

Ewa Kołodziejska

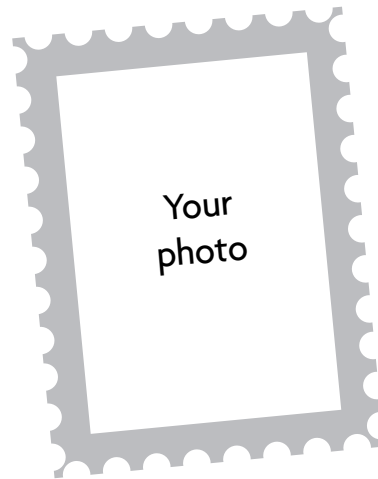
# English in Mind

Portfolio Builder \* Level 1

This Portfolio is for you:

- \* to help you plan your work with English
- \* to keep a record of your work and progress
- \* to collect your language achievements
- \* to show your achievements to your new teacher  
(when you change class or school)

# Language Passport



First name: \_\_\_\_\_

Family name: \_\_\_\_\_

Address: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Born in: \_\_\_\_\_

Nationality/Nationalities: \_\_\_\_\_

Mother tongue(s): \_\_\_\_\_

Other languages: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

School: \_\_\_\_\_

Year/Grade: \_\_\_\_\_

Completed on \_\_\_\_\_



# Language Biography

## I learn English because:

- |  |   |
|--|---|
| <input type="checkbox"/> I like it.                      | <input type="checkbox"/> I want to understand English texts (e.g. songs).             |
| <input type="checkbox"/> I want to travel.               | <input type="checkbox"/> I want to read books in English.                             |
| <input type="checkbox"/> I like learning languages.      | <input type="checkbox"/> I want to watch films and TV programmes in English.          |
| <input type="checkbox"/> it's one of my school subjects. | <input type="checkbox"/> I want to have (more) friends in other countries.            |
| <input type="checkbox"/> I will need it to get a job.    | <input type="checkbox"/> my mother/father wants me to learn it.                       |
| <input type="checkbox"/> I need it for the Internet.     | <input type="checkbox"/> I want to take international exams in English.               |
| <input type="checkbox"/> my friends learn it.            | <input type="checkbox"/> people need to speak at least two modern languages nowadays. |
| <input type="checkbox"/> it's a world language.          |   |

Other reasons: \_\_\_\_\_

## I learn English:

- at school.
- at school, but I also have extra lessons after school.
- with friends from another country in a school exchange.
- on language courses in English-speaking countries.
- on holiday (with my parents/family/friends) in English-speaking countries.
- with pen friends in my country.
- with pen friends in their country.

Other places: \_\_\_\_\_

## I learn English by:

	never	sometimes	often	regularly
<input type="checkbox"/> reading books in English.				
<input type="checkbox"/> listening to songs in English.				
<input type="checkbox"/> listening to radio programmes in English.				
<input type="checkbox"/> watching TV programmes in English.				
<input type="checkbox"/> watching video films or DVDs in the original version with subtitles.				
<input type="checkbox"/> watching video films or DVDs in the original version.				
<input type="checkbox"/> exchanging emails with my epals.				
<input type="checkbox"/> exchanging letters in English with my pen friends from other countries.				
<input type="checkbox"/> listening to cassettes and imitating pronunciation.				
<input type="checkbox"/> learning vocabulary in different ways.				
<input type="checkbox"/> translating songs.				
<input type="checkbox"/> learning songs by heart.				
<input type="checkbox"/> looking up new words in a dictionary.				
<input type="checkbox"/> trying to guess the meaning of words from the context.				
<input type="checkbox"/> trying to guess the meaning of words because they are similar to the words in my mother tongue or other languages I learn.				
<input type="checkbox"/> using the Internet a lot.				
<input type="checkbox"/> chatting on the Internet.				

Things I like doing in language lessons: \_\_\_\_\_

Things I am good at: \_\_\_\_\_

Things I find difficult: \_\_\_\_\_

# Language Biography Starter Section

Language Skills		My opinion			My teacher's opinion		
		could be better	well	very well	could be better	well	very well
LISTENING	UNDERSTANDING	I can understand the numbers from 1 to 100.					
		I can understand the simple (phone) conversation <i>about personal details</i> .					
		I can understand the simple, short dialogue <i>about my family</i> .					
		I can understand general information in the text I have heard on tape.					
		I can select detailed information from the text I have heard on tape.					
		I can understand simple texts and conversations when people speak slowly and clearly.					
READING	UNDERSTANDING	I can read a simple form with personal details.					
		I can read simple sentences about the present.					
		I can read a short and simple letter.					
SPEAKING	PRESENTATION	I can use <i>colour</i> words.					
		I can use <i>rooms</i> and <i>furniture</i> words.					
		I can use the names of <i>shops</i> .					
		I can use <i>family</i> words.					
		I can use <i>clothes</i> words.					
		I can use the names of <i>countries</i> and <i>nationalities</i> .					
		I can use the numbers from 1 to 100.					
		I can use <i>ordinal numbers</i> (1st, 2nd, 3rd,...).					
		I can use the <i>days of the week</i> , <i>names of the months</i> and <i>seasons</i> .					
		I can introduce myself.					
		I can introduce a friend to another person.					
		I can say where I am / somebody is from.					
		I can ask about someone's age.					
		I can say the letters of the English alphabet.					
	I can ask for permission.						
	I can use the language of time / dates.						
	I can say where things are in the room.						
	I can give instructions.						
	I can say when I don't understand.						
	I can ask somebody to repeat what they said.						
	INTERACTION	INTERACTION	I can ask and answer simple questions about name, age, address, and telephone number.				
I can talk about places in my town/village.							
I can ask and answer simple questions about the things I have got / someone else has got.							
I can ask and answer simple questions about things I can and I can't do.							
I can ask and answer questions about prices.							
I can ask and answer questions about clothes.							

# Starter Section



Language Skills		My opinion			My teacher's opinion		
		could be better	well	very well	could be better	well	very well
WRITING	I can complete a simple form with my personal information.						
	I can write dates.						
	I can write simple sentences about places in my town/village.						
	I can complete a table with information I have heard on tape.						
	I can write simple sentences about my family / my friend's family.						
	I can write sentences with the information presented in a table.						
	I can take simple notes based on a text I have heard on tape.						

CULTURE IN MIND		
	Country	Currency
I know the currency in:	the UK	
	the USA	
	most European Union countries	
I know the currency in some other countries:		

**My learning goals at the end of Starter Section:**

I think I need to work more on: \_\_\_\_\_

\_\_\_\_\_



Completed on \_\_\_\_\_

My signature \_\_\_\_\_

Language Skills		My opinion			My teacher's opinion		
		could be better	well	very well	could be better	well	very well
LISTENING		I can understand general information in the text <i>about hobbies</i> .					
		I can select detailed information in the text <i>about hobbies</i> .					
		I can understand general information in the text <i>about people's likes and dislikes</i> .					
		I can select detailed information in the text <i>about people's likes and dislikes</i> .					
		I can understand general information in the text <i>about school and school subjects</i> .					
		I can select detailed information in the text <i>about school and school subjects</i> .					
		I can understand general information in the text <i>about work as a volunteer</i> .					
		I can select detailed information in the text <i>about work as a volunteer</i> .					
		I understand general information in the text <i>about healthy life</i> .					
		I can select detailed information in the text <i>about healthy life</i> .					
		I can complete a table with information I have heard on tape.					
		I can understand the simple conversation / the interview <i>about housework</i> .					
		READING	UNDERSTANDING	I can understand the simple narrative text <i>about hobbies</i> .			
I can understand the simple letter <i>about hobbies</i> .							
I can find general information in the text <i>about differences between people</i> .							
I can find general information in the text <i>about hobbies</i> .							
I can find general information in the text <i>about school</i> .							
I can find arguments for and against <i>learning at home</i> in the text I have read.							
I can read the simple email <i>about a family party</i> .							
I can read a menu.							
SPEAKING	PRESENTATION	I can use the names of <i>hobbies</i> and <i>interests</i> .					
		I can use the names of <i>school subjects</i> .					
		I can use <i>housework</i> words.					
		I can use <i>food</i> words.					
		I can use 5–10 expressions in everyday English.					
		I can compare school timetables.					
		I can describe housework duties in my family.					
	INTERACTION	I can talk about the things I like and dislike.					
		I can talk about hobbies.					
		I can talk about my favourite school subjects.					
		I can ask and answer simple questions about how often someone does something.					
		I can ask and answer simple questions about housework.					
		I can order a meal in a restaurant.					
		I can ask and answer simple questions about food and fitness.					
		I can ask and answer simple questions about eating habits.					

# Module 1



Language Skills		My opinion			My teacher's opinion		
		could be better	well	very well	could be better	well	very well
WRITING	I can write simple sentences about things I like, love or hate doing.						
	I can take simple notes about a conversation.						
	I can write a short letter about myself and my hobbies.						
	I can write a short description of my school day.						
	I know how to write a list of arguments for and against <i>learning at home</i> on the basis of the text I have read.						
	I can write a short email about a family party / a birthday party / a goodbye party.						
	I can write a paragraph about my / my partner's eating habits / favourite food.						

## PROJECT 1

	I can prepare a simple questionnaire.						
	I can collect data and present it in graphic form.						
	I can make a short presentation (to the class).						

CULTURE IN MIND		Yes	No
I can describe a school in Britain.			
I can compare a day at a British school to a day at school in my country.			
I can describe eating habits in Britain.			
I can compare British eating habits with the eating habits in my country.			
Interesting things I have learned about other people / other cultures: my notes, comments and observations			
The Helicopter Flying School near Brisbane, Australia			
Working as a volunteer			
Other			

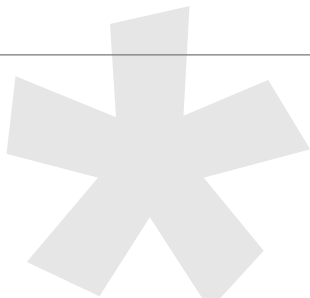
Have I achieved the learning goals I made at the end of Starter Section? \_\_\_\_\_

What did I do to achieve these goals? \_\_\_\_\_

**My new learning goals at the end of Module 1:**

I think I need to work more on: \_\_\_\_\_

What have I discovered about my learning? \_\_\_\_\_



Completed on \_\_\_\_\_

My signature \_\_\_\_\_

Language Skills		My opinion			My teacher's opinion			
		could be better	well	very well	could be better	well	very well	
LISTENING	I can understand a simple, short (narrative) text.							
	I can find detailed information in the text <i>about a hero</i> I have heard on tape.							
	I can understand the simple presentation <i>about successful people</i> .							
	I can understand the short dialogue / the interview <i>about jobs</i> .							
	I can understand the lyrics of a song.							
	I can understand simple instructions.							
READING	UNDERSTANDING	I can find general information in the text <i>about a hero</i> .						
		I can find detailed information in the text <i>about a hero</i> .						
		I can find general information in the text <i>about friendship</i> .						
		I can find detailed information in the text <i>about friendship</i> .						
		I can find general information in the text <i>about using mobiles</i> .						
		I can find detailed information in the text <i>about using mobiles</i> .						
		I can find general information in the text <i>about life in the past</i> .						
		I can find detailed information in the text <i>about life in the past</i> .						
		I can find general information in the text <i>about dreaming up new ideas</i> .						
		I can find detailed information in the text <i>about dreaming up new ideas</i> .						
		I can find general information in the text <i>about pop idols</i> .						
		I can find detailed information in the text <i>about pop idols</i> .						
		I can understand a text message.						
		I can understand an interview with <i>a music band</i> .						
		I can use a bilingual dictionary.						
SPEAKING	PRESENTATION	I can use 10–20 expressions in everyday English.						
		I can use <i>sport</i> words.						
		I can use <i>job</i> words.						
		I can give a short presentation <i>about my hero</i> .						
		I can describe events in the past.						
		I can describe where things are.						
		I can re-tell a story about someone / an event in the past.						
	INTERACTION	I can ask and answer simple questions about where and when I was born / someone else was born.						
		I can ask and answer simple questions about the past.						
		I can talk about sports.						
		I can discuss in simple words what it means to be a successful person.						
		I can talk about things I have to do at home.						
I can talk about a job I would like to do.								
I can maintain a conversation about jobs.								
I can talk about sleep and dreams.								



# Module 2



Language Skills		My opinion			My teacher's opinion		
		could be better	well	very well	could be better	well	very well
WRITING	I can prepare information about my hero.						
	I can write a short diary entry.						
	I can write an email about a day / an event I enjoyed.						
	I can write a comparison of life in the past and life in the present.						
	I can write a description of someone's job.						

## PROJECT 2

I can make simple notes.						
I can use the Internet to find the information I need for a project.						
I can find information in books and magazines.						
I can use a library.						
I can make a short presentation (to the class).						

CULTURE IN MIND		Yes	No
I can code and decode text messages in English.			
I can describe the TV programme 'Pop Idol'.			
I can compare 'Pop Idol' to a similar TV programme in my country.			
I can give arguments for and against such programmes.			
Interesting things I have learned about other people / other cultures: my notes, comments and observations			
An unconventional way to protect the environment			
Friendship between the nations through the idea of sport and the Olympics			
Everyday life 100 years ago			
Other			

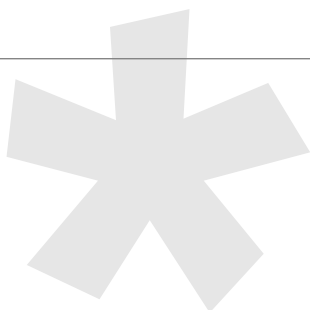
Have I achieved the learning goals I made at the end of Module 1? \_\_\_\_\_

What did I do to achieve these goals? \_\_\_\_\_

**My new learning goals at the end of Module 2:**

I think I need to work more on: \_\_\_\_\_

What have I discovered about my learning? \_\_\_\_\_



Completed on \_\_\_\_\_

My signature \_\_\_\_\_

Language Skills		My opinion			My teacher's opinion			
		could be better	well	very well	could be better	well	very well	
LISTENING	I can understand the simple dialogue <i>about language learning</i> .							
	I can understand the simple dialogue <i>about holiday plans</i> .							
	I can understand the simple dialogue <i>from a science-fiction story</i> .							
	I can understand the simple dialogue <i>about the life of an athlete</i> .							
	I can understand a simple radio interview.							
	I can understand the lyrics of a song.							
	I can select detailed information in the text <i>about learning languages</i> I have heard on tape.							
	I can select detailed information in the text <i>about the life of an athlete</i> I have heard on tape.							
	I can complete a dialogue with information I have heard on tape.							
	I can complete a table with information I have heard on tape.							
READING	UNDERSTANDING	I can understand general ideas in the article <i>about language learning</i> .						
		I can find detailed information in the article <i>about language learning</i> .						
		I can understand general ideas in the article <i>about arrangements for an adventure holiday</i> .						
		I can find detailed information in the article <i>about arrangements for an adventure holiday</i> .						
		I can understand general ideas in the article <i>about climbers in the Himalayas</i> .						
		I can find detailed information in the article <i>about climbers in the Himalayas</i> .						
		I can understand general ideas in the article <i>about Europeans going to live in the USA</i> .						
		I can find detailed information in the article <i>about Europeans going to live in the USA</i> .						
		I can understand general ideas of the web page <i>about holidays in Ireland</i> .						
		I can find detailed information on the web page <i>about holidays in Ireland</i> .						
		I can understand general ideas in the tourist brochure <i>about Ireland</i> .						
		I can find detailed information in the tourist brochure <i>about Ireland</i> .						
		I can understand general ideas in the dialogue <i>from a science-fiction story</i> .						
		I can find detailed information in the dialogue <i>from a science-fiction story</i> .						
		I understand the meaning of some words in context.						
I can use a bilingual dictionary.								
SPEAKING	PRESENTATION	I can use <i>holiday</i> words.						
		I can use <i>weather</i> words.						
		I can use 20–30 expressions in everyday English.						
		I can compare and contrast things.						
		I can make predictions about my future life.						
		I can describe my habits.						
		I can re-tell a story of someone's life.						
	INTERACTION	I can talk about future arrangements.						
		I can talk about my holiday plans.						
		I can ask and answer simple questions about the future.						
		I can ask and answer simple questions about everyday habits.						
		I can act out a dialogue.						

# Module 3



Language Skills		My opinion			My teacher's opinion		
		could be better	well	very well	could be better	well	very well
WRITING	I can write a simple email about a language course.						
	I can write a simple email giving advice to a friend.						
	I can write a simple letter about a language course.						
	I can write a simple, short magazine article about my life in the future.						

## PROJECT 3

I can take simple notes.						
I can use the Internet to find the information I need for a project.						
I can find information in books and magazines.						
I can use a library.						
I can make a short presentation (to the class).						

CULTURE IN MIND		Yes	No
I understand the importance of knowing more than one language / learning languages.			
I can give advice about language learning.			
I can present arguments for visiting Ireland.			
I can present arguments for and against visiting / going on activity holidays in Hawaii.			
I can talk about migrants to the 'new world', America.			
Interesting things I have learned about other people / other cultures: my notes, comments and observations			
The fascinating way that South American Indians learn other languages			
South American Indian history, customs and traditions			
Interesting places in Ireland			
History, customs, traditions and interesting places in Hawaii			
New Americans			
Other			

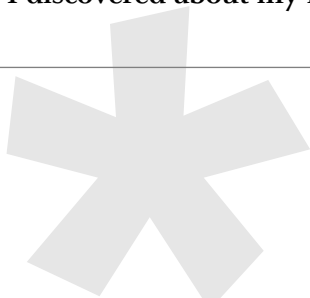
Have I achieved the learning goals I made at the end of Module 2? \_\_\_\_\_

What did I do to achieve these goals? \_\_\_\_\_

My new learning goals at the end of Module 3.

I think I need to work more on: \_\_\_\_\_

What have I discovered about my learning? \_\_\_\_\_



Completed on \_\_\_\_\_

My signature \_\_\_\_\_

Language Skills		My opinion			My teacher's opinion		
		could be better	well	very well	could be better	well	very well
LISTENING		I can understand the short dialogue <i>about New Year resolutions</i> .					
		I can select detailed information in the dialogue <i>about New Year resolutions</i> .					
		I can understand the short dialogue <i>about a teenager's unlucky day</i> .					
		I can select detailed information in the dialogue <i>about a teenager's unlucky day</i> .					
		I can understand the short dialogue <i>about a birthday party</i> .					
		I can select detailed information in the dialogue <i>about a birthday party</i> .					
		I can understand the short dialogue <i>about customs in different countries</i> .					
		I can select detailed information in the dialogue <i>about customs in different countries</i> .					
		I can understand the short dialogue <i>about bravery and risk</i> .					
		I can select detailed information in the dialogue <i>about bravery and risk</i> .					
		I can understand the interview <i>about strange pets</i> .					
READING	UNDERSTANDING	I can understand general ideas in the short text <i>about New Year</i> .					
		I can find detailed information in the short text <i>about New Year</i> .					
		I can understand general ideas in the short text <i>about amazing record breakers</i> .					
		I can find detailed information in the short text <i>about amazing record breakers</i> .					
		I can understand general ideas in the dialogue <i>about obligations</i> .					
		I can find detailed information in the dialogue <i>about obligations</i> .					
		I can understand general ideas in the brochure <i>with tips on visiting Britain</i> .					
		I can find detailed information in the brochure <i>with tips on visiting Britain</i> .					
		I can understand general ideas in the story <i>about gorillas</i> .					
		I can find detailed information in the story <i>about gorillas</i> .					
		I can understand general ideas in the article <i>about a record breaker</i> .					
		I can find detailed information in the article <i>about a record breaker</i> .					
		I can understand general ideas in the article <i>about Elvis Presley fans</i> .					
		I can find detailed information in the article <i>about Elvis Presley fans</i> .					
I can guess the meaning of some words from the context.							
SPEAKING	PRESENTATION	I can use <i>animal</i> words.					
		I can use 25–35 expressions in everyday English.					
		I can express my opinion about a person.					
		I can give advice.					
		I can give recommendations.					
		I can describe what people/things are like.					
		I can describe what people/things were like.					
		I can tell in simple words a story about <i>a brave person</i> .					
	INTERACTION	I can talk about future intentions and predictions.					
		I can talk about future possibilities.					
		I can talk about experiences in my life (e.g. <i>an unlucky day</i> ).					
		I can ask and answer simple questions about people and things.					
		I can ask and answer simple questions about things people have done in their lives.					

# Module 4



Language Skills		My opinion			My teacher's opinion		
		could be better	well	very well	could be better	well	very well
WRITING	I can write an email / a letter about <i>my last New Year's Eve</i> .						
	I can write an email / a letter with tips about <i>my country</i> .						
	I can write an email / a letter about <i>a visit to Los Angeles</i> .						
	I can write the story of a film or a book.						

## PROJECT 4

I can take simple notes.						
I can use the Internet to find the information I need for a project.						
I can find information in books and magazines.						
I can use a library.						
I can give a short talk to an audience.						
I can answer simple questions from an audience about the topic after the talk.						

CULTURE IN MIND		Yes	No
I can describe New Year's customs and traditions in Britain and Scotland.			
I can compare the British New Year customs with the New Year customs in my country.			
I can describe some interesting British customs and compare with the customs in similar contexts in my country.			
I can describe some interesting customs from different countries.			
Interesting things I have learned about other people / other cultures: my notes, comments and observations			
Elvis Presley			
Other			

Have I achieved the learning goals I made at the end of Module 3? \_\_\_\_\_

What did I do to achieve these goals? \_\_\_\_\_

My new learning goals for the next year:

I think I need to work more on: \_\_\_\_\_

What have I discovered about my learning? \_\_\_\_\_



Completed on \_\_\_\_\_

My signature \_\_\_\_\_

## My Diary of Achievements

Date	Place	Type of Language Achievement <sup>1</sup>	Signature of your teacher or the stamp of an institution

<sup>1</sup> For example:  
 a school visit abroad;  
 hosting a colleague from a partner school;  
 a (holiday) stay abroad;  
 diplomas, certificates, confirmations;

participation in a language project;  
 regular email / letter exchange with your friend in another country;  
 extra activities / English club / a language course in your country;  
 participation in a British Council competition;  
 English Language Competition in your country.

**Collect all your achievements and your original documents in a file.**



Make a Collection of Your Own Work			
	Task	Date	
English in Mind 1: For Your Portfolio	Module 1 Here and now	A letter to a friend	
		A description of my usual school day	
		An email to a friend	
		A description of my partner / friend	
	Module 2 Follow your dreams	A description of my hero; A poster about my hero	
		An email to a penfriend	
		A description of a job	
		A simple narrative text	
	Module 3 Far and wide	A simple narrative text or a letter / an email to an English-speaking person	
		An article for a school magazine	
		A description of my life in the future	
		An email with advice	
	Module 4 The things people do!	An email about traditions of New Year	
		A simple short text about a film, a book or a TV programme	
		A letter to a friend	
	PROJECT 1	A class survey	
	PROJECT 2	A presentation on a successful person	
	PROJECT 3	A poster about the future	
	PROJECT 4	A talk on an event that happened this year	
	<b>My other work</b>		<b>Date</b>

# My learning diary\*



Date:

from

to

In the past week / month / term I have learned:

Topics		
New vocabulary		
Listening		
Reading		
Speaking	Presentation	
	Interaction	
Writing		

I now know about: \_\_\_\_\_

I need to work more on: \_\_\_\_\_

My next learning goal: \_\_\_\_\_

Date: \_\_\_\_\_

\* It is recommended to do this kind of self-assessment at least twice a year.



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