkbox"/>
21	TOWN PLANNER FOR A DAY	1	<input type="checkbox"/>
23	HOLIDAY DESTINATIONS	2	<input type="checkbox"/>
25	HOTEL BOOKING FORM	2	<input type="checkbox"/>
27	THE IDEAL CANDIDATE	3	<input type="checkbox"/>
29	BACK IN TIME!	3	<input type="checkbox"/>
31	HEALTH SURVEY	4	<input type="checkbox"/>
33	STRESS-FREE EXAMS	4	<input type="checkbox"/>
35	THE WORLD AROUND ME	5	<input type="checkbox"/>
37	ENVIRONMENTALLY-AWARE	5	<input type="checkbox"/>
39	SECOND-HAND GOODS	6	<input type="checkbox"/>
41	THE PERFECT HOUSEKEEPER	6	<input type="checkbox"/>
43	FASHION IN THE PAST	7	<input type="checkbox"/>
45	SHOPPING HABITS	7	<input type="checkbox"/>
47	DISASTER RESTAURANT	8	<input type="checkbox"/>
49	FOOD CULTURE	8	<input type="checkbox"/>
51	POETRY COMPETITION	9	<input type="checkbox"/>
53	SHORT STORY COMPETITION	9	<input type="checkbox"/>
55	EDITOR FOR A DAY	10	<input type="checkbox"/>
57	PROMOTION CAMPAIGN	10	<input type="checkbox"/>

My Dossier



Stick a photo
of yourself
here

Name:

School:

Class:

Level CEF: B1.2

HOMES AROUND THE WORLD



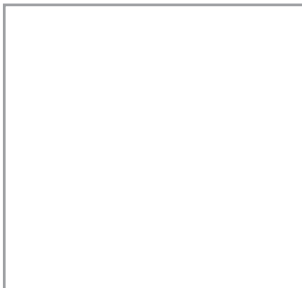
Name: Date: Class:

- 3 You are doing a project on types of homes around the world. Stick on or draw pictures of homes from other cultures and write some facts about them.

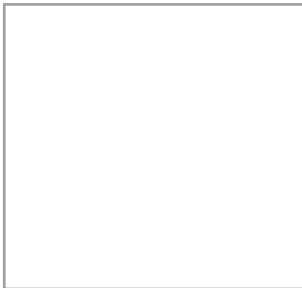


Tepee

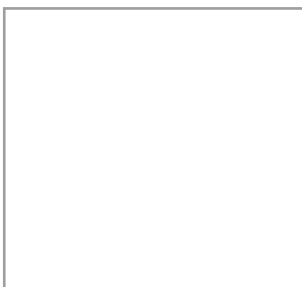
Tepees are made of animal skins and wood. They are not very spacious. They haven't got central heating or air-conditioning. Sometimes they've got a fireplace. Some tepees have drawings on the "walls" to make them look beautiful.



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



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



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

How much did you like the activity?

Colour. 😊😊😊😊

TOWN PLANNER FOR A DAY



Name: Date: Class:

- 3 The local council has decided to turn an unused piece of land into a small town. You are the town planner who designs the model town. Draw a sketch and describe it. Say where the school, park, supermarket, restaurant, playground, cinema, library, post office, train station and bank are. Give the town a name.

This is

.....

.....

.....

.....

.....

.....

- Present your model town to the class. Record your presentation.

How much did you like the activity?

Colour. 😊😊😊😊

HOLIDAY DESTINATIONS



Name: Date: Class:

- 3 Write an advertisement for a holiday destination in your country. Stick on or draw pictures.

Visit

- How to get there:
- Where to stay:
- What to do:
- When it's best to go:
- How to book:

How much did you like the activity?

Colour. 😊😊😊😊

HOTEL BOOKING FORM



Name: Date: Class:

- 3 You are travelling to Barcelona next month and you want to book a room for your stay. You have done some research online and you have found a very nice hotel. Fill in the online booking form to reserve your room.

Hotel Booking Form Joan Miro Hotel

Please complete this form. Then submit it by clicking on the 'enter' button below.

First Name:

Last Name:

Address:

Country:

Telephone:

E-mail Address:

Date of Arrival: Date of Departure:

Number of nights:

Number of rooms required:

Type of room required:

Single standard room	<input type="checkbox"/>
Double room	<input type="checkbox"/>
Twin room	<input type="checkbox"/>
Triple room	<input type="checkbox"/>

Credit Card Number:

Expiry Date:

Cardholder's Name:

How much did you like the activity?

Colour.



Name: Date: Class:

3 You are the owner of a newly-established company and you want to recruit people for the following positions. Fill in the form below.

SPEED UP TELECOM

is looking for people to fill the follow positions:

General Manager

Age: 35-50

Qualifications: University Degree, a minimum of 8 years experience in a similar position.

Character Profile: The ideal candidate will be *decisive*,

Secretary

Age: 25-30

Qualifications: Familiar with Microsoft Office, a minimum of 2 years experience in a similar position.

Character Profile: The ideal candidate will be

Salesperson

Age: 28-35

Qualifications: Driving licence, a minimum of 5 years experience in a similar position.

Character Profile: The ideal candidate will be

Customer Service Employees

Age: 35-50

Qualifications: Fluent in at least 2 European languages, no experience required, full training provided.

Character Profile: The ideal candidate will be

How much did you like the activity?

Colour. ☺☺☺☺



Name: Date: Class:

3 Imagine you are a teacher at a school in 2050 and you are teaching pupils about the most important people and events in the year 2000. Make a poster that will help you during the lesson. Stick on or draw pictures.

One of the most important people of the year was

He/She

The most significant event of the year was

2000

The most exciting sports event of the year was

The most successful film of the year was

How much did you like the activity?

Colour. 😊😊😊😊

HEALTH SURVEY



Name: Date: Class:

- 3 You are conducting a survey on school children's health in your country. Interview your classmates and complete the form below.

Are you healthy?

Name:

How often do you take time off school due to illness?
Once a month Once a week Once every 6 months Almost never

What kinds of health problems/illnesses do you usually suffer from?
1 3
2 4

What do you usually do when you are ill?
Go straight to the doctor's.
Take as much medicine as you can to get better soon.
Rely on herbal and traditional remedies.
Do nothing and wait until it goes away.

How often do you go to the dentist's?
Once a year Once every six months Almost never

Do you take care of your body? What do you usually do to stay fit and healthy?
.....
.....

Do you carry any medicine in your schoolbag? If yes, what kind?
.....
.....

Are you more afraid of the doctor or the dentist?
.....
.....

- Report your findings to the class. Record your presentation.

How much did you like the activity?

Colour. 



Name: Date: Class:

- 3 You are a member of the Students' Union at your university. Write a leaflet giving advice to your fellow students on how to deal with stress during the exams.

Stress-free top marks!

- 1 *Start revising as soon as possible.*
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

- Use this leaflet to give a one-minute speech on this topic. Record your presentation.

Start like this:

The best way to avoid stress during exam time is to make sure you start revising early on.

How much did you like the activity?

Colour. ☺☺☺☺



Name: Date: Class:

- 3 Take a look at your garden or your local park and list the animals or insects you find there. Make a fact file. Stick on or draw pictures.

Urban Wildlife

This is a It lives
.....

Its most characteristic feature is
It feeds on



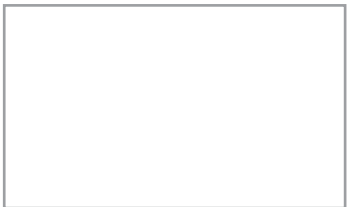
This is a It lives
.....

Its most characteristic feature is
It feeds on



This is a It lives
.....

Its most characteristic feature is
It feeds on



This is a It lives
.....

Its most characteristic feature is
It feeds on



How much did you like the activity?

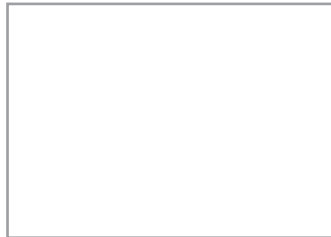
Colour. 



Name: Date: Class:

3 Make a list of things you can do to help preserve the environment. Think about what you can do at home, at work or on holiday. Stick on or draw a picture.

LET'S MAKE A DIFFERENCE!



At home ...

- Use bath water to water the plants.
-
-
-

At work ...

-
-
-
-

On holiday ...

-
-
-
-

How much did you like the activity?

Colour. ☺☺☺☺

SECOND-HAND GOODS



Name: Date: Class:

- 3 You are moving house and you want to sell some of your electrical appliances. Stick on or draw pictures, then write a short description and the price. Don't forget to give your personal details so that people can contact you.

	<p><i>Smoke Alarm. Easy, quick and safe to install. No batteries needed. Ideal for any room in the house. Manufacturer's 10 year warranty.</i></p>

How much did you like the activity?

Colour. 😊😊😊😊

THE PERFECT HOUSEKEEPER



Name: Date: Class:

3 You are an inventor who has built a robot that can help people around the house. Make a leaflet, giving some information about the robot. Write:

- the name of the robot
- a description of the robot
- how the robot operates
- what the robot does
- how much the robot costs

Stick on or draw pictures to make your leaflet more interesting to the reader.

How much did you like the activity?

Colour. 😊😊😊😊

FASHION IN THE PAST



Name: Date: Class:

- 3 Choose a decade (e.g. '60s, '80s etc) and make a poster about fashion during that time. Describe the clothes, hairstyles and accessories that were popular then. Stick on or draw pictures.

Trendy s		
Clothes		
<input type="text"/>	Menswear:	<input type="text"/>
	
<input type="text"/>	Womenswear:	<input type="text"/>
	
Hairstyles		
<input type="text"/>	Men:	<input type="text"/>
	
<input type="text"/>	Women:	<input type="text"/>
	
Accessories		
<input type="text"/>	Men:	<input type="text"/>
	
<input type="text"/>	Women:	<input type="text"/>
	

How much did you like the activity?

Colour. 😊😊😊😊

SHOPPING HABITS



Name: Date: Class:

- 3 You are conducting a survey investigating the shopping habits of teenagers in your country. Interview your classmates and complete the form below.

Questionnaire

Name:

Age:

Sex: Male: Female:

1 How much do you like shopping?

I love it!

I go shopping only when I need something.

I hate it! I prefer other people to do it for me.

2 Where do you prefer to do your shopping?

In big shopping centres where you can find everything!

In small shops because they have more personal service.

In open air markets where you can bargain for cheaper prices.

3 How often do you go shopping?

.....

4 Which is your favourite shop? Why?

.....

5 What do you spend your pocket money on?

.....

6 Do you shop online? If yes, for what things?

.....

7 What methods of payment do you usually use? Please tick those that apply.

Cash Credit card Cheque Other

- Report your findings to the class. Record your presentation.

How much did you like the activity?

Colour. 

DISASTER RESTAURANT



Name: Date: Class:

- 3 You recently visited a new restaurant in your area where you had a terrible evening. You were very disappointed with the quality of the food, the cleanliness, the atmosphere and the service. Fill in the evaluation form below.

Restaurant Evaluation Form

NAME OF RESTAURANT:

DATE VISITED: TIME:

WAITER:

PRICE OF MEAL:

HAVE YOU EVER EATEN AT THIS RESTAURANT BEFORE? (yes) (no)

DISHES YOU ORDERED

.....
.....

RATING (PLEASE CIRCLE ONE)

(1) Very good

(2) Average

(3) Poor

FOOD QUALITY: (1) (2) (3)

SERVICE: (1) (2) (3)

ATMOSPHERE: (1) (2) (3)

CLEANLINESS: (1) (2) (3)

If you rated any of the categories above as poor, please specify what the problem was:

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

How much did you like the activity?

Colour.



Name: Date: Class:

3 Make a web page for a website providing information about European food. Find information about traditional dishes from different countries and describe them. Stick on or draw pictures.

Doc: _____
Subject: _____

Anal 10 B I U A

EUROPEAN FOOD CULTURE

Dish: *Dublin Coddle*
Country of origin: *Ireland*
Description: *a savoury stew of ham or bacon, pork sausages, potatoes and onions.*

Dish:
Country of origin:
Description:

Dish:
Country of origin:
Description:

Dish:
Country of origin:
Description:

Dish:
Country of origin:
Description:

How much did you like the activity?

Colour. 😊😊😊😊

SHORT STORY COMPETITION



Name: Date: Class:

3 You are taking part in a short story competition. Use the visual prompts below to write a story beginning with the sentence:



If I hadn't gone there, I would never have had that terrible experience.

.....

.....

.....

.....

.....

.....

.....

How much did you like the activity?

Colour. ☺☺☺☺

EDITOR FOR A DAY



Name: Date: Class:

3 Watch the news on TV and then write the front page of tomorrow's newspaper. Stick

The Times

v. 22992

Date:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

How much did you like the activity?

Colour. 😊😊😊😊

PROMOTION CAMPAIGN



Name: Date: Class:

- 3 You work for an advertising company. Choose a new product (e.g. perfume, chocolate bar, mobile phone) to be launched and organise its promotion. Write ideas to submit to the Marketing Director. Stick on or draw a picture of the product.

To: The Marketing Director

From:

Product:



Advertising methods

The product above is to be advertised:

on TV

in magazines

in newspapers

on the radio

on billboards

with flyers on the street

Target market

The product is likely to be bought by:

Sex

Mostly men

Mostly women

Everybody

Income

Wealthy people

Middle-class people

Age

Mostly young people

Mostly middle-aged people

Mostly children

Ideas to advertise the product:

.....

.....

.....

.....

.....

.....

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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