

# English in Mind

## Portfolio Builder \* Level 5

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:

- reading books in English.
- listening to songs in English.
- listening to radio programmes in English.
- watching TV programmes in English.
- watching video films or DVDs in the original version with subtitles.
- watching video films or DVDs in the original version.
- exchanging emails with my epals.
- exchanging letters in English with my pen friends from other countries.
- listening to cassettes/CDs and imitating pronunciation.
- learning vocabulary in different ways.
- translating songs.
- learning songs by heart.
- looking up new words in a dictionary.
- trying to guess the meaning of words from the context.
- trying to guess the meaning of words because they are similar to the words in my mother tongue or other languages I learn.
- using the Internet a lot.
- chatting on the Internet.

	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/CDs 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 a radio quiz about the amazing world of animals.							
	I can select detailed information in a radio review about a book called <i>Blink</i> .							
	I can select detailed information in the talk given by a web advertising expert about his job.							
	I can select detailed information in a radio programme on how to cope with stress.							
	I can select detailed information in the song <i>Stand My Ground</i> .							
READING	UNDERSTANDING	I can find detailed information in an article about animals that sense natural disasters long before humans do.						
		I can find detailed information in the extract from the story <i>The Call of the Wild</i> .						
		I can find detailed information in an article about a woman who successfully fought for her rights.						
		I can find detailed information in the magazine article about what makes us buy what we buy.						
		I can find detailed information in the text on <i>Buy Nothing Day</i> .						
		I can find detailed information in the magazine article explaining what 'fight' or 'flight' is.						
SPEAKING	PRESENTATION	I know some vocabulary to describe <i>animal sounds</i> .						
		I know some expressions for <i>making decisions</i> .						
		I know some <i>advertising</i> vocabulary.						
		I know some vocabulary to describe <i>feeling stressed</i> .						
		I know some vocabulary to describe <i>coping with stress</i> .						
	INTERACTION	I can talk about the 'sixth sense' in animals and people.						
		I can re-tell a story about animals.						
		I can talk about equal rights for men and women.						
		I can discuss the consequences of decisions made in certain situations.						
		I can hold an interview with someone.						
		I can talk about my favourite and least favourite adverts.						
		I can design a marketing campaign for a product of my choice.						
		I can discuss ways of consuming less.						
		I can talk about my reactions in stressful situations.						
I can give someone advice on how to cope with stress.								
WRITING	I can write an article about animals for a magazine.							
	I can write a letter of complaint.							
	I can write a covering letter of application for a job.							
	I can write a report and make a proposal.							

# Module 1



CULTURE IN MIND		Yes	No
I can define 'Buy Nothing Day'.			
I can discuss ways of consuming less and still enjoy myself on different occasions.			
Interesting things I have learned about other people/cultures – my notes, comments and observations:			
Animals know before			
Listening with your eyes			
Advertising: the logic of emotions			
I shop therefore I am			
Fight or flight			

## 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	I can select detailed information in a radio programme about two female spies during World War II.						
	I can select general information in a radio show called <i>A Likely Story</i> .						
	I can select general information in a teenager's story of a trip to the USA with her family.						
	I can select detailed information in an interview with a linguist talking about the meaning of the metaphors we use in everyday life.						
	I can select detailed information in a report about multi-sensory virtual holidays.						
	I can select detailed information in the song <i>Virtual World</i> .						
READING	UNDERSTANDING						
	I can find general information in a true story of how good can prevail if someone is given a second chance.						
	I can find detailed information in the text about secret agents.						
	I can find detailed information in the extract from the story <i>Charlotte Gray</i> .						
	I can find detailed information in an analysis of urban legends.						
	I can find detailed information in short pieces by famous people on what inspires their creativity.						
	I can find detailed information in a text about inspired buildings.						
I can find detailed information in an article about 'Entropia', a virtual world on the Internet.							
SPEAKING	PRESENTATION						
	I know some <i>crime</i> vocabulary.						
	I know some vocabulary for <i>war</i> and <i>peace</i> .						
	I know some expressions with the word <i>story</i> .						
	I know some metaphors to describe emotions.						
	I know some <i>money</i> vocabulary.						
	I can use word building to develop my vocabulary.						
	INTERACTION						
	I can talk about crime movies and why they are so popular.						
	I can give a short talk based on a picture.						
	I can talk about urban legends.						
	I can tell a story or an anecdote.						
	I can discuss what inspires my own creativity.						
I can use metaphors to talk about my feelings in different situations.							
I can talk about the positive and negative aspects of 'virtual worlds' on the Internet.							
I can talk about virtual holidays.							
WRITING	I can write a biography of a well-known person.						
	I can write a newspaper story.						
	I can write a poem using metaphors and similes.						
	I can write an informal letter or email turning down an invitation.						

# Module 2



CULTURE IN MIND		Yes	No
I can talk about a local or worldwide building that I think is different, inventive or creative.			
Interesting things I have learned about other people/cultures – my notes, comments and observations:			
Behind the scenes			
The rise and rise of urban legends			
What inspires the inspirational?			
Inspired buildings			
Explaining the modern world – The Entropia Universe			

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 talk by an expert about human communication skills.					
		I can select detailed information in a discussion about cheating in sport.					
		I can select detailed information in a teenager's presentation about architecture in Brasília.					
		I can select detailed information in an audition for a TV reality show.					
		I can select detailed information in interviews with teenagers about being on their own.					
		I can select detailed information in the song <i>Message in a Bottle</i> .					
READING	UNDERSTANDING	I can find detailed information in an article explaining the biological reasons for how we understand other people.					
		I can find detailed information in the extract from the story <i>Life of Pi</i> .					
		I can find detailed information in stories about dramatic sporting failures.					
		I can find detailed information in an article on superheroes.					
		I can find detailed information in an article on superheroes all over the globe.					
		I can find detailed information in the diary of a scientist living on his own in the wilderness.					
SPEAKING	PRESENTATION	I know some vocabulary for <i>habits</i> and <i>gestures</i> .					
		I know some hedging and boosting phrases.					
		I know some vocabulary to describe <i>success</i> and <i>failure</i> .					
		I know some vocabulary to describe human and hero characteristics.					
		I know some more <i>time</i> expressions.					
	INTERACTION	I can talk about the advantages and limitations of learning through imitation.					
		I can discuss the importance of empathy in cross-cultural communication.					
		I can give a talk about a chosen topic.					
		I can use hedging and boosting phrases to talk about newspaper headlines.					
		I can talk about sports events and athletes.					
		I can discuss cheating in sport.					
		I can discuss sports.					
		I can talk about superheroes.					
		I can design and present a team of superheroes.					
WRITING		I can write a discursive composition.					
		I can write a description of an event I remember well for a school magazine.					
		I can write a film review.					
		I can write a leaflet for a summer project.					



# Module 3



CULTURE IN MIND		Yes	No
I can give examples of Superheroes from my country.			
Interesting things I have learned about other people/cultures – my notes, comments and observations:			
A revealing reflection			
The sporting spirit			
Superheroes: Have you got what it takes?			
Island diary			

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 select detailed information in interviews with people giving their opinions about the Age Wars.						
	I can select detailed information in a discussion by an expert talking about ageing in the future.						
	I can select detailed information in a discussion between three members of a band about the cover of their new album.						
	I can select detailed information in a radio programme titled <i>Our Heritage</i> .						
	I can select detailed information in a film review of <i>Freaky Friday</i> .						
	I can select detailed information in the song <i>My Generation</i> .						
READING	UNDERSTANDING	I can find detailed information in the magazine article about the differences between the younger and older generations.					
		I can find detailed information in two poems: <i>Beautiful Old Age</i> and <i>A Madrigal</i> .					
		I can find detailed information in the magazine article giving people's opinions about cosmetic surgery.					
		I can find detailed information in the text on <i>The People's Museum</i> .					
		I can find detailed information in the texts about three different museums.					
		I can find detailed information in the article describing a father and son's feelings during a pop concert and an opera performance.					
SPEAKING	PRESENTATION	I know some vocabulary to describe life choices.					
		I know some commonly confused words.					
		I know some vocabulary to describe things that are old and new.					
		I know some <i>Teenspeak</i> vocabulary that is used by teenagers in English-speaking countries.					
	INTERACTION	I can discuss whether each generation thinks differently.					
		I can talk about life choices.					
		I can discuss the advantages and disadvantages of cosmetic surgery.					
		I can talk about a visit to a museum or an art gallery.					
		I can discuss which objects I would choose for a People's Museum for my country.					
		I can take part in a discussion to plan a school trip.					
		I can give a presentation for <i>Our Heritage</i> .					
		I can give my opinion about unusual museums.					
		I can brainstorm ideas for an experiment on 'swapping places' among members of a family.					
		WRITING	I can write a formal letter to a magazine.				
I can write a report or an article.							
I can write notes for different situations.							
I can write a cinquain and a meaningless proverb .							

# Module 4



CULTURE IN MIND		Yes	No
I can present facts about unusual museums.			
Interesting things I have learned about other people/cultures – my notes, comments and observations:			
The Battle of the Generations			
Hard talk – cosmetic surgery			
The People's Museum			

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 \_\_\_\_\_

## WRITING BANK Modules 1-4

	My opinion			My teacher's opinion		
	could be better	well	very well	could be better	well	very well
I can write a formal letter or email.						
I can write an informal letter or email.						
I can write a story.						
I can write a discursive composition.						
I can write a news report for a school magazine.						
I can write notes and notices for different situations.						

## 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 5: For Your Portfolio	Module 1 Logic and intuition	An article about animals for a magazine.		
		A letter of complaint.		
		A covering letter of application for a job.		
		A report and proposal about school lunchtimes / free time activities.		
	Module 2 Fiction and reality	A biography of a well-known person.		
		A newspaper article about urban legends.		
		A poem using metaphors and similes.		
		An informal letter or email turning down an invitation.		
	Module 3 Alone and together	A discursive composition about animal testing.		
		A description of an event I remember well.		
		A film review.		
		A leaflet for a summer project.		
	Module 4 Youth and age	A formal letter to a magazine expressing your opinions.		
		A report or an article about an Art project.		
		Notes for different situations.		
		A cinquain and a meaningless proverb.		
	Writing Bank 1	A formal letter or email.		
	Writing Bank 2	An informal letter or email.		
	Writing Bank 3	A story.		
	Writing Bank 4	A discursive composition.		
	Writing Bank 5	A report for a school newspaper.		
	Writing Bank 6	Notes and notices for different situations.		
	<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 September, a play in English, an English pop concert 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: \_\_\_\_\_



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