

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.				
	I learn short texts by heart and try to repeat them without hesitating.				
	...				
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.				
	I look for words that have similar meanings to words I already know.				
	...				
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.				
	I listen for key words or phrases that will help me understand a listening extract.				
	...				

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.				
	I ask myself whether someone reading my text will be able to understand what I mean.				
	...				
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 when someone speaks clearly to me on subjects I'm familiar with.			
I can understand clear short conversations about topics I'm familiar with.			
I can understand the essential information in short recorded passages dealing with everyday matters which are spoken clearly.			
I can understand short, simple stories when told clearly and slowly.			
I can understand the main point in short, simple messages and announcements.			
I can understand the main point and some details of a telephone conversation on a topic 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 clearly.			
I can understand short TV programmes with the help of images.			
I can understand simple, concrete instructions about how to use materials and equipment.			
I can also ...			
...			
...			
...			
...			

My language biography

What I can do in English

	me	my teacher / other	my goals
Reading	1	2	3
I can understand a simple personal letter in which the writer tells or asks me about everyday life.			
I can find the most important information in simple newspaper or magazine articles with the help of names and pictures.			
I can understand and follow simple cooking recipes.			
I can understand short narratives in simple language.			
I can understand simple written messages from friends.			
I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets.			
I can understand instructions when expressed in simple language (e.g. how to do an experiment).			
I can understand basic types of standard letters (of invitation, asking for information, etc.)			
I can do a quiz.			
I can understand whether a text refers to the present, past or future.			
I can also ...			
Reading strategies	1	2	3
I can use the overall meaning of short texts to guess the meaning of unknown words from the context.			
I can also ...			
Spoken production	1	2	3
I can describe myself, my family and other people.			
I can describe my hobbies and interests.			
I can talk about what I usually do every day and what I'm doing right now.			
I can give simple descriptions of things, places and animals and make comparisons.			
I can describe past activities and personal experiences (eg. what I did last night, last weekend).			
I can talk about past habits.			
I can present the advantages and disadvantages of something familiar.			
I can also ...			

What I can do in English

	me	my teacher / other	my goals
Spoken interaction	1	2	3
I can ask and answer simple questions about familiar topics and past activities (e.g. weather, hobbies, pets, music, sport).			
I can discuss with other people what to do, where to go and make arrangements to meet (e.g. to go to the cinema, to a football match, to a party).			
I can make and respond to invitations (e.g. to go to the cinema, to a football match, to a party).			
I can make and accept apologies.			
I can agree and disagree.			
I can say what I like and dislike giving reasons why.			
I can express my opinion on a practical problem.			
I can express feelings such as surprise and disappointment.			
I can ask for, give and refuse permission.			
I can make requests and offer to help.			
I can handle simple telephone calls (e.g. say who is calling, ask to speak to someone, give my number, take a simple message).			
I can make a phone call to emergency services.			
I can ask for and give advice on familiar topics.			
I can express wishes.			
I can answer simple questions and respond to simple statements in an interview.			
I can ask for and give directions referring to a map or plan.			
I can also ...			
...			
Speaking strategies	1	2	3
I can ask for attention.			
I can start, have and end simple conversations on familiar topics.			
When I don't understand something, I can ask the person to repeat what they said.			
I can ask how to say something in English or what a word means.			
I can show that I am following what people say.			
I can also ...			
...			

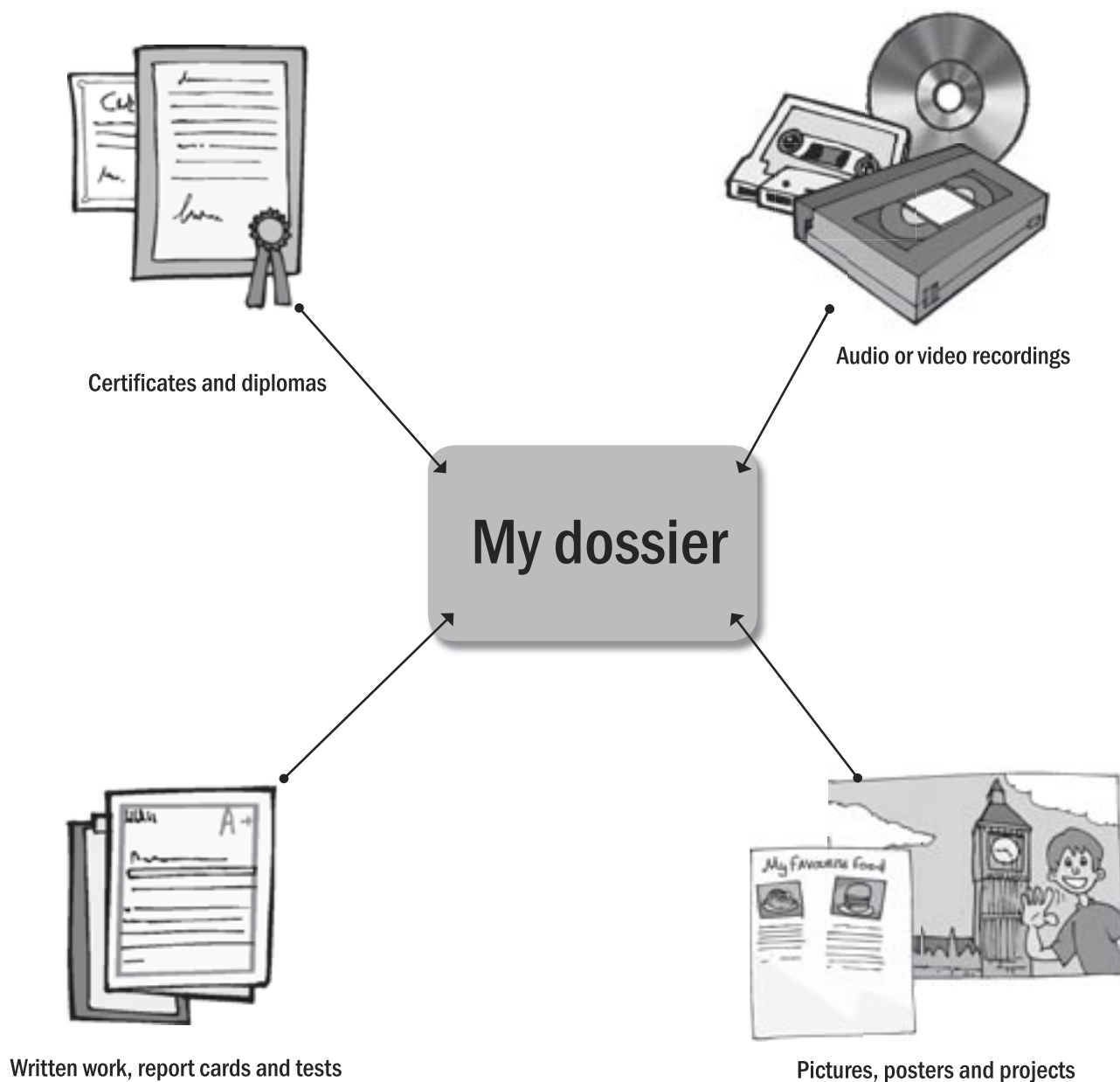
My language biography

What I can do in English

	me	my teacher / other	my goals
Writing	1	2	3
I can write short, simple notes and messages.			
I can write about my everyday life in simple phrases and sentences (family, friends, school, hobbies).			
I can introduce myself in a letter (age, nationality, family, friends, home, school, hobbies).			
I can open and close a simple personal letter using appropriate phrases and greetings.			
I can write a postcard describing my holidays.			
I can write a short letter or e-mail giving news.			
I can describe an event using simple sentences and report what happened, when and where (e.g. an accident).			
I can use the most important linking words to show the chronological order of events (first, then, after, later).			
I can write a story and describe the main characters' feelings.			
I can use linking words such as 'and', 'but', 'because'.			
I can write a simple essay on a familiar topic, discussing advantages and disadvantages and giving my opinion.			
I can write a paragraph describing my country.			
I can write a short letter or e-mail of invitation.			
I can write a news article.			
I can write a letter to a friend asking for or giving advice.			
I can write a formal letter asking for information.			
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

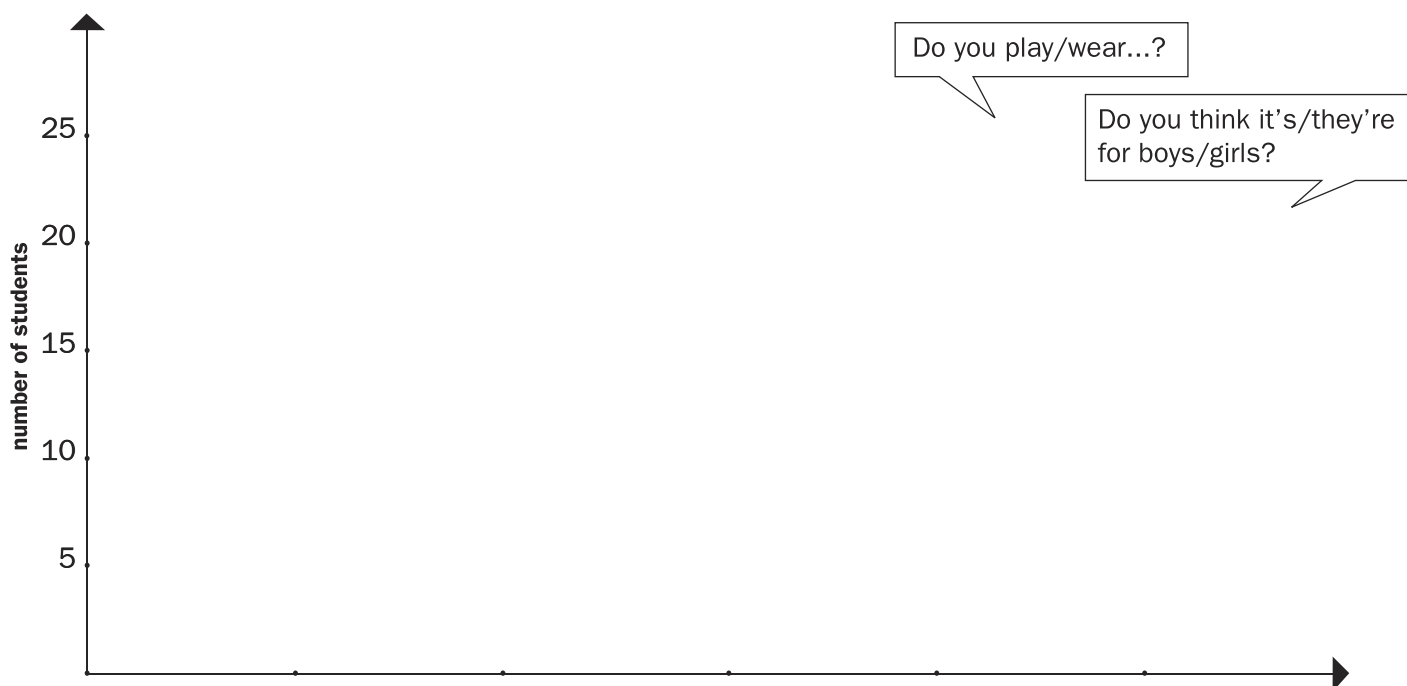
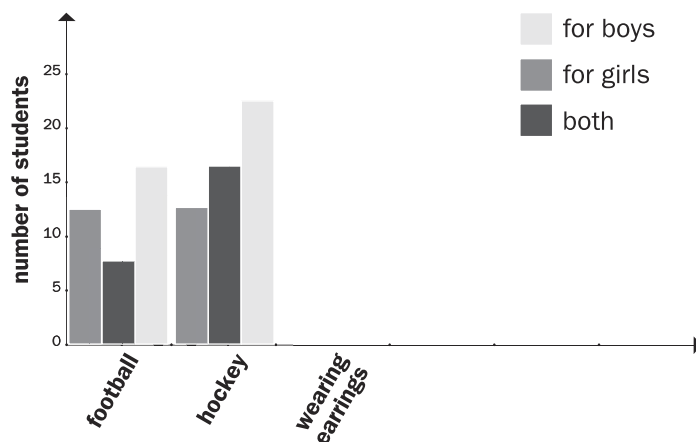
Use the list below to keep a record of all the items you include in the dossier.

[illegible]

Module 1 Battle of the teens

Survey: For girls or for boys?

1. Interview your classmates about whether they believe certain activities are for boys, for girls or for both.
2. Complete the graph below.
3. Write a few sentences about the results.



In my class, most of the boys...

Module 1 Battle of the teens

My clothes sale

1. Draw or stick pictures of some of your clothes.
2. Write a description under each as if you were trying to sell them.

Include:

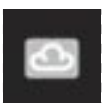
- A description, colour, make, etc.
- Where you could wear the item.
- How much you're selling it for.



This is a fantastic T-shirt. It's got lovely bright colours and you can wear it to school or to parties. It's yours for €25!

Module 2 Travelling around**A weather map**

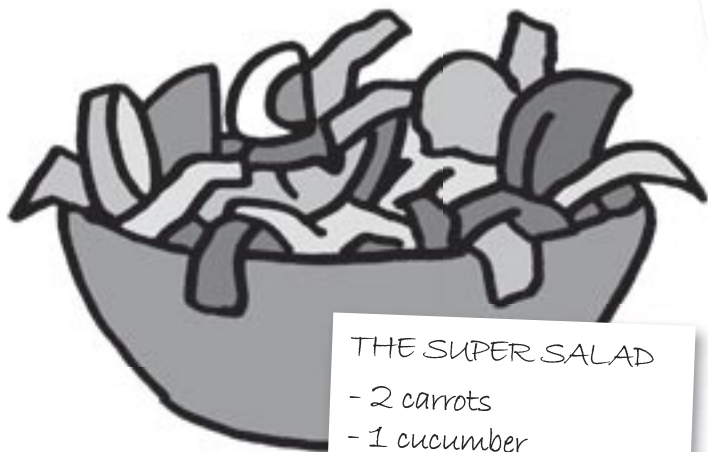
1. Draw a map of your country.
2. Write the names of some major cities.
3. Cut out the symbols at the bottom of this page and stick them on the map.
Write the temperature next to each city.
4. Write a short weather summary for your country.



Module 2 Travelling around

My salad

1. Think of a salad and give it a name.
2. Write down the ingredients.
3. Write the procedure and draw pictures where necessary.
4. Draw a picture of the salad.



THE SUPER SALAD

- 2 carrots
- 1 cucumber
- 1 small lettuce
- olive oil
- salt

First, grate the carrots....

Module 3 Get active**The marathon**

1. Find information about the marathon. Use ideas from p.38 in the student's book.
2. Write short paragraphs presenting each piece of information as a separate point.
 - The first marathon was run...
 - The current World / European record holder is...
3. Draw or stick pictures of runners, stadiums, etc.



GET ACTIVE!



Going to the gym is such great exercise. You can burn off calories, strengthen your muscles and it's a good way to meet new people.

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My dossier

Module 3 Get active

A Get Active poster

1. Make a poster showing people how to lead a more active life.
2. Use ideas from p.40 in the student's book.
3. Think of a good title for your poster.
4. Think of different activities. Draw or stick pictures of them and write a few sentences about why they are good for you.

Module 4 The unexplained

A newspaper front page

1. Think of a name for your newspaper:
e.g. The Daily News
2. Find a photograph and stick one of the UFO pictures from below on it.
3. Write a short story about what happened and how the photograph was taken.
4. Write a headline in big letters:
e.g. STUDENT SEES UFO
5. Include pictures of the people involved and write captions under the pictures.



Module 4 The unexplained

Survey: Are you superstitious?

1. Work in groups of four. Complete the top half of the table with superstitions. Use ideas from p.48 in the student's book and superstitions from your own country.
e.g. GOOD LUCK – finding a four-leaf clover
BAD LUCK – walking under a ladder
2. Interview your classmates and complete the rest of the table by ticking the boxes if they believe in a superstition or by putting a cross if they don't.
3. Write a short paragraph about how superstitious each person is.

NAME ▼	GOOD LUCK			BAD LUCK		

Raymond is the most superstitious person in the group. He believes...

Module 5 Let's communicate**An SMS poem**

1. Think of a topic for your poem: e.g. communication, school, friends, etc.
2. Use the SMS dictionary from p.118 in the student's book and your own ideas for shortening words.
3. Draw or stick pictures to decorate your poem.

MY M8 K8

**MY M8 K8 IS GR8!
BCOZ SHE'S SO XLNT!
WE'LL BE M8S 4EVER!**

DOs and DON'Ts in the UK



✓ In the UK
it's polite to
shake hands.



✗ It's not
common for
people in the
UK to kiss
each other on
the cheek.

Module 5 Let's communicate

Dos and don'ts

1. Make a poster showing gestures that are appropriate or not in your country.
2. Think of gestures and draw or stick pictures of them.
3. Describe each one and add extra information like what they mean or why they aren't appropriate.

WATERWORLD!

The only place to do water sports!



SURFING

€10 per hour
Mon + Tues: 12pm-3pm



CANOEING

€5 per 2-hour session
Every day
except Saturday

How to get to us:
Take the A4 to...

To the top 3

My dossier

Module 6 H₂O

A water sports resort

1. Make a poster for your own water park.
2. Think of a good title and write it in big letters.
3. Think of the different activities you can do there:
e.g. sailing, waterskiing, canoeing, etc.
4. Draw or stick pictures of the activities and write information about each one such as:
 - What are the opening hours and when can you do each activity?
 - How much does it cost?
 - Is there an instructor?
 - How old do you have to be?
5. Write directions explaining where the water park is and how you can get there.

Module 6 **H₂O****Clean-up day**

1. Make a poster for a clean-up day.
2. Imagine you are organising a day to clean up a beach, river, lake, etc. in your area.
3. Find a name for this day, e.g. LET'S CLEAN LOUGHTON LAKE and write it at the top of the poster.
4. Think of different problems the place may have and write them down. Use ideas from p.78 in the student's book.
5. Write down a list of activities people can choose from to help clean up the place.
6. Decorate your poster with pictures of the place you are going to clean up.

LET'S CLEAN LOUGHTON LAKE!

- The lake is polluted and must be cleaned soon!
- There's rubbish everywhere!
- The fish are in danger!

Something must be done now!

Things you can do to help:

- You can collect rubbish

Module 7 Stand by me

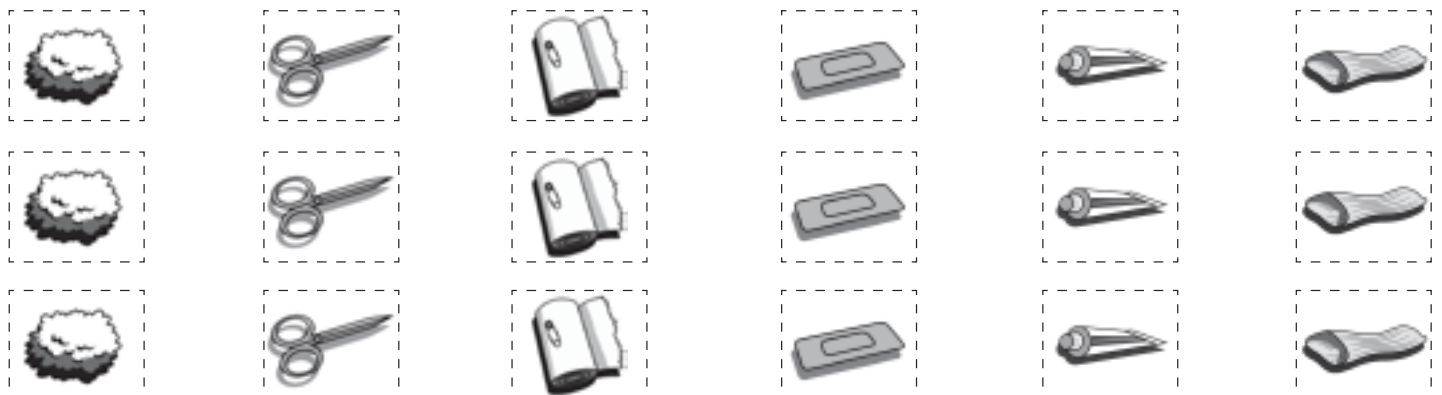
First-aid advice

1. Make a leaflet showing people what to do in case of an accident or injury.
2. Think of different injuries and write them down. Use ideas from p.89 in the student's book.
3. Next to each injury, write what you should do and what you need. Cut out the pictures from below and stick them on the leaflet.

FIRST-AID ADVICE

burns: *Cool the area with cold water. Then wrap with a bandage.*

you need:



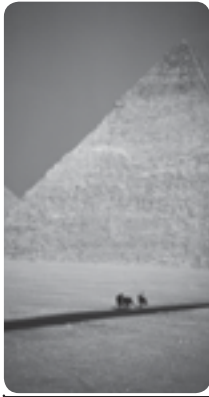
Module 7 Stand by me**My wish foundation**

1. Imagine you run a foundation like the *Wish-Come-True Foundation* on p.92 in the student's book.
2. Interview four classmates about what wish they would like to come true.
3. Stick pictures of each person and write their wishes.
4. Decide which wish you will make come true.



Module 8 No limits

THE WORLD'S TALLEST BUILDINGS



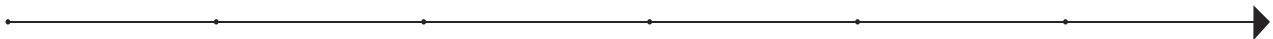
**Great Pyramid
of Giza**
It was built in...



Eiffel Tower
...

Timeline: The world's tallest buildings

1. Find information about the world's tallest buildings and use information from p.102 in the student's book.
2. Draw or stick pictures of the buildings starting with the Great Pyramid of Giza on the left and ending with the tallest building on the right.
3. Draw a timeline underneath the buildings.
4. Write information under each building such as:
 - height
 - when built
 - until which date it was tallest
 - location



Module 8 **No limits****A competition for charity**

1. Make a poster for a silly competition for charity.
2. Decide what the competition is: e.g. Pet beauty contest, eating competition, etc. Use ideas from p.107 in the student's book.
3. Think of a good name for the competition and explain which charity you're raising money for.
4. Include some of the following information on the poster:
 - date
 - ticket prices
 - where it will take place
 - when it will take place
 - who can enter
5. Draw or stick pictures to decorate your poster.

**THE
CRAZY
CARROT
EATING
CONTEST****How many can you eat?***Help raise money for the homeless by eating carrots!**The contest will take place...*

To the Top 3 Portfolio

H. Q. Mitchell

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