

Upstream

PRE-INTERMEDIATE B1



My Language Portfolio

Virginia Evans - Jenny Dooley



Express Publishing

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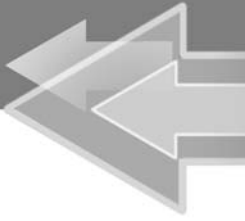
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Dear, (your name)

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 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 class), 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

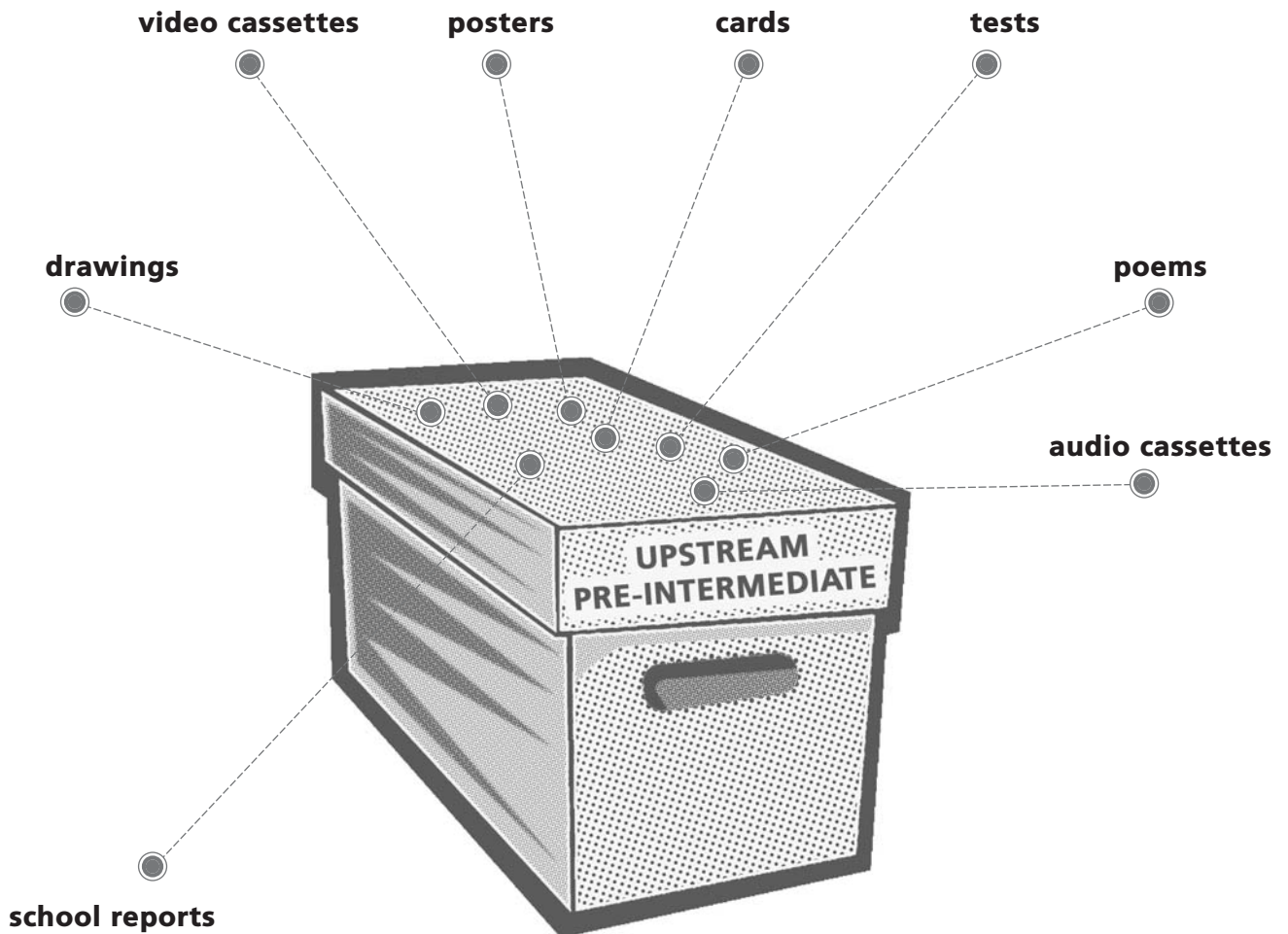
Jenny Dooley

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:





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 (✓) 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 English to me.

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

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

2 I learn words/phrases better if

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

3 I can express myself well if

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



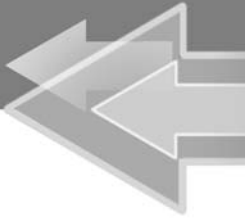
II. Language Biography

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 my mother tongue.
- C I get them from a text by exploring it.
- 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

.....

.....

.....

II. Language Biography

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: ✓✓✓

OK: ✓✓

Not Very Well: ✓



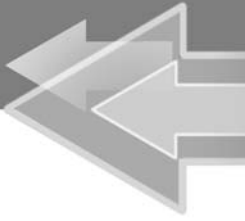
I can ...

- understand people talking about things familiar to me.
- understand people giving factual information.
- understand everyday conversations.
- understand programmes on TV and the radio.
- understand films, in which visuals and action carry much of the storyline.
- understand straightforward factual information about everyday or job related topics.
- understand other people when they speak clearly about everyday issues.
- understand short lectures and talks about familiar matters (e.g. the environment).
- understand most topics related to everyday life (e.g. family, hobbies and interests, work, travel, etc).
- understand information of recorded or broadcast audio material (e.g. TV advertisements, theatre recorded messages, etc).



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 (e.g. how to send a text message).
- understand newspaper articles about things I know about.
- find and understand general information in everyday material (e.g. advertisements, posters, leaflets, etc).

SPEAKING

I can ...

- describe things to people.
- give simple instructions and detailed directions.
- give reasons and explanations for opinions, plans and actions.
- describe personal experiences.
- describe my feelings (e.g. surprise, sadness, happiness, interest and indifference).
- talk about my dreams, hopes, wishes and ambitions.
- express my beliefs, opinions, agreement and disagreement politely.
- suggest solutions to problems.
- exchange information on topics that are familiar or of personal interest.
- interview people and be interviewed.

WRITING

I can ...

- write a short narrative.
- describe the plot of a book or a film and describe my reactions.
- write personal letters, describing experiences, feelings and events in detail.
- take messages describing enquiries, problems, etc.
- describe dreams, hopes and ambitions.
- give basic details of an event, e.g. an accident.
- write brief reports and essays.

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, TV 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



How I Learn!

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	TV CELEBRITIES	1	<input type="checkbox"/>
21	MY NEIGHBOUR	1	<input type="checkbox"/>
23	MY TOWN	2	<input type="checkbox"/>
25	GEOGRAPHY FACTS	2	<input type="checkbox"/>
27	THE ZOO	3	<input type="checkbox"/>
29	HELP US!	3	<input type="checkbox"/>
31	CLIMATE	4	<input type="checkbox"/>
33	GREETINGS FROM ...	4	<input type="checkbox"/>
35	FOR SALE	5	<input type="checkbox"/>
37	SOUVENIRS	5	<input type="checkbox"/>
39	A CELEBRATION	6	<input type="checkbox"/>
41	FESTIVALS THROUGHOUT THE YEAR	6	<input type="checkbox"/>
43	A SPECIAL MEAL	7	<input type="checkbox"/>
45	RESTAURANT AD	7	<input type="checkbox"/>
47	SPORTS SURVEY	8	<input type="checkbox"/>
49	A SPORTS INJURY	8	<input type="checkbox"/>
51	SHOWTIME	9	<input type="checkbox"/>
53	MY HOPES AND DREAMS	9	<input type="checkbox"/>
55	TAKE A MESSAGE	10	<input type="checkbox"/>
57	YOUNG INVENTOR'S COMPETITION	10	<input type="checkbox"/>