

H.Q. Mitchell

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portfolio

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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.

My language passport

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

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?

My language biography

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			
...			

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.				
	I make an effort to speak in English whenever I have the opportunity.				
	...				
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.				
	...				

My language biography

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.				
	I make sure that there are paragraphs to facilitate the reading of the text and that these are well connected.				
	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.					
...					

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 understand short radio extracts which are spoken slowly and clearly.			
I can understand short TV programmes with the help of images.			
I can also ...			
...			
...			

My language biography

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 (e.g. 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 find important information in TV guides.			
I can understand simple short narratives about everyday things and familiar topics.			
I can understand a simple personal letter or e-mail in which the writer tells or asks me about aspects of everyday life.			
I can understand a simple letter or e-mail of invitation (inviting, accepting or refusing an invitation).			
I can understand signs in public places.			
I can understand and follow simple instructions (e.g. to conduct an experiment).			
I can understand the main points in a simple film review.			
I can understand the main points in letters addressed to a teenage magazine's problem page.			
I can also ...			
...			

What I can do in English

	me	my teacher / other	my goals
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 talk about my daily schedule.			
I can ask and answer questions and talk about work and free-time activities.			
I can describe people's personalities.			
I can describe past activities and personal experiences (e.g. last weekend, my last holiday).			
I can give short, basic descriptions of events.			
I can ask for and give directions referring to a map or plan.			
I can discuss with other people and make suggestions about what to do and where to go.			
I can talk about future plans.			
I can make and respond to invitations.			
I can carry out simple transactions in shops.			
I can agree and disagree.			
I can talk about my problems and other people's problems.			
I can ask for and give advice.			
I can describe my favourite TV programmes and films.			
I can talk about public transport.			
I can also...			

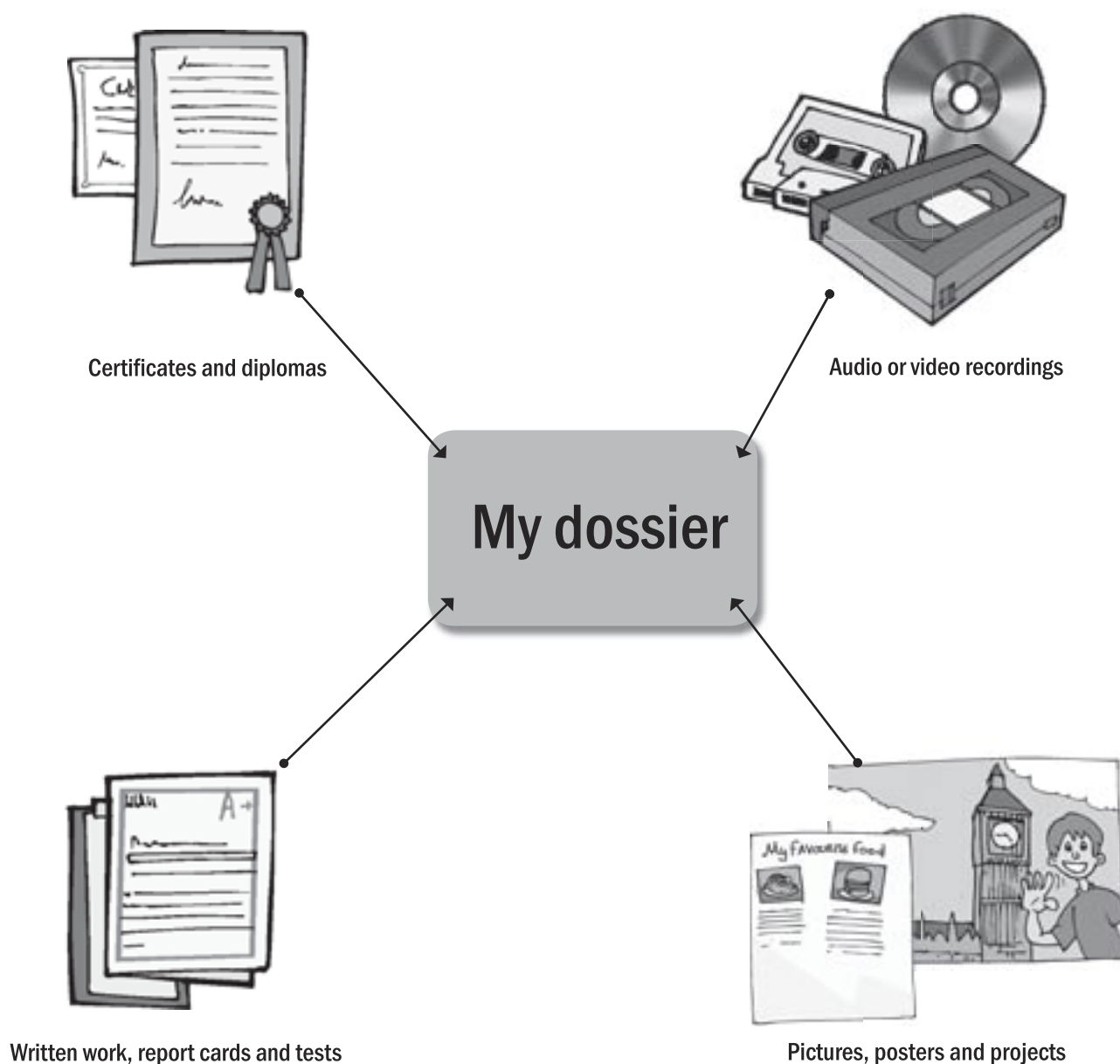
My language biography

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.			
I can also ...			
...			
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 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 describe an event in simple sentences and report what happened, when and where (e.g. an accident).			
I can write sentences and simple phrases about aspects of my everyday life (my home, my family, my school, my job, my friends, my pet, my hobbies, my preferences).			
I can write simple sentences, connecting them with words such as 'and', 'but', 'because'.			
I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody.			
I can use the most important connecting words to indicate the chronological order of events (first, then, after, later).			
I can write a short description of my life in the future.			
I can write a letter asking for advice and narrating experiences.			
I can write a film review.			
I can write a short biography.			
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.

[illegible]

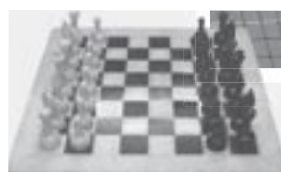
Module 1 My life

My youth club

1. Make a poster for a youth club.
2. Think of a name for your youth club and what you can do there.
3. Draw or stick pictures and remember to include the information below:
 - What can you do there?
 - When does it open / close?
 - Where is it?
 - What's the telephone number?

Edmonton Youth Club

- Sports: tennis...
- Drama
- Chess
- ...
- ...



Opening times : ...

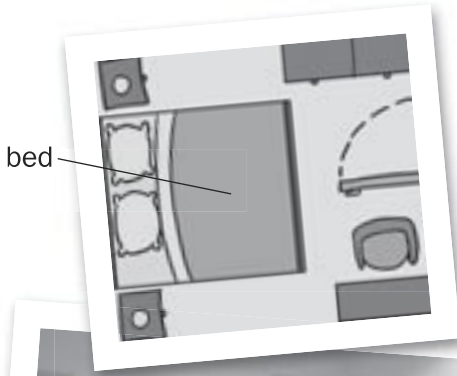
Address: ...

Tel: ...

Module 1 My life

My room

1. Draw a plan or stick a photo of your bedroom.
2. Label the objects in your room: bed, computer, books, lamp, etc.
3. Write a paragraph about your room and say what you do there.
Use the examples on pp.14-15 in the student's book.



A large dashed rectangular box for drawing or writing.

Module 2 Believe it or not!**Amazing people**

1. Draw or stick pictures of two people who have done amazing things. They could be famous people or people you know.
2. Write a few things about the people and why they are amazing.

Neil Armstrong was born on 5 August 1930 in Wapakoneta in Ohio, USA. He studied Science and he became a pilot for NASA. In 1962 he became an astronaut. Neil Armstrong is famous because he was the first man to walk on the moon. In 1971 he left NASA and taught at university for some time. Today he doesn't work and he lives with his family in Cincinnati, USA.



Module 2 Believe it or not!

A newspaper

1. Think of a name for your newspaper; e.g. *The News*
2. Think of a newspaper story like 'Nightmare on Mount Aconcagua' on p. 26 in the student's book.
3. Write the headline of the story in big letters.
e.g. **TWO CHILDREN MISSING**
4. Write a short description of what happened, where it happened, who was there, etc.
5. Draw or stick pictures to make it look more like a newspaper.



Module 3 A visit to a city

A tourist map of a city

1. Draw a map of a city (where you live or somewhere you have visited).
2. Write the names of the buildings and streets.
3. Cut the signs at the bottom of this page and stick them on your map to show where the different places are.
4. Write a few sentences about the main attractions in your city.

Carlton
Museum



Carlton Museum is one of the main tourist attractions in my city. Lots of people come here to see the beautiful paintings.



Knoxville's Earth Day



1. We must recycle paper.

Module 3 A visit to a city

Earth Day

1. Imagine you're having an Earth Day at your school. Make a poster showing what is going to happen.
2. Find a name for this special day e.g. *Knoxville's Earth Day* and write it at the top of the poster.
3. Think of different things people can do to help the environment and what the children at your school can do. Use the ideas on p. 40 in the student's book.
4. Draw or stick pictures to decorate your poster. The pictures or drawings can show what people can do on Earth Day.

Module 4 Science matters

The moon

1. Find information about the moon. Take ideas from p.22 in the student's book and p.45 in the Workbook.
2. Write a small text presenting each piece of information with a separate bullet.

- The light of the moon comes from the sun.
- Neil Armstrong and Buzz Aldrin were the first people to walk on the moon on 21 July 1969.
- ...
- ...

3. Draw or stick pictures of the moon, astronauts and rockets, etc.



Module 4 Science matters

A time machine

1. Imagine that you have got a time machine like the one in the story on p.54 in the student's book and that you travelled back in time.
2. Write four dates of the past using big numbers in bold and the places you visited. e.g. **3000 B.C. EGYPT**
3. Underneath write what you saw and what you did there.
e.g. I helped build the pyramids and I met a pharaoh.
4. Draw or stick pictures of the things you saw.



Module 5 Danger

An endangered animal

1. Think of an endangered animal and write facts about it. Take some ideas from pp.68-69 in the student's book or find your own examples. You can answer the following questions.

- What does it look like?
- Where does it live?
- What does it eat?
- Why is it in danger?

2. Draw or stick pictures of this animal.



Module 5 Danger

Adventure camp

1. Make a poster for an adventure camp.
2. Think of a name for your adventure camp.
3. Draw or stick pictures of the activities you can do there and write something about them.
4. Give more information about the camp.
 - When is it open?
 - Who can go there?



Module 6 **Nowadays****My wardrobe**

1. Draw pictures of your favourite clothes.
2. Write about the clothes underneath each picture.

Answer the following questions:

- Where did you get them from?
- How much did they cost?
- Where do you wear them?

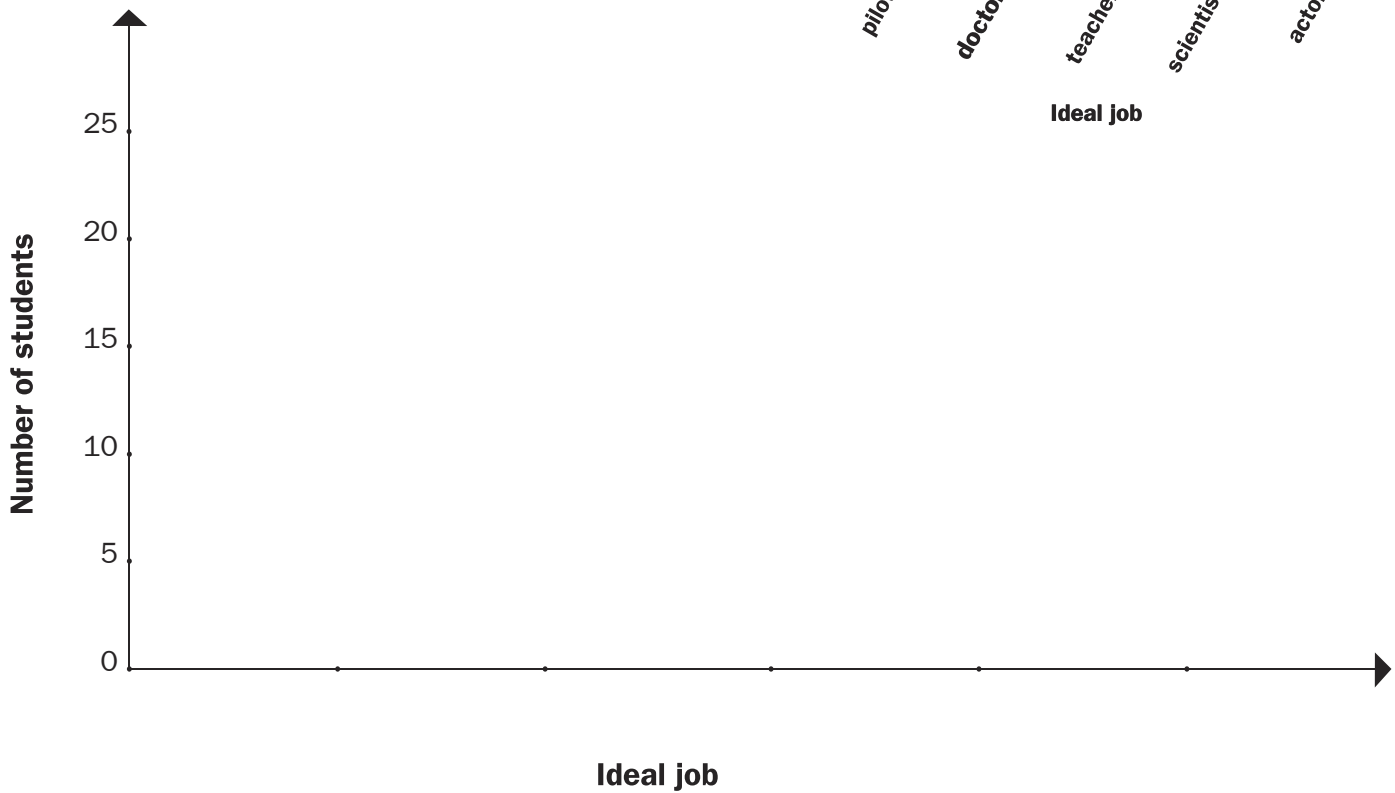
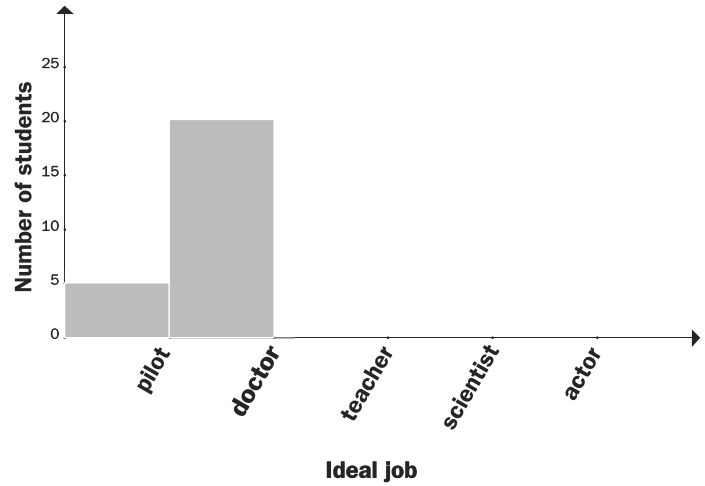
This is my favourite pair of blue jeans. I went shopping with my mum and she bought them for me. They cost €75 and they are very trendy. I usually wear them with one of my cool tops when I go to a party.



Module 6 Nowadays

Survey: What's your ideal job?

1. Interview your classmates about their ideal job.
2. Complete the graph below.
3. Write a few sentences about the results.



In my class, five students want to be...

Module 7 **Feeling good****Healthy eating**

1. Make a poster showing people how to eat healthily.
2. Think of healthy or unhealthy foods and draw or stick pictures of them.
3. Think of a good title for your poster and write a few things about each food. Are they healthy or not and how much should we eat?



Hamburgers aren't very healthy. You shouldn't eat them every day.



Vegetables are very healthy. You should eat vegetables every day.

Module 7 Feeling good

My gym

1. Imagine you have got your own gym. Think of a name for it and what you can do there.
2. Make a poster for your gym. Draw or stick pictures and write about the activities.
3. Write the opening hours, the prices and what other facilities your gym offers, e.g. swimming pool, showers, café.



Module 8 Entertainment**My TV guide**

1. Make a TV guide with all your favourite TV programmes. Use the TV guide on pp. 100-101 as an example.
2. Choose two or three channels and write about all the programmes you like. Write when they are on and draw or stick photos of some of the programmes.
3. Choose two programmes and write some extra information about them like the 'Don't Miss' section on p. 101.



Module 8 Entertainment

My top 5

1. Choose five pop stars and make a music chart. Your favourite pop star should be number 1.
2. Draw or stick pictures of the pop stars.
3. Write a few things about each of them.
 - Where are they from?
 - What kind of songs do they sing?
 - Why do you like them?
 - Why have you given them that particular number in the chart?



To the Top 2 Portfolio

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