

Ewa Kołodziejska

English in Mind

Portfolio Builder * Level 3

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 | UNDERSTANDING | I can select detailed information in a quiz <i>about Britain</i> . | | | | | |
| | | I can select detailed information in short interviews <i>with foreign visitors in Britain</i> . | | | | | |
| | | I can select detailed information in a text <i>about communicating with deaf people</i> . | | | | | |
| | | I can select detailed information in the interview <i>about body language</i> . | | | | | |
| | | I can select detailed information in the story <i>Old Shep</i> . | | | | | |
| | | I can select detailed information in the dialogue <i>between Claire and Grace</i> . | | | | | |
| | | I can select detailed information in a job interview. | | | | | |
| | | I can select detailed information in the song <i>So You Want to Be a Rock'n'Roll Star</i> . | | | | | |
| READING | UNDERSTANDING | I can find detailed information in an interview <i>with Pietro</i> . | | | | | |
| | | I can find detailed information in the text <i>Cultural Influences</i> . | | | | | |
| | | I can find general information in a text <i>about Turkey</i> . | | | | | |
| | | I can find detailed information in the text <i>Sharing Silence</i> . | | | | | |
| | | I can find detailed information in a dialogue <i>between Matt, Ben and Joanne</i> . | | | | | |
| | | I can find general information in <i>Kylie's</i> composition. | | | | | |
| | | I can find general information in the story <i>Old Shep</i> . | | | | | |
| | | I can find detailed information in a questionnaire. | | | | | |
| | | I can find detailed information in the story <i>Staying Together</i> . | | | | | |
| | | I can find detailed information in the magazine article <i>Future Jobs</i> . | | | | | |
| | | I can find detailed information in <i>Sophie's</i> job application. | | | | | |
| | | SPEAKING | PRESENTATION | I know some colloquial phrases. | | | |
| I know some phrases describing different ways of communicating. | | | | | | | |
| I know some time conjunctions. | | | | | | | |
| I know some phrases with <i>say</i> and <i>tell</i> . | | | | | | | |
| I can re-tell the story <i>Old Shep</i> . | | | | | | | |
| I know some <i>job</i> and <i>work</i> words. | | | | | | | |
| INTERACTION | I can discuss spending money. | | | | | | |
| | I can ask and answer questions about preferences. | | | | | | |
| | I can discuss cultural influences. | | | | | | |
| | I can discuss problems of being deaf. | | | | | | |
| | I can discuss my answers to the questionnaire. | | | | | | |
| | I can discuss reading love stories. | | | | | | |
| | I can discuss the importance of jobs and money. | | | | | | |
| | I can ask and answer questions in a job interview. | | | | | | |
| | I can discuss bands. | | | | | | |

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 a report about what is popular in my country. | | | | | | |
| | I can write a composition about a person I have known for a long time. | | | | | | |
| | I can re-write a story in a more interesting way. | | | | | | |
| | I can write a letter of application. | | | | | | |

PROJECT 1

| | | | | | | | |
|--|---|--|--|--|--|--|--|
| | I can make a questionnaire and do a survey on: Who We Are. | | | | | | |
| | I can write up the results of the survey and present them in the form of a bar chart. | | | | | | |
| | I can present the report to the class. | | | | | | |

| CULTURE IN MIND | | Yes | No |
|--|--|-----|----|
| I can describe some facts about the British. | | | |
| I can give examples of cultural influences. | | | |
| Interesting things I have learned about other people/other cultures – my notes, comments and observations: | | | |
| Images of Turkey | | | |
| Sharing silence | | | |
| Future Jobs | | | |

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 an interview <i>about a trimaran</i> . | | | | | | |
| | | I can select detailed information in the text <i>Intelligent machines</i> . | | | | | | |
| | | I can select detailed information in interviews <i>about Long Life</i> | | | | | | |
| | | I can select detailed information in speeches <i>for and against building a new hotel</i> . | | | | | | |
| | | I can select detailed information in an interview <i>about reality TV</i> . | | | | | | |
| | | I can select detailed information in the song <i>Somebody's Watching Me</i> . | | | | | | |
| READING | UNDERSTANDING | I can find detailed information in the text <i>Britain's Solo Sailor</i> . | | | | | | |
| | | I can find detailed information in the text <i>Space Tourists</i> . | | | | | | |
| | | I can find detailed information in the text <i>Going it alone</i> . | | | | | | |
| | | I can find detailed information in a telephone conversation. | | | | | | |
| | | I can find detailed information in the text <i>Tribes in danger</i> . | | | | | | |
| | | I can find detailed information in the extract from the story <i>But was it Murder?</i> | | | | | | |
| | | I can find detailed information in the text <i>Reality TV</i> . | | | | | | |
| | | I can find detailed information in the magazine article <i>Cave people</i> . | | | | | | |
| SPEAKING | PRESENTATION | I know some <i>movement</i> vocabulary. | | | | | | |
| | | I know some <i>travel</i> vocabulary. | | | | | | |
| | | I can make future predictions. | | | | | | |
| | | I know some colloquial phrases. | | | | | | |
| | | I know some phrases with <i>make</i> and <i>do</i> . | | | | | | |
| | | I know some <i>television</i> vocabulary. | | | | | | |
| | INTERACTION | I can discuss solo sailing. | | | | | | |
| | | I can discuss space tourism. | | | | | | |
| | | I can discuss solo journeys. | | | | | | |
| | | I can discuss microchips in the brain. | | | | | | |
| | | I can talk about an organisation like <i>Survival</i> . | | | | | | |
| | | I can talk about life in the future. | | | | | | |
| | | I can discuss crime stories. | | | | | | |
| | | I can discuss arguments for and against Reality TV. | | | | | | |
| WRITING | INTERACTION | I can write an informal email. | | | | | | |
| | | I can write a composition about life in the future. | | | | | | |
| | | I can write a letter to the editor of a newspaper about plans to build a hotel. | | | | | | |
| | | I can write a magazine article about a new reality TV show. | | | | | | |

PROJECT 2

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | I can prepare a group presentation about survival on a Pacific island. | | | | | | | |
|--|--|--|--|--|--|--|--|--|

Module 2



| CULTURE IN MIND | | Yes | No |
|--|--|-----|----|
| I can report some facts about solo travellers and their discoveries. | | | |
| Interesting things I have learned about other people/other cultures – my notes, comments and observations: | | | |
| Britain's Solo Sailor | | | |
| Space Tourists | | | |
| Intelligent Machines | | | |
| Tribes in Danger | | | |

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 select detailed information in a dialogue <i>about a computer game</i> . | | | | | | |
| | | I can select detailed information in the stories <i>by Steve and Megan</i> . | | | | | | |
| | | I can select detailed information in a radio show. | | | | | | |
| | | I can select detailed information in a dialogue <i>about Matt's problem</i> . | | | | | | |
| | | I can select detailed information in a radio programme <i>about the first moon landing</i> . | | | | | | |
| | | I can select detailed information in the interview <i>about Seahenge</i> . | | | | | | |
| | | I can select detailed information in the song <i>The Curse of the Mummy's Tomb</i> . | | | | | | |
| READING | UNDERSTANDING | I can find detailed information in the extracts from famous novels. | | | | | | |
| | | I can find detailed information in the text <i>The Writing's on the Wall</i> . | | | | | | |
| | | I can find detailed information in a text <i>about the advantages and disadvantages of graffiti walls</i> . | | | | | | |
| | | I can find detailed information in the questionnaire about honesty. | | | | | | |
| | | I can find detailed information in the text <i>about The Beach</i> . | | | | | | |
| | | I can find detailed information in the extract from the story <i>The real Aunt Molly</i> . | | | | | | |
| | | I can find detailed information in the text <i>No One Knows Why They Are There</i> . | | | | | | |
| | | I can find detailed information in a text <i>about Tutankhamen's Tomb</i> . | | | | | | |
| | | SPEAKING | PRESENTATION | I know some <i>crime</i> vocabulary. | | | | |
| I know some colloquial phrases. | | | | | | | | |
| I know some <i>problems</i> vocabulary. | | | | | | | | |
| INTERACTION | I can make guesses about my partner's likes and wishes. | | | | | | | |
| | I can discuss the reasons for doing graffiti. | | | | | | | |
| | I can discuss getting into trouble. | | | | | | | |
| | I can discuss crime. | | | | | | | |
| | I can discuss a questionnaire with my partner. | | | | | | | |
| | I can discuss the making of a film. | | | | | | | |
| | I can discuss conspiracy theories. | | | | | | | |
| I can speculate about mysterious theories and places. | | | | | | | | |
| WRITING | | I can write a composition about the advantages and disadvantages of the Internet / playing computer games. | | | | | | |
| | | I can write a letter to the newspaper from the point of view of a teenager living in town. | | | | | | |
| | | I can write a composition on a selected topic presenting my opinion and arguments. | | | | | | |
| | | I can develop a story on the basis of the main paragraph. | | | | | | |

PROJECT 3

| | | | | | | | |
|--|---|--|--|--|--|--|--|
| | I can do some research about mystery places. | | | | | | |
| | I can make a poster about a mystery. | | | | | | |
| | I can make a presentation of the poster to the class. | | | | | | |

Module 3



| CULTURE IN MIND | | Yes | No |
|--|--|-----|----|
| I can present facts about some ancient cultures. | | | |
| I can talk about graffiti and Hip-hop | | | |
| Interesting things I have learned about other people/other cultures – my notes, comments and observations: | | | |
| The Writing's on the Wall | | | |
| Mysterious Places | | | |

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 select detailed information in a description of <i>The English Patient</i> . | | | | | | |
| | | I can select detailed information in a dialogue about <i>Matt's motorbike</i> . | | | | | | |
| | | I can select detailed information in a text about <i>The Blair Witch Project</i> . | | | | | | |
| | | I can select detailed information in the interview about <i>happiness</i> . | | | | | | |
| | | I can select detailed information in the song <i>Thank you</i> . | | | | | | |
| READING | UNDERSTANDING | I can find detailed information in <i>The Gift of the Magi</i> . | | | | | | |
| | | I can find detailed information in the magazine article <i>Wedding Ceremonies</i> . | | | | | | |
| | | I can find detailed information in a text about <i>regrets</i> . | | | | | | |
| | | I can find detailed information in the text <i>Fear in all of us</i> . | | | | | | |
| | | I can find detailed information in the extract from the story <i>The Lady in White</i> . | | | | | | |
| | | I can find detailed information in the text <i>The Flow of Happiness</i> . | | | | | | |
| SPEAKING | PRESENTATION | I know some <i>appearance</i> vocabulary. | | | | | | |
| | | I know some <i>personality</i> vocabulary. | | | | | | |
| | | I can describe people. | | | | | | |
| | | I know some <i>relationships</i> vocabulary. | | | | | | |
| | | I know some <i>anger</i> vocabulary. | | | | | | |
| | | I know some colloquial phrases. | | | | | | |
| | | I know some <i>happiness</i> vocabulary. | | | | | | |
| | INTERACTION | I can discuss giving and receiving presents. | | | | | | |
| | | I can discuss weddings from my culture and other cultures. | | | | | | |
| | | I can talk about something I regret doing. | | | | | | |
| | | I can talk about things that make me angry. | | | | | | |
| | | I can discuss different types of films. | | | | | | |
| | | I can discuss the story I've read. | | | | | | |
| WRITING | | I can talk about what creates a flow of happiness. | | | | | | |
| | | I can discuss my idea of happiness. | | | | | | |
| | | I can write a composition about someone who has taught me something important. | | | | | | |
| | | I can write a story about a time when I got angry. | | | | | | |
| | | I can write a review of a film I really like. | | | | | | |
| | | I can write a poem based on an example. | | | | | | |

PROJECT 4

| | | | | | | | |
|--|---|--|--|--|--|--|--|
| | I can prepare a humorous website project on the regrets of famous people. | | | | | | |
| | I can make a website and present it in class. | | | | | | |
| | | | | | | | |

Module 4



| CULTURE IN MIND | | Yes | No |
|--|--|-----|----|
| I can present facts about wedding ceremonies in different cultures. | | | |
| Interesting things I have learned about other people/other cultures – my notes, comments and observations: | | | |
| Anger | | | |
| Danger: Joggers | | | |
| The Flow of Happiness | | | |

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 ¹ | Signature of your teacher or the stamp of an institution |
|------|-------|---|--|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

¹ 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 3: For Your Portfolio | Module 1 People and animals | A report: The lifestyles of family and friends. | |
| | | A composition about a person you have known for a long time. | |
| | | Rewriting a story to make it more interesting. | |
| | | A letter of application. | |
| | Module 2 Survival | An email about a trip. | |
| | | A composition about life in the future. | |
| | | A letter to the editor of a newspaper about plans to build a hotel. | |
| | | A magazine article about a new reality TV show. | |
| | Module 3 Right and wrong | A composition on a selected topic giving advantages and disadvantages. | |
| | | A formal letter of opinion. | |
| | | A discursive composition giving my opinion. | |
| | | Setting a scene for a story. | |
| | Module 4 Emotions | A composition about someone who has taught me something important. | |
| | | A story about a time when I got angry. | |
| | | A review of a film I really like. | |
| | | A poem based on an example. | |
| | PROJECT 1 | A class survey: who we are. | |
| | PROJECT 2 | A group presentation. | |
| | PROJECT 3 | A poster: a mystery. | |
| | PROJECT 4 | Designing a website. | |
| My other work | | | Date |
| | | | |
| | | | |
| | | | |

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 September, 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 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 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.

