

H.Q. Mitchell

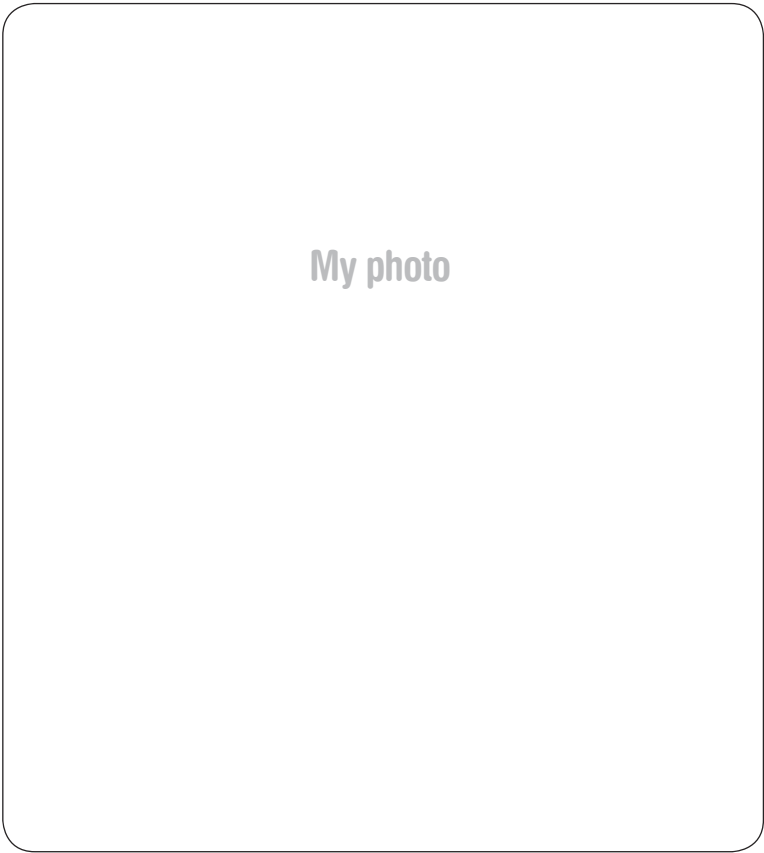
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portfolio

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Name _____

School _____

Class _____

Age _____

What is the language portfolio?

Dear Student,

This language portfolio is designed to help you understand more about how you learn English.

The portfolio can help you show what you already know and what you can do in English. With the portfolio, you'll have the chance to see where your strengths and weaknesses lie and keep track of your progress. It'll also help you keep a record of the work you've done in school and the ways you come into contact with the English-speaking world.

You can show the portfolio to your parents and to your new teachers when you change class or school.

The portfolio has three parts:

1. My language passport

This part will give others a general picture of your knowledge of English. You'll be asked to think about how many years you've been learning English, whether at school or elsewhere, and in which situations you use it. You can also keep a record of language certificates and diplomas here.

2. My language biography

In this part you can record your English learning. It will help you realise what you already know and what you've already learnt. It will also help you set goals for the future and discover the ways in which you can learn best.

3. My dossier

This is the part where you can put some examples of work you've done in English. These could be pictures, written work, projects, audio or video recordings, homework. You'll also find some ideas that can be used in this section.

Summary of language learning and intercultural experiences

Read and answer.

How long have you been learning English?

I've been learning English for .

Read and tick (✓).

Where have you been learning English?

- at school ☐
- at a language school ☐
- at home ☐
- in an English-speaking country ☐

Where do you use English?

- at home ☐
- at school ☐
- with my friends ☐
- with my family ☐

Tick (✓) the statements which are true for you.

I often meet people who speak English.

I watch TV programmes or films in English.

I read magazines or books in English.

I have a penfriend or e-pal from an English-speaking country.

I have visited an English-speaking country.

I have lived in an English-speaking country.

☐
☐
☐
☐
☐
☐

Certificates and diplomas

Here you can record any certificates or diplomas you've acquired in English. These could include progress report cards, an attestation of participation in an exchange programme or of a language-learning stay in an English-speaking country, for instance.

Title	Level	Awarded by	Date

My language biography

What I have done

The schools I've graduated from and the school I now attend.

School name	When?	City	Country

The English courses I have attended and the courses I now attend.

Institution	When?	City	Country

English-speaking countries where I have lived or which I've visited.

Country	When?	For how long?

What I have done

Contacts I've had with speakers of English.

When? Where? With whom?	Comments

Ways I come into contact with English-language media.

	often	sometimes	never
Comics			
Songs			
Films			
TV programmes			
Internet			
Magazines			
Computer games			
Books			
...			

My language biography

How I learn

Try to think of the ways in which you learn English. What helps you? This part of the portfolio can help you realise how you learn best and give you some ideas which you might want to try in the future. Tick (✓) what is true for you and complete with your ideas.

How I improve my ...		I already do this		I could try this	
		Yes	No	Yes	No
speaking abilities	I listen to English texts and repeat.				
	I record myself speaking in English and compare with the CD.				
	I learn and recite English poems.				
	I sing songs in English.				
	I often listen to the radio or watch TV programmes in English, and try to imitate voice and rhythm.				
	...				
vocabulary	I write down new words in a notebook with an example next to them.				
	I look new words up in a dictionary.				
	I ask my teacher to explain new words.				
	I group together words which are related.				
	I regularly revise words I've learnt.				
	I try to use words I've recently learnt when I speak or write.				
listening abilities	I ask myself whether I need to understand every single detail of what I'm listening to or if it is enough to get the general idea.				
	I watch English speaking programmes.				
	I listen to songs and try to understand the lyrics.				
	...				

How I learn

How I improve my ...		I already do this		I could try this	
		Yes	No	Yes	No
reading abilities	I ask myself whether I need to understand every single detail of what I'm reading or if it is enough to get the general idea.				
	I look important words up in a dictionary.				
	I write down words and expressions I'd like to learn.				
	I read magazines and newspapers in English.				
	...				
writing abilities	When I write, I try to think in English and avoid translating.				
	I make sure that I know the meaning and the spelling of all the words I've used.				
	I try to avoid repeating the same words and phrases when I write.				
	After I've written something, I read it once again to see if I've made any mistakes.				
	...				
grammar	I learn or look for grammar rules and explanations.				
	I find my own examples to illustrate a rule.				
	I make a note of grammatical errors I often make.				
	...				

How I learn		I already do this		I could try this	
		Yes	No	Yes	No
I always participate in group or pair work activities in class.					
I don't hesitate to answer my teacher's questions in class.					
I'm not afraid to make mistakes when I speak or write; they're part of learning.					
...					

My language biography

What I can do in English

Use this checklist to record what you can do (Column 1 = me). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2 = my teacher). Use column 3 to mark those things which you cannot yet do but which you feel are important (Column 3 = goals).

Add to the list – perhaps with the help of your teacher – other things you can do, or that are important for your English learning at this stage.

Use the following symbols:

In columns **1** and **2**

✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column **3**

! *This is one of my goals*

	me	my teacher / other	my goals
Listening	1	2	3
I can understand my teacher's instructions and what is said on the tape recorder.			
I can understand simple questions about myself, the place where I live, what I do, the people I know.			
I can understand short conversations about topics I'm familiar with.			
I can understand the lyrics of some songs.			
I can understand numbers, prices and the time.			
I can understand short recorded messages or short passages said by the teacher.			
I can understand and follow a route on a map.			
I can understand where things are located.			
I can understand when someone speaks slowly and clearly to me on topics I'm familiar with.			
I can understand when people are talking about the present, the past or the future.			
I can also ...			
...			
...			

What I can do in English

	me	my teacher / other	my goals
Reading	1	2	3
I can match simple words with pictures.			
I can recognise some simple words and phrases on a poster or in a magazine.			
I can understand simple cartoon strips and illustrated stories.			
I can understand a brief personal message, such as an e-mail or a postcard.			
I can guess the content of a text with the help of illustrations.			
I can read and understand some magazine quizzes.			
I can read and understand the key points in some magazine and newspaper articles, leaflets and diaries.			
I can understand whether a text refers to the present, past or future.			
I can also ...			
Speaking	1	2	3
I can greet and say goodbye to someone.			
I can say where I'm from and where I live.			
I can introduce myself and other people.			
I can answer simple questions about myself, my home, my family, my friends and my hobbies and ask people similar questions.			
I can talk about my family and my friends.			
I can ask people for things and give people things.			
I can describe myself, other people and animals.			
I can say what I like and what I don't like.			
I can describe my house and my bedroom.			
I can ask for, give and refuse permission.			
I can order food.			
I can offer something and accept or refuse an offer.			
I can count and talk about quantities.			
I can ask for and tell the time.			
I can indicate time by such phrases as 'next week', 'last Friday', 'in November', 'three o'clock'.			
I can also...			

My language biography

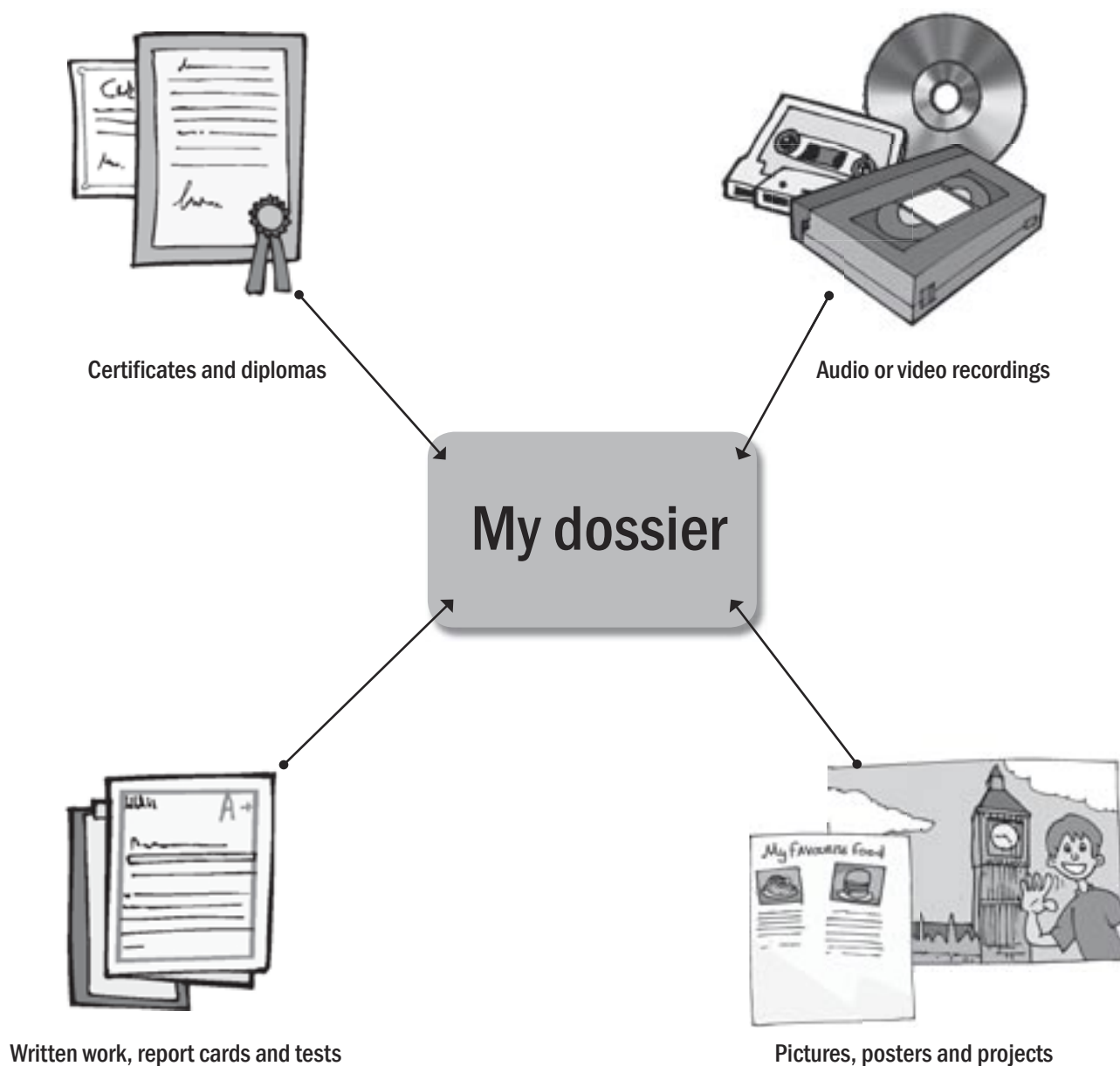
What I can do in English

	me	my teacher / other	my goals
Speaking strategies	1	2	3
I can ask for help when I don't understand something.			
I can ask somebody to repeat what they've said.			
I can ask somebody to speak more slowly.			
I can ask somebody how to say a word in English.			
...			
...			
...			

Writing	1	2	3
I can fill in a questionnaire with my personal details (name, age, nationality, address).			
I can write a greeting card, for instance a birthday card.			
I can write a simple postcard (for example with holiday greetings).			
I can write sentences and simple phrases about myself, for example where I live, what year I'm in at school, what my favourite subject is.			
I can write about my family (how many members, names, age) and my friends.			
I can write about my daily routine and my habits.			
I can write a description of my house and neighbourhood.			
I can write an e-mail giving news or talking about holiday plans.			
I can write a simple text describing my country.			
I can also...			
...			

What you can include

In your dossier you can keep examples of your work, as well as certificates and diplomas. **You** choose what goes into your dossier. Put in things which you'd like to keep and show to others. You can put in written work, pictures, audio or video recordings, homework, or any other work you are proud of. Your dossier could be a folder or a box to fit everything in. Add items to your dossier or change them when you like.



My dossier

What my dossier includes

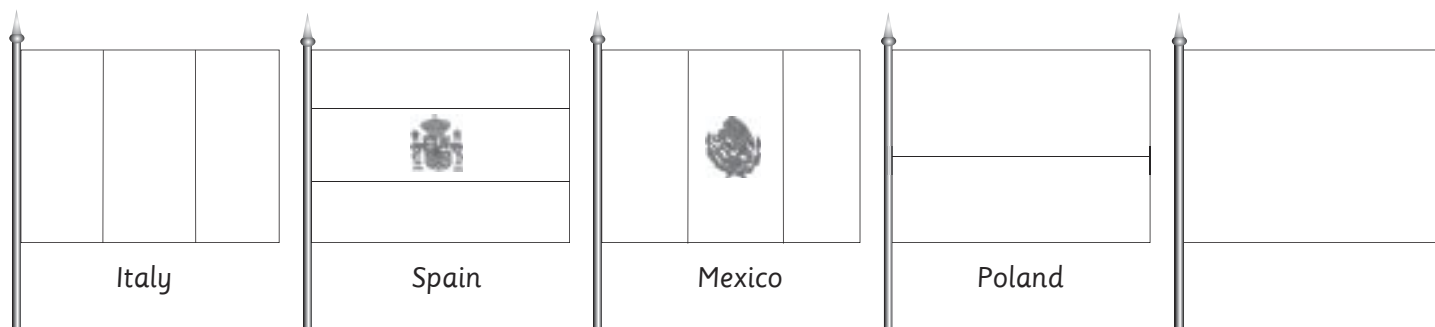
Use the list below to keep a record of all the items you include in the dossier.

Module 1

School days

Around the world

1. Colour the flags at the bottom of this page. Then, cut them out and stick them on the map below, over the corresponding countries.
2. There is an empty flag. Draw the flag of your country if it isn't given, cut it out and stick it on the map.
3. Look through magazines and find photos of people from different countries and stick their pictures on the map, too.
4. Then, write a sentence about each person, saying where they are from, as in the example.
5. Stick your own picture on the map and write a sentence about yourself, too.



Module 1 School days

Fact files

Ask your classmates the questions below and complete the table.

- What's your name?
- How do you spell your surname?
- Where are you from?
- How old are you?
- What's your phone number?

Name	Nationality	Age	Phone number



Module 2 People**A crazy animal**

1. Draw a crazy animal.
2. Then, write a few sentences describing it, as in the example.

This is a lion-bird.

It's got the head of a lion, with big eyes, a big mouth and big teeth.
It's got the body of a lion, too, but it's red, blue and yellow. It hasn't got a tail, but it's got big wings!



This is a _____.

It's got _____.

_____.

It hasn't got _____.

_____.

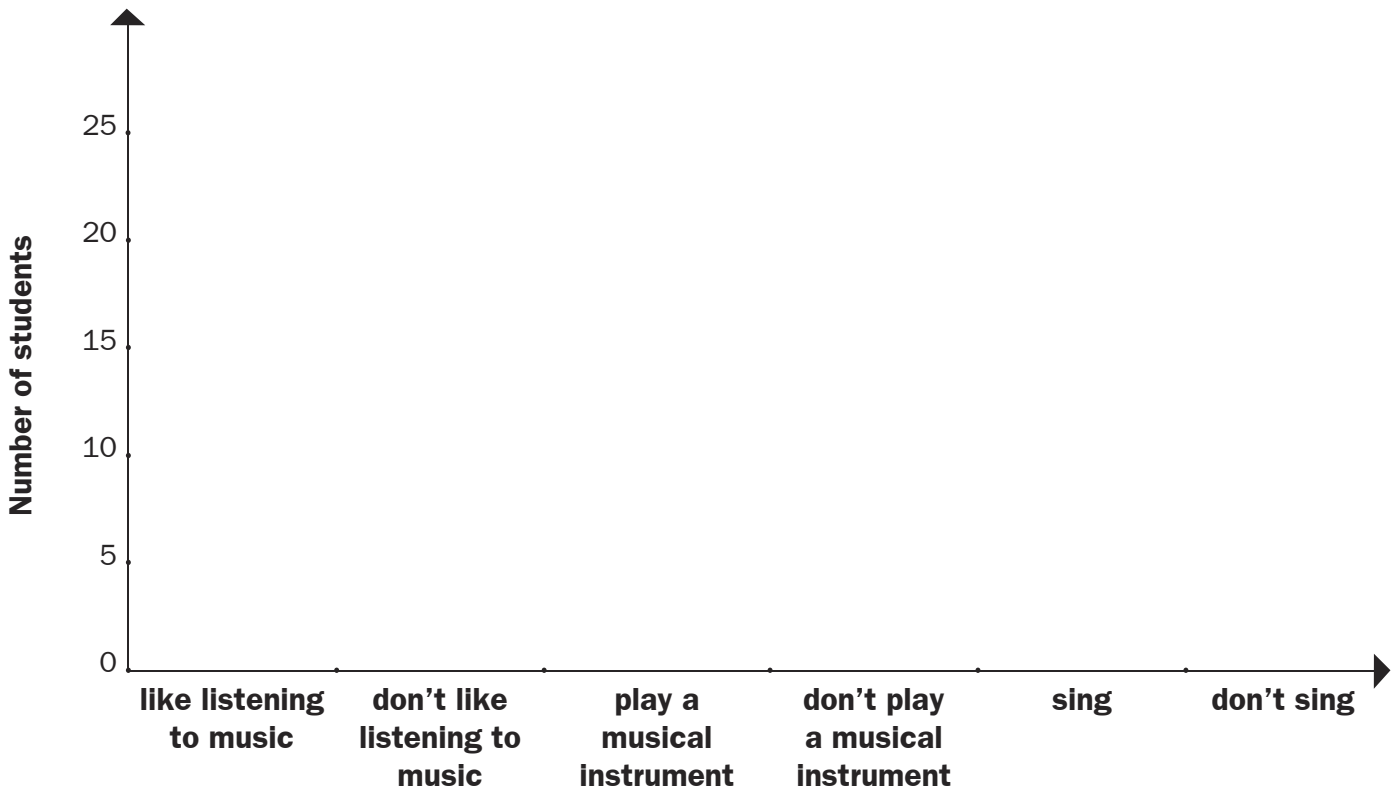
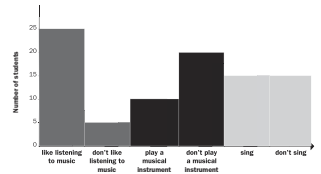
Module 2 **People****My family**

1. Look at Kevin's family tree on p. 24 in the student's book.
2. Draw your own family tree.
3. Stick photos or draw pictures of the members of your family.
4. Write names under the photos.
5. Then, present your family to a classmate and describe the members of your family.

Module 3 Time out

Are you a music lover?

1. Use the music survey on p.43 in the student's book to interview a classmate.
2. Then, get together in groups of three or four and compare your results.
3. Present your results to the class. (e.g. Ben likes listening to jazz. Tony likes listening to pop.)
4. Then, complete the graph below with the class results and write a few sentences about them, as in the example.



In my class, _____ student(s) like(s) listening to music.

Module 3 Time out**My favourite film**

1. Find photos or draw a picture of your favourite film. You can draw a picture of your favourite character or a scene from the film, too.
2. Write a few sentences about it, as in the example.
3. Ask your teacher if you can organise a viewing of the film at school.

My favourite film is *Star Wars*.
It's a science-fiction film.
It's really exciting.



My favourite film is _____.

It's a _____.

It's really _____!

Module 4 Places

My neighbourhood

1. Draw a map of your neighbourhood.
2. Write the names of the streets on it.
3. Write the names of the buildings, too.
4. Then write a short description of it, as in the example.

This is my neighbourhood. My house is in Green Street. There is a petrol station in Green Street, too. There isn't a shopping centre in my neighbourhood, but there is a supermarket. It's in Silver Road, next to the post office.



This is my neighbourhood. My house is in _____ Street.

There is a _____

There isn't a _____

Module 4 Places

My town

1. Find photos or draw pictures of the most important sights in your town.
2. Write a couple of sentences under each picture.
3. Use the pictures and the sentences you wrote to make a brochure about your town like the one about London on pp. 56-57 in the student's book.



Module 5 Food**Healthy Harry or Junk Food Jack?**

1. Look at the *Healthy Harry or Junk Food Jack?* quiz on pp. 68-69 in the student's book.
2. In groups of three or four, talk about the kind of food Healthy Harry eats.
3. Then, talk about the food that Junk Food Jack eats.
4. Find photos or draw pictures of the food and make a poster of what Healthy Harry or Junk Food Jack eats.



Module 5 Food

My dream menu

1. Think of all your favourite food.
2. Find photos or draw pictures of it.
3. Put everything together to make your dream menu. You can use the menu on p. 122 in the student's book as an example.



Module 6 Celebrations**Happy Birthday**

1. Find photos of past birthday celebrations.
2. Write what everybody is doing in the pictures.
eg. *In this picture I'm ... / My friends are*
3. Then, write about what children in your country usually do to celebrate their birthday.
eg. *In ... children usually ... on their birthday.*



Module 6 Celebrations**My favourite celebration**

1. Find photos of people celebrating your favourite celebration.
2. Write what the people are doing in the pictures.
e.g. *In this picture the people are ...*
3. Then, write about what people in your country usually do to celebrate this day.
e.g. *In ... people usually ... on this day.*



Module 7 **Holiday****Now and then**

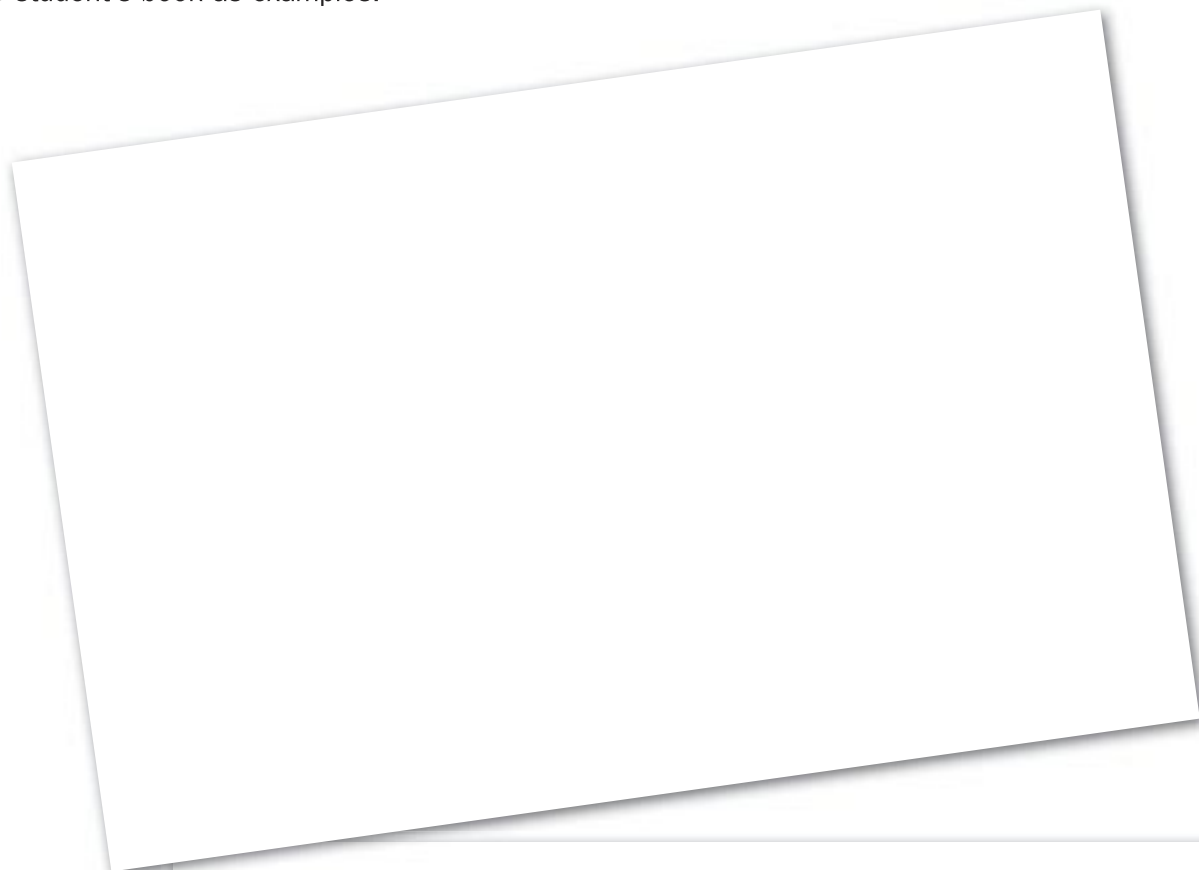
1. Find pictures of your town in the past.
2. Write a few sentences about each one, describing how different life was in the past, as in the example.

In the past, there weren't many cars in my town.



Module 7 **Holiday****I'm on holiday**

1. Find a postcard of a place which you'd like to visit and stick it in the space provided below.
2. Imagine you're on holiday there.
3. Write the postcard to a friend, telling him/her all about your holiday. You can use the postcards on p.90 in the student's book as examples.





Module 8 Our world

My country

1. Find or draw a map of your country.
2. Find photos of important cities or other places or things in your country. (eg. forests, rivers, animals, products).
3. Stick them around the map of your country and write a few sentences about them. You can use the example of Brazil on p.108 in the student's book.

Module 8 Our world

My weekend plans

1. Think about what you'd like to do at the weekend.
2. Draw pictures or find photos of these activities.
3. Write an e-mail to a friend, telling him/her about your weekend plans.



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