

Ewa Kołodziejska

# English in Mind

Portfolio Builder \* Level 2

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 Skills		My opinion			My teacher's opinion			
		could be better	well	very well	could be better	well	very well	
LISTENING		I can select detailed information in the text <i>about the Oregon Trail</i> .						
		I can complete a summary with information I have heard on tape.						
		I can select detailed information in the text <i>about famous inventors</i> .						
		I can select detailed information in the ghost story.						
		I can select detailed information in the text <i>about record breakers</i> .						
		I can select detailed information in the text <i>about renewable and non-renewable energy</i> .						
		I can understand the radio interview <i>about the environment</i> .						
READING	UNDERSTANDING	I can understand general ideas in the text <i>about an underwater explorer</i> .						
		I can understand general ideas in the text <i>about famous inventors</i> .						
		I can find detailed information in the text <i>about the Oregon Trail</i> .						
		I can understand general ideas in the text <i>about a young inventor</i> .						
		I can find detailed information in the text <i>about a young inventor</i> .						
		I can understand general ideas in the article <i>about the history of jeans</i> .						
		I can find detailed information in the article <i>about the history of jeans</i> .						
		I can find detailed information in the text <i>about a champion snowboarder</i> .						
		I can find detailed information in the text <i>about climate change</i> .						
		I can find detailed information in the article on a web page <i>about how to improve the environment</i> .						
		I can guess the meaning of some words from the context.						
		I can understand and interpret information <i>about renewable energy</i> presented in a chart form.						
SPEAKING	PRESENTATION	I can describe temporary and permanent activities.						
		I can make predictions <i>about the ending of the ghost story</i> .						
		I can express my opinion <i>about the invention of a young inventor</i> .						
		I can compare myself to others.						
		I can compare things and activities.						
		I can describe similarities and differences.						
		I can make predictions about the future.						
		I can use 5 – 10 new phrases in everyday English.						
		I can describe a sports event.						
SPEAKING	INTERACTION	I can talk about present and past situations.						
		I can talk about activities which happened in the past.						
		I can ask and answer simple questions to complete missing information.						
		I can ask and answer questions about the picture.						
		I can discuss environmental problems (e.g. global warming, the importance of renewable energy).						
		I can talk about life in the future.						

# 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 fill in the enrolment form.						
	I can write a short text/story about an invention.						
	I can write an ending to a story about a mystery.						
	I can write a report about a sports event.						
	I can make a list of environmental problems in my area.						
	I can make a list of solutions to the environmental problems in my area.						
	I can write an article about my town environment (and how to improve it).						

## PROJECT 1

I can make a list of reasons supporting a certain thesis.						
I can take simple notes.						
I can find the information I need on the Internet and in books/magazines.						
I can plan, prepare and give a short (group) presentation (to the class).						
I can answer simple questions from an audience about the topic after the talk.						

CULTURE IN MIND		Yes	No
I can present the history of jeans in the US.			
I can compare the popularity of jeans in the US and in my country (e.g. jeans styles, places to wear them etc.)			
I can present information about the use of renewable energy in Europe.			
I can compare the use of renewable energy in Europe to the use of renewable energy in my country.			
Interesting things I have learned about other people / other cultures: my notes, comments and observations			
Life on the trail			
Famous inventors			
Climate changes			

### My learning goals at the end of Module 1:

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	UNDERSTANDING	I can select detailed information in the dialogue <i>about Canada and the USA</i> .					
		I can select detailed information in the dialogue <i>about a trip to New York</i> .					
		I can select detailed information in the story <i>about the N'gol ceremony</i> .					
		I can select detailed information in the dialogue <i>about minimum age limits</i> .					
		I can select detailed information in the interview <i>with a clown doctor</i> .					
		I can understand the lyrics of a song (e.g. <i>Don't Worry, Be Happy</i> ).					
		I can understand general information in the dialogue <i>about films</i> .					
		I can select detailed information in the dialogue <i>about films</i> .					
		I can complete a text with information I have heard on tape.					
READING	UNDERSTANDING	I can understand detailed information in the quiz <i>about Canada and the USA</i> .					
		I can find detailed information in the article <i>about a young poet</i> .					
		I can find detailed information in the email <i>about a holiday in San Francisco</i> .					
		I can find detailed information in the short text <i>about the N'gol ceremony</i> .					
		I can find detailed information in the quiz <i>about minimum ages around the world</i> .					
		I can find detailed information in the interview <i>about clown doctors</i> .					
		I can understand general information in the email <i>about a project</i> .					
		I can understand general ideas in the text <i>about a stuntwoman</i> .					
		I can find detailed information in the text <i>about a stuntwoman</i> .					
		I can understand general ideas in short film reviews.					
		I can find detailed information in descriptions of people.					
		I can understand general ideas in the web article <i>about Hollywood film stars</i> .					
		I can find detailed information in the web article <i>about Hollywood film stars</i> .					
I can understand the poem (e.g. <i>Whale Song</i> ).							
SPEAKING	PRESENTATION	I can understand the questionnaire <i>about having fun</i> .					
		I can understand the meaning of some words from context.					
		I can check information (e.g. using <i>Question Tag structure</i> ).					
		I can describe the activities I have / somebody else has recently done.					
		I can say how I feel about a poem/song/tune.					
		I can express my opinion <i>about bungee jumping</i> .					
		I can compare <i>bungee jumping and the N'gol ceremony</i> .					
		I can describe a person's age.					
		I can agree and disagree with a thesis (e.g.: <i>Laughter is the best medicine</i> ).					
		I can describe situations which started in the past and continue in the present.					
		I can express my opinion <i>about the music I like</i> .					
		I can express my opinion <i>about the job of a stuntman/stuntwoman</i> .					
		I can say what I prefer doing and justify my preferences.					
		I can say what I promised/offered/decided/refused/agreed/wanted to do.					
		I can present arguments for and against <i>being a famous person</i> .					
I can use some phrases in British English and in North American English.							
I can use 10 – 20 new phrases in everyday English.							

# Module 2

Language Skills		My opinion			My teacher's opinion		
		could be better	well	very well	could be better	well	very well
SPEAKING	INTERACTION	I can discuss answers to the quiz.					
		I can talk about what I am / am not allowed to do.					
		I can talk about things I enjoy/like/don't like/love/hate/can't stand doing.					
		I can talk about films.					
		I can discuss the advantages and disadvantages of being a film star / of fame.					
WRITING		I can write a simple email to an English-speaking friend about a holiday.					
		I can write a magazine article about celebrating a special day.					
		I can write a simple email describing how I enjoy myself.					
		I can write a short film review.					

## PROJECT 2

I can prepare and carry out a class survey.					
I can design a questionnaire.					
I can take simple notes.					
I can write up the results of the questionnaire.					
I can write a report of the survey.					

CULTURE IN MIND		Yes	No
I can compare the minimum ages in other countries with those in my country.			
I can express my opinion about minimum ages in my country (in comparison with those in other countries).			
I can compare the lives of film stars in Hollywood and the lives of film stars in my country.			
Interesting things I have learned about other people / other cultures: my notes, comments and observations			
When do you become an adult?			
Film stars			

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 general information in the radio interview <i>about an earthquake</i> .						
	I can select detailed information in the radio interview <i>about an earthquake</i> .						
	I can select detailed information in the descriptions <i>of different types of homes</i> .						
	I can understand general information in the interview <i>about different types of intelligence</i> .						
	I can select detailed information in the interview <i>about different types of intelligence</i> .						
	I can complete a table with information <i>about music and instruments</i> I have heard on tape.						
READING	UNDERSTANDING	I can understand general information in the article <i>about tsunamis</i> .					
		I can find detailed information in the article <i>about tsunamis</i> .					
		I can understand general information in the newspaper story <i>about a disaster in Dover</i> .					
		I can find detailed information in the holiday brochure <i>about Borneo</i> .					
		I can understand general information in the email <i>about a trip to Borneo</i> .					
		I can understand general information in the conversation <i>about a trip to China</i> .					
		I can understand general information in the article <i>about life in Australia</i> .					
		I can find detailed information in the article <i>about life in Australia</i> .					
	I can find detailed information in the texts <i>about different types of holidays</i> .						
	I can understand general information in the article <i>about memory</i> .						
	I can find detailed information in the article <i>about memory</i> .						
	I can understand general information in the letter <i>to a problem page</i> .						
	I can find detailed information in the advertisement <i>for the competition</i> .						
	I can understand general information in the article <i>about a young musician</i> .						
	I can find detailed information in the article <i>about a young musician</i> .						
	I can find detailed information in the article <i>about the history of pop music</i> .						
I can understand general information in the letter <i>about favourite music, bands and singers</i> .							
SPEAKING	PRESENTATION	I can tell a story presented as a series of pictures.					
		I can present my plans and intentions.					
		I can describe the difference between pictures.					
		I can give definitions of some words.					
		I can use 20 – 30 new expressions in everyday English.					
	INTERACTION	I can ask and answer questions about events in history.					
		I can maintain a dialogue about an imaginary dream.					
		I can talk about my home / the place where I live.					
		I can discuss stereotypes.					
		I can talk about the way I learn.					
		I can ask and answer questions / exchange information about pop singers.					
		I can talk about music / playing different instruments / listening to music.					
I can discuss the fashion and the history of pop music ( <i>e.g. groups, singers etc.</i> ).							



# 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 an article / a newspaper story about a disaster.						
	I can write an email about my holiday plans.						
	I can write an entry to a competition.						
	I can write a letter about my favourite type of music.						

## PROJECT 3

I can research different kinds of homes in various countries.						
I can write short notes.						
I can present an opinion on a certain topic.						
I can make a poster on a certain topic.						
I can give a short presentation (to the class).						
I can answer simple questions from the class / an audience about the topic after the presentation.						

CULTURE IN MIND		Yes	No
I can compare and contrast life in Australia and life in Britain.			
I can define what 'a stereotype' is.			
I can describe examples of stereotypes in my country.			
I can say whether / why stereotyping is unwise.			
Interesting things I have learned about other people / other cultures: my notes, comments and observations			
Stereotypes			
Pop music			

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	UNDERSTANDING	I can understand general information in the dialogue <i>at the doctor's</i> .					
		I can select detailed information in the dialogue <i>at the doctor's</i> .					
		I can understand general information in the conversation <i>about Joseph Lister</i> .					
		I can select detailed information in the conversation <i>about Joseph Lister</i> .					
		I can understand general information in the conversation <i>about computers</i> .					
		I can select detailed information in the conversation <i>about computers</i> .					
		I can understand general information in the radio interview <i>about the terracotta army</i> .					
		I can select detailed information in the radio interview <i>about the terracotta army</i> .					
		I can complete the text summary with information I have heard on tape.					
		I can understand the simple conversation <i>about arranging a meeting</i> .					
READING	UNDERSTANDING	I can understand general information in the article <i>about medicine in the past</i> .					
		I can find detailed information in the article <i>about medicine in the past</i> .					
		I can understand general information in the text <i>about how teenagers use computers</i> .					
		I can find detailed information in the text <i>about how teenagers use computers</i> .					
		I can understand general information in the article <i>about a website entrepreneur</i> .					
		I can find detailed information in the article <i>about a website entrepreneur</i> .					
		I can understand general information in the text <i>about problems computers can cause</i> .					
		I can find detailed information in the text <i>about problems computers can cause</i> .					
		I can understand general information in the article <i>about the discovery of Machu Picchu</i> .					
		I can find detailed information in the article <i>about the discovery of Machu Picchu</i> .					
		I can understand general information in the story <i>about a shoeshine boy</i> .					
		I can find detailed information in the story <i>about a shoeshine boy</i> .					
		I can understand general information in the email with apologies.					
		I can understand the simple advertisement <i>about ABC Computers Competition</i> .					
I can find general information in the text <i>about superstitions</i> .							
SPEAKING	PRESENTATION	I can give advice.					
		I can tell a picture story.					
		I can report statements and questions.					
		I can use 30 – 40 phrases in everyday English.					
		I can use some phrases in the language of the Internet.					
		I can describe what computers are mostly used for.					
		I can make predictions about what life would be like without computers.					
		I can make predictions about what computers will be like in the future.					
	INTERACTION	I can ask and answer simple questions about my/somebody's childhood habits.					
		I can ask and answer simple questions about imaginary situations.					
		I can talk about computers and the Internet.					
		I can discuss superstitions.					

# 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 article about a famous doctor or scientist.						
	I can write a competition entry for a computer magazine.						
	I can write a story about something I found.						
	I can write an email apologising to a friend.						

## PROJECT 4

I can design a website <i>for my school</i> based on the example.						
I can use the Internet to find more examples.						
I can write down the information I need for a website presentation.						
I can design the website page by page, as well as make lists of all texts, pictures and links I will want to include on my website.						
I can give a short presentation (to the class).						
I can compare my website to the other websites presented.						

CULTURE IN MIND		Yes	No
I can explain what physical and psychological problems can be caused by using computers.			
I can describe the origin of some superstitions in Britain.			
I can compare some superstitions in Britain to the superstitions in my country and in other countries.			
Interesting things I have learned about other people / other cultures: my notes, comments and observations			
Computer Culture			
Superstitions			

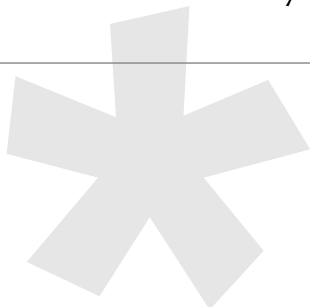
Have I achieved the learning goals I made at the end of Module 3? \_\_\_\_\_

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 2: For Your Portfolio	Module 1 Take it to the limit	Enrolment form	
		A story about an invention	
		A report of a sports event	
		An article about the ways to improve the environment in my town or city	
	Module 2 Different lives	An email about a holiday in a city	
		A magazine article about how I/we celebrate a special day in my country	
		An email about how teenagers in my country have fun	
		A short film review for a school magazine	
	Module 3 Weird and wonderful	A newspaper story about the forest fire	
		An email about a holiday	
		An entry to the competition	
		A letter about my favourite type of music	
	Module 4 Dreams and reality	A short article about someone famous in science or medicine	
		An entry to a Computers Competition	
		A story about something I found	
		An email apologising for not meeting a friend	
	PROJECT 1	A group presentation	
	PROJECT 2	A class survey: how we have fun	
	PROJECT 3	A poster: homes around the world	
	PROJECT 4	Designing a website	
<b>My other work</b>			<b>Date</b>

# Cultural Awareness

How much do I know about the Culture of \_\_\_\_\_ ?  
(name of the country)

Different sources of your present knowledge of culture & society	
Painting	
Music	
Literature	
History	
Mass media	

What have I done to learn more about this Culture?

Date	Books and magazines in English I have read (author, title)
Date	TV programmes in English I have watched
Date	Films in the original version or plays in English I have seen
Date	Communication with speakers of English, correspondence, email, telephone conversations, text messages, other...
Date	Other activities (celebration of the European Day of Languages - 26th Sept., a play in English, an English Song Show etc.)

# Cultural Awareness

## Things I have learned at school

Date	Cultural attitudes & behaviour I have noticed and can now understand
Date	Other cultural attitudes & behaviour that I (still) do not fully understand and that I would like to learn more about

## Things I have learned outside school

Date	Cultural attitudes & behaviour I have noticed and can now understand
Date	Other cultural attitudes & behaviour that I (still) do not fully understand and that I would like to learn more about

# Self-assessment questionnaire

\*1. During the last week/month/term you have been studying

- a) pronunciation: \_\_\_\_\_  
 b) the language of communication: \_\_\_\_\_  
 c) grammar: \_\_\_\_\_

2. How well have you mastered this material?

	to some extent	quite well	very well	extremely well
pronunciation				
the language of communication				
grammar				

\*3. You have also been studying vocabulary in the following area(s):

- a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_

4. How do you assess your knowledge of this vocabulary?

	I know some of these words	I know these words quite well	I know these words very well	I know these words extremely well
a) _____				
b) _____				
c) _____				

5. How responsible have you been for your own learning?

	Not really	Sometimes	Often	Most of the time
a) Have you been studying systematically?				
b) Were you active during the lessons?				

6. Did you suggest anything you would like to do in the lessons to your teacher?  Yes  No

If yes, what was it? \_\_\_\_\_

7. Looking back, I think I should pay more attention to: \_\_\_\_\_

8. I think that my weak points are: \_\_\_\_\_

9. I would like my learning to focus during the next lessons/days/weeks on:

\_\_\_\_\_  
 \_\_\_\_\_

\* Points 1 and 3 should be filled in by the teacher, depending on how much material has been covered.



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