

# ENTERPRISE

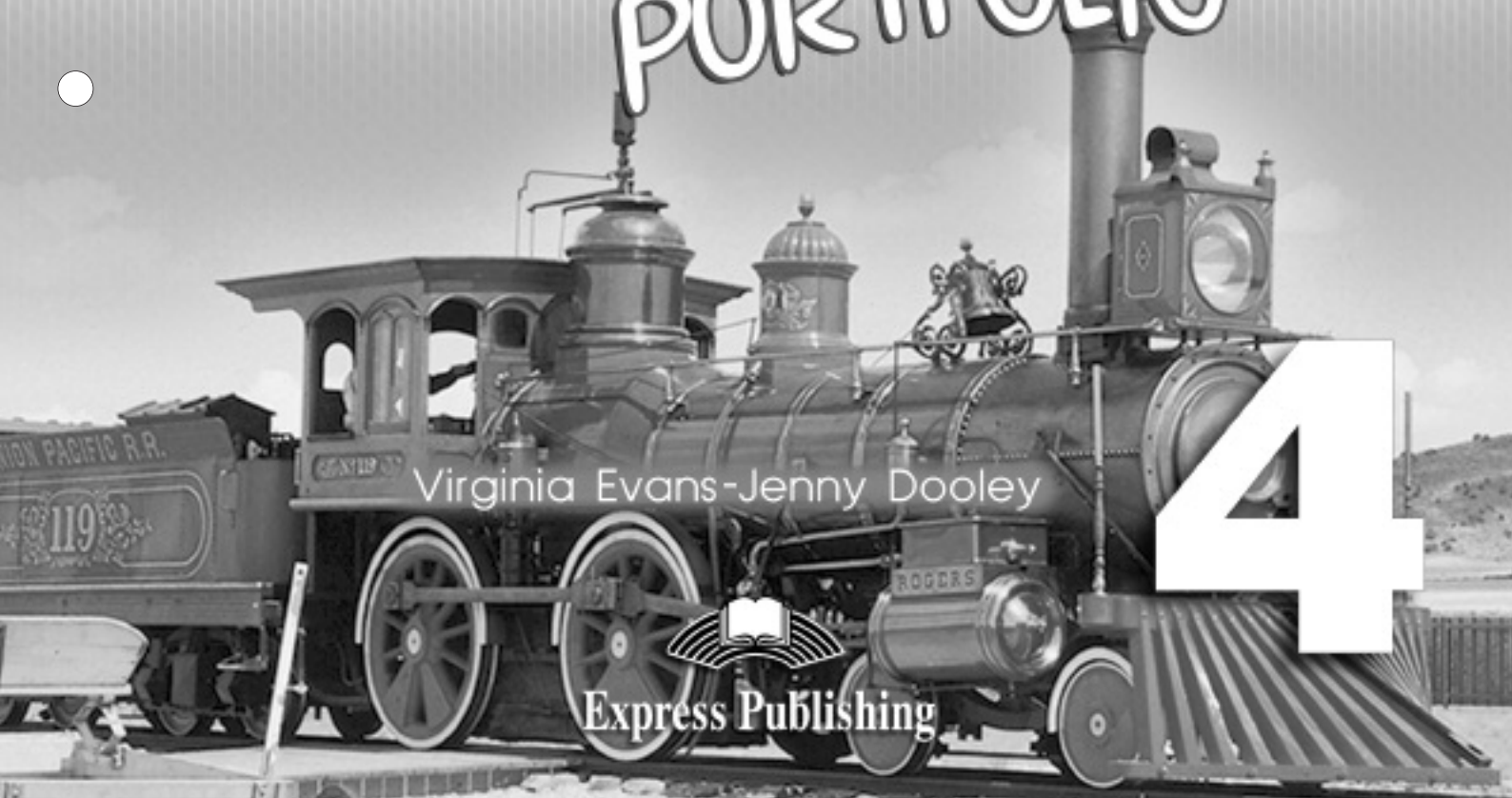
Intermediate



## MY LANGUAGE PORTFOLIO

Virginia Evans-Jenny Dooley

# 4



Express Publishing

# ENTERPRISE

Intermediate

## MY LANGUAGE PORTFOLIO

# 4

Virginia Evans - Jenny Dooley



**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.

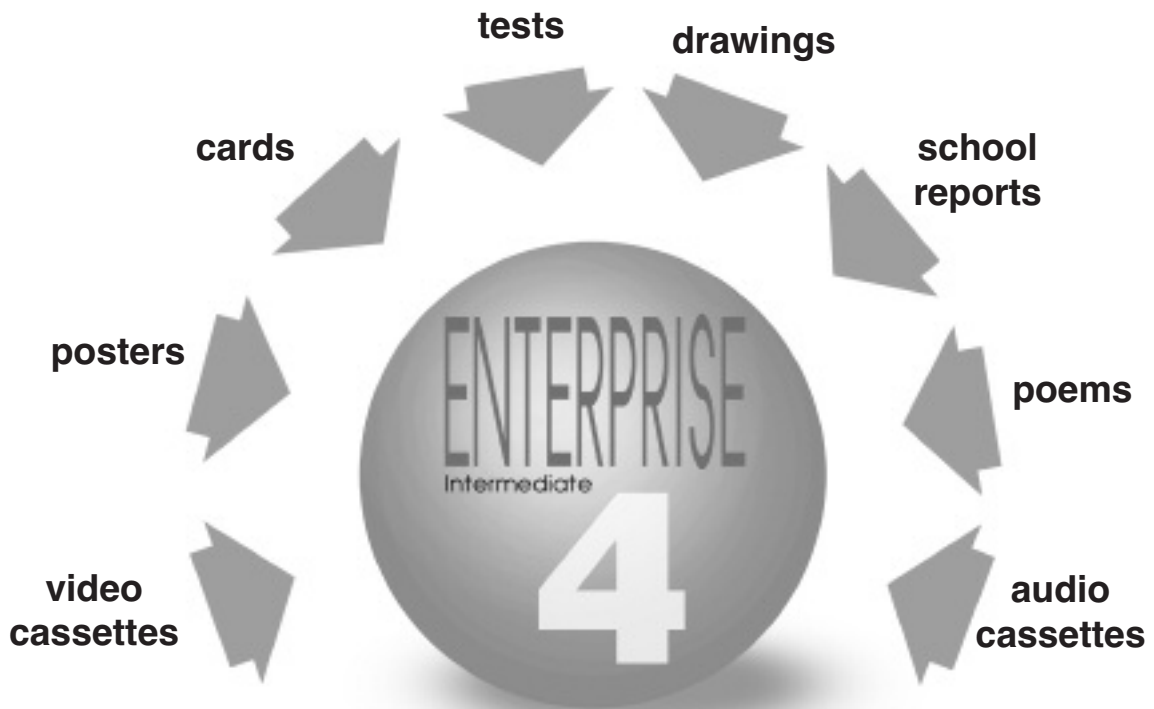
*Virginia Evans - Jenny Dooley*

## 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:



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**

*LEVEL CEF B2*

<i>Date</i>	<i>Type of Material</i>
.....	.....
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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/cartoons I've watched in English

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

# 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. ....
- understand recorded or broadcast audio material in standard language and identify the speaker's mood. ....



## 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. ....
- read many kinds of texts at different speeds and in different ways, according to my purpose in reading and the type of text. ....

- understand articles and reports in which the writers express particular viewpoints. ....
- understand clearly written argumentative texts. ....
- 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 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. ....
- construct reasoned arguments ....
- express myself by synthesising information from various sources. ....



### 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. ....
- write an essay, evaluating different ideas and solutions to a problem. ....
- write an essay, speculating about causes, consequences and hypothetical situations. ....

# 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.

The form consists of three horizontal strips of white paper with a torn bottom edge, stacked vertically. Each strip is blank for writing. On the right side of each strip, there is a rectangular box with a dashed border containing the word 'DATE' in bold, uppercase letters.

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.

<b>Page</b>	<b>Title of the activity</b>	<b>It can be done at the end of Unit ...</b>
19	<b>JUST THE JOB!</b>	1 <input type="checkbox"/>
21	<b>A TRAVEL BROCHURE</b>	2 <input type="checkbox"/>
23	<b>STAY TUNED</b>	3 <input type="checkbox"/>
25	<b>GOOD NEWS</b>	4 <input type="checkbox"/>
27	<b>ARE YOU SUPERSTITIOUS?</b>	5 <input type="checkbox"/>
29	<b>FOOD PYRAMID</b>	6 <input type="checkbox"/>
31	<b>VIOLENCE IN THE MOVIES</b>	7 <input type="checkbox"/>
33	<b>TEAM SPORTS</b>	8 <input type="checkbox"/>
35	<b>SAVE A SPECIES</b>	9 <input type="checkbox"/>
37	<b>EXAM TIME</b>	10 <input type="checkbox"/>
39	<b>THIS IS YOUR LIFE</b>	11 <input type="checkbox"/>
41	<b>MOVING AROUND</b>	12 <input type="checkbox"/>


# My Dossier

**Name:** .....

**School:** .....

**Class:** .....

**Level CEF: B2**



**Stick a photo  
of yourself  
here**

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

3 You are doing research for a school project about people and their jobs. Interview a family member about his/her job and complete the questionnaire below. Stick on or draw a picture.



Name: .....  
Age: .....  
Job title: .....

- 1 What are the duties related to your job title?  
.....
- 2 What qualifications or training do you need to do this job?  
.....
- 3 What personal qualities do you need to do this job?  
.....
- 4 How long have you worked in this position?  
.....
- 5 What do you do on a typical working day?  
.....
- 6 How many hours do you work on an average day?  
.....
- 7 Do you get paid every week or every month?  
.....
- 8 What are the advantages and disadvantages of your job?  
.....
- 9 What advice would you give to someone who wants to get a job like yours?  
.....

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

How much did you like the activity?





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

3 You run a travel agency. This summer, you have decided to advertise some unusual holiday destinations for those who want something special. Label and indicate the places on the map and write a short text about each one to be published in your brochure. Indicate:

- where they are
- what the weather is like
- what the main attractions are



1 .....  
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5 .....  
.....  
.....  
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.....

*Holiday Destinations*

2 .....  
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.....  
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3 .....  
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.....

4 .....  
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How much did you like the activity?



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

- 3 Choose your favourite hero/heroine from a book, a film, a TV series or a comic then make up a short story using him/her as your main character. The story should end with the words: *That was the strangest day of my life*. Record it with sound effects. Stick on a picture of your favourite hero/heroine. Give your story a title.

..... (title)



.....

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..... That was the strangest day of my life.

How much did you like the activity?



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

3 Your local TV station has a 'good news' segment in their daily news programme. Find a news story about something good that has happened in your city or neighbourhood recently and write a report for the 6 o'clock news. Write about:

- what happened
- where and when it happened
- who was involved
- why it is 'good news'

.... Now it's time for the good news segment of our programme.

.....

.....

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.....

• Now present your report to the class. Record your presentation.

How much did you like the activity?



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

3 **How superstitious are your friends? Interview as many of them as you can and then write a**

Name	Are they superstitious? (Yes/No)	Superstition they believe in
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....



Most of my friends ..... superstitious. ....

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

The most popular superstition among my friends is .....

..... . Some people are afraid of .....

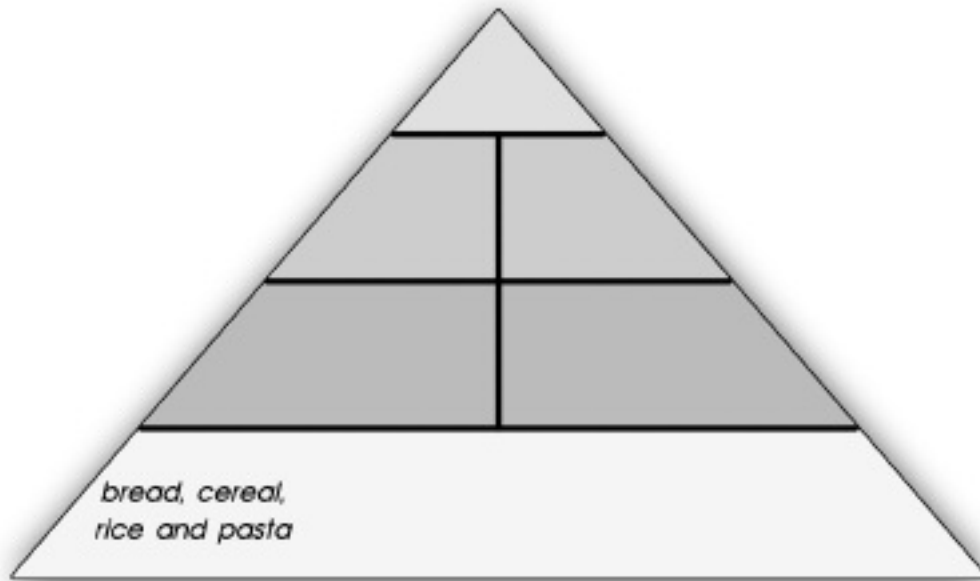
.....

How much did you like the activity?

Colour. 

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

- 3 In what positions should the food groups (bread, cereal, rice and pasta/fruit and vegetables/fats oils and sugars/meat, fish and eggs/dairy products) be placed on the food pyramid? Look up an encyclopaedia or search the Internet for information. Then, stick pictures on to the food



Food group	Examples	How much you SHOULD eat per day	How much do YOU eat per day
1			
2			
3			
4			
5			
6			

How much did you like the activity?

Colour. 

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

3 Do you think that the majority of Hollywood productions are inspired by crime? How many films have you seen dealing with crime? Make a fact file to be included in a Film Guide. Stick on or draw pictures.

### HOLLYWOOD VIOLENCE



Film: .....  
Crime: .....  
Synopsis: .....  
.....  
.....

Film: .....  
Crime: .....  
Synopsis: .....  
.....  
.....



Film: .....  
Crime: .....  
Synopsis: .....  
.....  
.....

Film: .....  
Crime: .....  
Synopsis: .....  
.....  
.....



How much did you like the activity?



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

3 Which is your favourite team sport? Write an article for a sports magazine, describing:

- its origins
- what you need to play it
- the rules of the sport

Stick on a picture.

**MY FAVOURITE TEAM SPORT**



*My favourite team sport is ..... It was first played in .....*

*In order to play ....., you need .....*

*When you play ....., you need to follow a simple set of rules. First of all players are divided into ..... teams. Then, .....*

*So, put your trainers on and have fun playing .....*

- Present your sport to the class. Record your presentation.

How much did you like the activity?



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

3 Choose an animal that is in danger of becoming extinct and write an article for your school newspaper about it. Mention:

- which country it lives in
- what its natural habitat is like
- what its feeding habits are
- how many of them are left in the wild
- what the main threats to its safety are
- what should be done to save it

Stick on or draw a picture.



One of the animal species that face extinction nowadays is the

..... It lives .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- Present your animal to the class. Record your presentation.

How much did you like the activity?





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

3 What is the best way to revise for an exam? Make a poster giving useful advice to your fellow students.

**EXAM RULES**

- 1 Revise the easy parts first.
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....
- 11 .....
- 12 .....
- 13 .....
- 14 .....
- 15 .....

How much did you like the activity?



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

3 A Hollywood producer wants to make a film of your life. He has asked you to choose famous actors to play you, your family and friends. Write who you would choose to play the parts and explain the reasons for your choices. Stick on photos of the film stars you decide to play the



I think ..... should play my ..... because

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



I think ..... should play my ..... because

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



I think ..... should play my ..... because

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



I think ..... should play me because

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

How much did you like the activity?





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

3 You are doing a class survey about various means of transport. Ask your classmates about the means of transport they prefer or avoid and write a short paragraph reporting your findings.

Name	Preferred means of transport	Reason	Means of transport most avoided	Reason
1				
2				
3				
4				
5				
6				
7				
8				

Most of my classmates usually travel by ..... They mostly prefer travelling by ..... because .....

They tend to avoid going anywhere by ..... because .....

As far as I am concerned, I like travelling by ..... because .....

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

How much did you like the activity?



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 this 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

You can use this page to write the titles of the activities you choose to file in your *Language Portfolio*.

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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).

<http://www.expresspublishing.co.uk>

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