

Ewa Kołodziejka

English in Mind

Portfolio * Starter

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 understand general information in the text <i>about students in school</i> I have heard on tape.						
		I can understand a simple telephone message.						
		I can understand general information in the text <i>about a game show</i> I have heard on tape.						
		I can select detailed information in the text <i>about famous people</i> I have heard on tape.						
		I can understand general information in the dialogue <i>about a band</i> I have heard on tape.						
		I can select detailed information in the dialogue <i>about a band</i> I have heard on tape.						
		I can understand general information in the dialogue <i>about someone's family</i> I have heard on tape.						
READING	UNDERSTANDING	I can understand general ideas in the story <i>about students in school</i> .						
		I can understand general ideas in the telephone message.						
		I can understand general ideas in the dialogue <i>about a band</i> .						
		I can find detailed information in the dialogue <i>about a band</i> .						
		I can understand general ideas in the email <i>about a famous band</i> .						
		I can understand general ideas in the article <i>about J.K. Rowling and Harry Potter</i> .						
		I can find detailed information in the article <i>about J.K. Rowling and Harry Potter</i> .						
		I can understand general ideas in the article <i>about families in Britain</i> .						
		I can find detailed information in the article <i>about families in Britain</i> .						
		I can understand general ideas in the homepage <i>about someone's family</i> .						
I can find detailed information in the homepage <i>about someone's family</i> .								
SPEAKING	PRESENTATION	I can ask the meaning of words in English.						
		I can say the letters of the English alphabet.						
		I can say the numbers from 0 to 100.						
		I can use 5-10 new phrases in everyday English.						
	INTERACTION	I can ask and answer questions about age.						
		I can ask and answer questions about nationality.						
		I can ask and answer questions about where somebody is from.						
		I can talk about famous people.						
		I can interview a partner about the things they like or don't like.						
		I can interview a partner about J.K. Rowling and Harry Potter.						
		I can interview a partner about their everyday life.						
		I can talk about my family.						

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 short text about myself.						
	I can write down a telephone message.						
	I can write an email about my favourite band.						
	I can write an email about my family.						

PROJECT 1

I can collect information on a certain topic.						
I can write a short text on a certain topic.						
I can make a poster.						
I can plan and prepare a group presentation.						
I can give a short (group) presentation (to the class).						

CULTURE IN MIND		Yes	No
I can give a presentation about my hero or heroine.			
I can compare different families in Britain.			
I can compare different families in my country.			
I can compare some British families with some families in my country.			
Interesting things I have learned about other people / other cultures: my notes, comments and observations			
Heroes and heroines			
Music bands			
J.K. Rowling and Harry Potter			
British families			

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 understand general information in the article <i>about London</i> I have heard on tape.						
		I can understand general information in the dialogue <i>about giving directions</i> I have heard on tape.						
		I can select detailed information in the descriptions of people I have heard on tape.						
		I can select detailed information in the dialogue <i>about joining a video club</i> I have heard on tape.						
		I can understand general information in the dialogue <i>in a shop</i> I have heard on tape.						
		I can understand general information in the dialogue <i>in a restaurant</i> I have heard on tape.						
		I can understand general information in the dialogue <i>about fast food</i> I have heard on tape.						
		I can understand general information in the article <i>about different lives in Australia and America</i> I have heard on tape.						
		I can complete a table with detailed information <i>about television the interviewees watch</i> I have heard on tape.						
		I can select detailed information in the interview <i>about British teenagers watching TV</i> I have heard on tape.						
READING	UNDERSTANDING	I can understand general ideas in the text <i>about Cambridge</i> .						
		I can find detailed information in the text <i>about humans and chimpanzees</i> .						
		I can find detailed information in the text <i>about pets in the UK</i> .						
		I can understand general ideas in the description <i>of Anna's friend</i> .						
		I can understand general ideas in the text <i>about strange food in different countries</i> .						
		I can understand general ideas in the letter <i>about someone staying in England</i> .						
		I can complete a table with detailed information I have found in the article <i>about different lives in Australia and America</i> .						
		I can understand general ideas in the text <i>about someone watching TV</i> .						
SPEAKING	PRESENTATION	I can say the numbers from 100 to 1,000.						
		I can say where things are on a city map.						
		I can give simple directions.						
		I can name different colours.						
		I can name parts of the body.						
		I can describe a person.						
		I can name the days of the week.						
		I can name different TV programmes.						
		I can tell the time.						
	I can use 5-10 new phrases in everyday English.							
	INTERACTION	I can ask and answer questions about my town or city.						
		I can talk about my family and things I own.						
		I can ask and answer questions about myself.						
		I can talk about foods I like and don't like.						
		I can order food in a restaurant.						
		I can talk about how often I do things.						
		I can interview a partner about TV programmes they watch.						
		I can ask and answer questions / talk about my daily routine.						

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 write a short text about my town/city.						
	I can fill in the membership form.						
	I can write short descriptions of people.						
	I can write a letter about my favourite food.						
	I can write an article about TV programmes I watch.						

PROJECT 2

I can do some research on a certain topic (e.g. My town/city) using the Internet and library to find the information I need.						
I can write simple notes.						
I can design a tourist leaflet.						
I can create a quiz about my town/city.						

CULTURE IN MIND		Yes	No
I can present information about pets in the UK.			
I can compare the kinds of pets that are popular in the UK and in my country.			
I can present information about the television programmes British teenagers watch.			
I can compare television programmes that are popular in the UK and in my country.			
I can express my opinion about teenagers in the UK and in my country.			
Interesting things I have learned about other people / other cultures: my notes, comments and observations			
Pets in the UK			
Different lives in Australia and America			
What British teenagers watch			

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	UNDERSTANDING	I can understand general information in the dialogue <i>about an angry girl</i> I have heard on tape.						
		I can understand the song ' <i>Don't close the door on me</i> '.						
		I can understand general information in the dialogue <i>about friends</i> I have heard on tape.						
		I can select detailed information in the article <i>about the sportsman in the wheelchair</i> I have heard on tape.						
		I can select detailed information in the text <i>about abilities</i> I have heard on tape.						
		I can select detailed information in the dialogue <i>about sports</i> I have heard on tape.						
		I can select detailed information in the dialogue <i>about holidays</i> I have heard on tape.						
		I can select detailed information in the dialogue <i>about present activities</i> .						
		I can understand general information in the article <i>about American festivals</i> I have heard on tape.						
		I can understand general information in the descriptions of clothing I have heard on tape.						
I can understand general information in the dialogue <i>about a shop</i> I have heard on tape.								
READING	UNDERSTANDING	I can understand general ideas in the <i>letter to a boyfriend</i> .						
		I can understand general information in the email <i>from a friend</i> .						
		I can find detailed information in the article <i>about the sportsman in the wheelchair</i> .						
		I can find detailed information on the web page <i>about sports in British schools</i> .						
		I can understand general information in the email <i>about Javed's favourite football team</i> .						
		I can find detailed information in the dialogue <i>about holidays</i> .						
		I can find detailed information in the dialogue <i>about present activities</i> .						
		I can understand general ideas in the postcard <i>from a friend on holiday</i> .						
		I can understand general ideas in the article <i>about American festivals</i> .						
		I can find detailed information in the article <i>about the Notting Hill carnival</i> .						
I can understand general information in the email <i>about the way teenagers celebrate Hallowe'en in the USA</i> .								
SPEAKING	PRESENTATION	I can formulate imperatives and negative imperatives.						
		I can express my opinion about a song.						
		I can name different sports.						
		I can say what somebody is doing at the present moment.						
		I can name rooms in a house and different pieces of furniture.						
	INTERACTION	I can name the months of the year and seasons.						
		I can name different types of clothes.						
		I can ask permission to do something/to do things.						
		I can use 5-10 new phrases in everyday English.						
		I can ask and answer a partner questions about the way they feel.						
I can interview a partner about things they can do.								
I can ask and answer questions about things somebody is doing now.								
I can talk about my house or flat.								
I can talk about things which happen always, usually, regularly, etc.								
I can interview a partner about clothes.								

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 letter or email about people in my school.						
	I can write an email about sports I enjoy.						
	I can write a postcard <i>about my holiday</i> to a friend.						
	I can write an email about a special festival in my country.						

PROJECT 3

	I can prepare a (class) survey about free time.					
	I can write a report of the survey.					
	I can plan, prepare and give a short (group) presentation (to the class).					

CULTURE IN MIND		Yes	No
I can present facts about British teenagers and sport.			
I can present information about sports popular among teenagers in Britain.			
I can compare sports popular among teenagers in Britain and in my country.			
I can present information about American holidays.			
I can compare some American festivals to some festivals in my country.			
I can present the information about London's Notting Hill carnival.			
I can compare London's Notting Hill carnival to the carnival time in my country.			
Interesting things I have learned about other people / other cultures: my notes, comments and observations			
Sports in British schools			
American festivals			
London's Notting Hill carnival			

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 the article <i>about John Lennon</i> .						
		I can select detailed information in the article <i>about the Beatles</i> I have heard on tape.						
		I can select detailed information in the dialogue <i>about a lost wallet</i> .						
		I can select detailed information in the text <i>about Florence Nightingale</i> I have heard on tape.						
		I can select detailed information in the quiz <i>about famous moments in history</i> I have heard on tape.						
		I can select detailed information in the interview <i>about Lord Lucan</i> I have heard on tape.						
		I can select detailed information in the dialogue <i>about buying a coat</i> .						
		I can select detailed information in the text <i>about life in the 1950s</i> .						
READING	UNDERSTANDING	I can find detailed information in the dialogue <i>about John Lennon</i> .						
		I can find detailed information in the dialogue <i>about a lost wallet</i> .						
		I can find detailed information in the email <i>about a holiday</i> .						
		I can find detailed information on the web page <i>about Florence Nightingale</i> .						
		I can find detailed information in the article <i>about Steve Biko</i> .						
		I can understand general ideas in the article <i>about Lady Diana Spencer</i> .						
		I can find detailed information in the article <i>about Lord Lucan</i> .						
		I can find detailed information in the article <i>about the Mary Celeste</i> .						
		I can find detailed information in the dialogue <i>about buying a coat</i> .						
		I can understand general ideas in the letter <i>about a strange place</i> .						
		I can understand general ideas in the article <i>about a chef</i> .						
		I can find detailed information in the article <i>about British holiday camps</i> .						
		I can understand general ideas in the advertisement <i>for a competition</i> .						
		I can understand general ideas in the entry <i>for a competition</i> .						
SPEAKING	PRESENTATION	I can describe a partner's day.						
		I can say the dates.						
		I can tell a story.						
		I can compare things/people.						
		I can hold an interview with a partner about things they did yesterday.						
		I can use 5-10 new phrases in everyday English.						
		I can make guesses about what happened to the Mary Celeste.						
SPEAKING	INTERACTION	I can ask and answer questions about dates.						
		I can interview a partner about family birthdays.						
		I can interview a partner about the things they did yesterday.						
		I can talk about things in my life (a sport, a film, a school subject, a place in my town, a text in the book, a television programme, a city in my country, a type of transport, etc.)						

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 the dates.						
	I can write an email about a holiday.						
	I can complete a questionnaire about what I did last night.						
	I can write an article (for a school magazine) about a famous person.						
	I can write a story about a strange place.						
	I can write an entry for the competition.						

PROJECT 4

I can do some research on a particular topic.						
I can use the Internet, a library or museum to collect information.						
I can organise collected information.						
I can write a short text on a certain topic.						
I can prepare and give a short (group) presentation (to the class).						

CULTURE IN MIND		Yes	No
I can explain what apartheid is.			
I can give a presentation about a famous person.			
I can give examples of famous people in my country.			
I can give a presentation about holiday camps and Centre Parcs in the UK.			
I can give examples of holiday camps in my country.			
I can compare holiday camps in the UK and in my country.			
Interesting things I have learned about other people / other cultures: my notes, comments and observations			
Apartheid			
Steve Biko and Nelson Mandela			
Lady Diana Spencer			
UK holiday camps			

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 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.



Make a Collection of Your Own Work

		Task	Date
English in Mind Starter: For Your Portfolio	Module 1 Me and others	A note about myself (my personal data)	
		An email about my favourite band	
		A paragraph about my family	
	Module 2 People and places	A short text about my town or city	
		Two short descriptions of my friends or family	
		A reply to a letter	
		A paragraph about what programmes you watch and how often	
	Module 3 Free time	An email to an old friend	
		An email about sports (popular in my country, at school, you like/don't like, favourite football team or sports star)	
		A postcard to an English-speaking pen friend	
		An email about a special festival in your country	
	Module 4 Past and present	An email to a friend about a holiday	
		A paragraph about a famous person	
		A story about a strange place	
		An entry for the competition	
	PROJECT 1	A group presentation	
	PROJECT 2	A tourist leaflet	
	PROJECT 3	A survey about free time	
	PROJECT 4	A presentation on changes in your country	
	My other work		

How do I learn?

- 1 I find learning English:
a easy. b not so easy. c difficult. d very difficult.
- 2 I think my progress in English is:
a very good. b good. c satisfactory.
d poor. e I don't know.
- 3 I like working:
a alone. b in pairs.
c in a group. d with the whole class.
- 4 I like trying new things.
a Yes. b No.
- 5 I like observing and evaluating what I observe.
a Yes. b No.
- 6 I like creating new patterns.
a Yes. b No.
- 7 I look for one clear answer / explanation /
solution to a problem.
a Yes. b No.
- 8 I like activities in which I can use my imagination.
a Yes. b No.
- 9 I learn best when I move / dance / do experiments
/ do art at the same time.
a Yes. b No.
- 10 I like listening to:
a songs. b rhymes.
c texts. d stories.
e explanations of grammatical topics.
- 11 I like taking notes.
a Yes. b No.
- 12 I like presenting information in the form of tables
/ diagrams / word maps.
a Yes. b No.
- 13 I find listening and understanding English:
a easy. b not so easy. c difficult. d very difficult.
- 14 When I listen to different texts:
a I like to understand every word.
b I don't have to understand every word
but I like to understand the general meaning.
- 15 When I am asked to listen in class:
a I like it. b I don't mind it. c I feel nervous.
- 16 I find reading in English:
a easy. b not so easy. c difficult. d very difficult.
- 17 When I read different texts:
a I like to understand every word.
b I don't have to understand every word
but I like to understand the general meaning.
- 18 When I am asked to read aloud in class:
a I like it. b I don't mind it. c I feel nervous.
- 19 When I read aloud in class in English:
a I do not worry about making mistakes.
b I always worry about making mistakes.
- 20 I find writing in English:
a easy. b not so easy. c difficult. d very difficult.
- 21 When I write in English:
a I do not worry if I make mistakes.
b I worry that I will make lots of mistakes and check
my writing with the help of dictionaries and
grammar books.
- 22 I like it when my teacher corrects all my mistakes
in my written work.
a Yes. b No.
- 23 When I am asked to write on the board:
a I like it. b I don't mind it. c I feel nervous.
- 24 I find speaking in English:
a easy. b not so easy. c difficult. d very difficult.
- 25 When I talk to people in English:
a I do not worry about making mistakes.
b I always worry about making mistakes.
- 26 When I am asked to speak aloud in class:
a I like it. b I don't mind it. c I feel nervous.
- 27 I like it when my teacher corrects all my mistakes
when I speak.
a Yes. b No.
- 28 When I am asked a question and don't know
the exact answer:
a I do not say anything.
b I try to give the best answer with the knowledge
I have.

How do I learn?

29 When learning English, I find the following activities:

	very useful	not very useful	not useful at all
doing grammar exercises	a	b	c
doing vocabulary exercises	a	b	c
playing language games	a	b	c
writing a letter	a	b	c
writing a composition	a	b	c
reading a text	a	b	c
reading a book	a	b	c
listening to audio cassettes/CDs	a	b	c
watching videos/DVDs	a	b	c
using a computer	a	b	c

30 When I am studying English I use:

a grammar book

a always. b often. c sometimes. d never.

a dictionary

a always. b often. c sometimes. d never.

31 I try to use what I have learned:

a always. b often. c sometimes. d never.

32 I look again in the evening at what I have learned in class during the day:

a always. b often. c sometimes. d never.

33 I revise the material I have learned in class:

a always. b often. c sometimes. d never.

34 I read a books in English on my own.

b magazines

c newspapers

35 I use the library:

a always. b often. c sometimes. d never.

36 I watch television programmes in English:

a always. b often. c sometimes. d never.

If you watch television in English, which two programmes do you like best?

- 1 _____
2 _____

37 I use English outside school:

a always. b often. c sometimes. d never.

38 I need to use English (where / when?)

39 I can improve each skill in the following way¹:

Listening: _____

Speaking: _____

Reading: _____

Writing: _____

40 Do you find the textbook/s you use to learn English helpful?

a Yes. b No. c I don't know.

Why?

¹ You may refer to the use of books / magazines / radio / television / videos / computer / or contacts with friends / tourists, etc. in answering this question.

My Learner Profile

Name: _____

Grade: _____

Below write in your answers to points:
4, 5, 6, 7, 8, 9, 11, 12, 22 and 27.

YES Answers

NO Answers

Below write down your answers to points: 1, 2, 3, 10, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39 and 40.

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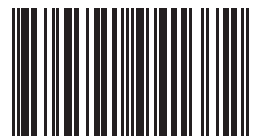
40

What have you discovered about your learning?

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