

English in Mind

Portfolio Builder * Level 4

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 an interview about autistic savants.					
		I can select detailed information in a conversation about flower remedies.					
		I can select detailed information in interviews with sports professionals about their jobs.					
		I can select detailed information in a radio show about a cult TV programme.					
		I can select detailed information in the song <i>If I Could Turn Back Time</i> .					
READING	UNDERSTANDING	I can find detailed information in the texts about autistic children with special abilities.					
		I can find detailed information in the extract from the story <i>The Curious Incident of the Dog in the Night-Time</i> .					
		I can find detailed information in the text about the healing effects of placebos.					
		I can find detailed information in the text about rainforest remedies.					
		I can find detailed information in a dialogue between Joanne, Ash, Matt and Caroline.					
		I can find detailed information in the article about the human brain.					
		I can find detailed information in the magazine article about the concept of intelligence.					
		I can find detailed information in Cathy's letter to her dad.					
SPEAKING	PRESENTATION	I know some expressions with <i>mind</i> .					
		I know some expressions with <i>brain</i> .					
		I know some <i>health and medicine</i> vocabulary.					
		I know some <i>feelings</i> vocabulary.					
		I know some colloquial phrases.					
		I know some <i>sports</i> vocabulary.					
		I know some expressions with <i>time</i> .					
	INTERACTION	I can discuss special talents.					
		I can discuss how our brains work.					
		I can discuss Christopher's behaviour in the extract of the story <i>The Curious Incident of the Dog in the Night-Time</i> .					
		I can discuss the use of placebos.					
		I can talk about flower remedies.					
		I can talk about sports.					
WRITING		I can discuss intelligence.					
		I can answer questions using <i>time</i> expressions.					
		I can talk about a piece of advice.					
		I can write a story that begins or ends with a given sentence.					
		I can write an article to enter a competition.					
		I can write a composition about a sport.					
		I can write an informal letter.					

Module 1



PROJECT 1

	My opinion			My teacher's opinion		
	could be better	well	very well	could be better	well	very well
I can do some research on two of 'mankind's greatest minds' for a class presentation.						
I can create a mind map to cover the main points.						

CULTURE IN MIND		Yes	No
I can give examples of cultural differences in the concept of intelligence.			
Interesting things I have learned about other people/other cultures – my notes, comments and observations:			
Autistic Savants			
Placebos Prove Powerful			
Remedies from the Rainforest			
They Just Can't Help It			
Intelligence Across Cultures			

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 an interview about a self-help group.						
	I can select general information in a news item on flash mobs.						
	I can select detailed information in an interview with someone who organises flash mobs.						
	I can select detailed information in interviews about special possessions.						
	I can select detailed information in an interview about a Nobel Peace Prize winner.						
	I can select detailed information in the song (<i>What's so funny about</i>) <i>Peace, Love and Understanding?</i>						
READING	UNDERSTANDING						
	I can find general information in a questionnaire about confidence.						
	I can find detailed information in the extract from the story <i>Pride and Prejudice</i> .						
	I can find detailed information in an article about objects in and out of fashion.						
	I can find detailed information in a dialogue between Caroline, Joanne, Matt and Ash.						
	I can find detailed information in an article about acts of kindness.						
	I can find detailed information in a text about birthday traditions in different countries.						
I can find detailed information in an article about Alfred Nobel and the origins of the Nobel Peace Prize.							
SPEAKING	PRESENTATION						
	I know some <i>personality</i> adjectives.						
	I know some <i>common adverbial phrases</i> .						
	I know some colloquial phrases.						
	I know some vocabulary for <i>making an effort</i> .						
	I know some <i>conflicts</i> and <i>solutions</i> vocabulary.						
	INTERACTION						
	I can talk about personal qualities.						
	I can discuss shyness.						
	I can talk about recent crazes.						
I can talk about flash mobs.							
I can talk about acts of kindness.							
I can talk about the best present I ever received.							
I can discuss birthday traditions.							
I can talk about Nobel Peace Prize winners.							
I can talk about conflicts and how to resolve them.							
WRITING	I can write an email to a friend describing a person I have recently met.						
	I can write a formal letter to the editor of a newspaper.						
	I can write a summary.						
	I can write a biography of a famous person I admire.						

Module 2

I can prepare a group presentation to invent and organise a charity.

I can design a poster to advertise the charity.

My opinion			My teacher's opinion		
could be better	well	very well	could be better	well	very well

PROJECT 2

I can invent and organise a charity.					
I can design a poster to advertise the charity.					
I can prepare a group presentation on our charity.					

CULTURE IN MIND		Yes	No
I can present facts about birthday traditions in different countries.			
Interesting things I have learned about other people/other cultures – my notes, comments and observations:			
In and Out of Fashion			
Hit-and-Run Kindness			
Birthday Traditions in Different Countries			
Alfred Nobel Rests in Peace			

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 radio talk show about giving the vote to 16-year-olds.					
		I can select detailed information in a radio programme about alternative energy supplies.					
		I can select detailed information in people's opinions about famous people in politics.					
		I can select detailed information in a web announcement about world society.					
		I can select detailed information in the song <i>I'd Like to Teach the World to Sing</i> .					
READING	UNDERSTANDING	I can find detailed information in a weblog about a trip to Mount Everest.					
		I can find detailed information in the extract from the story <i>Lord of the Flies</i> .					
		I can find detailed information in a newspaper article about the problems facing our planet.					
		I can find detailed information in the dialogue between Caroline, Joanne, Ash and Matt.					
		I can find detailed information in an article about UN Goodwill Ambassadors.					
		I can find detailed information in an account of Live Aid and Live8.					
		I can find detailed information in an article about Fair Trade.					
SPEAKING	PRESENTATION	I know some vocabulary for <i>ways of getting involved</i> .					
		I know some <i>global issues</i> vocabulary.					
		I know some <i>conserving energy</i> vocabulary.					
		I know some colloquial phrases.					
		I know some vocabulary for <i>fame</i> .					
		I know some vocabulary for <i>expressing opinions</i> .					
	I know some meanings of some phrasal verbs.						
	INTERACTION	I can talk about raising money for charity.					
		I can discuss the ages that young people should be allowed to do things.					
		I can talk about children trying to act like grown-ups.					
		I can discuss problems facing our planet.					
		I can discuss ways of saving energy.					
		I can use correct time expressions.					
I can talk about famous people being UNICEF Goodwill Ambassadors.							
WRITING		I can give my opinion on issues such as graffiti, fast food and smoking in public places.					
		I can discuss quotations by famous people on global issues.					
		I can discuss live charity shows.					
		I can talk about Fair Trade products.					
		I can talk about foreign products that we use in my country.					
		I can write a formal letter to raise money for charity.					
		I can write a magazine article about life in the future.					
		I can write a composition about the topic 'Should pop stars become political?'					
		I can write a report on a class survey on the use of the Internet.					

Module 3



PROJECT 3

	My opinion			My teacher's opinion		
	could be better	well	very well	could be better	well	very well
I can write a questionnaire and do a survey to find out the size of my class's ecological footprint.						
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 two famous charity shows: Live Aid and Live8.			
Interesting things I have learned about other people/other cultures – my notes, comments and observations:			
Walking Back: Everest Blog			
Time's Running Out			
Celebrity Ambassadors			
Young People Leading the Way on Fair Trade			
The Village Earth			

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 a TV programme about regional accents.					
		I can select detailed information in a story about a dangerous trip in the Grand Canyon.					
		I can select detailed information in a discussion about the films of Stephen Soderbergh.					
		I can select detailed information in a radio programme about musical instruments around the world.					
		I can select detailed information in the song <i>Lost in Music</i> .					
READING	UNDERSTANDING	I can find detailed information in the article about a near-extinct language on one of the Canary Islands.					
		I can find detailed information in the extract from the story <i>The World According to Garp</i> .					
		I can find detailed information in three short texts about wonderful places in the world.					
		I can find detailed information in the dialogue between Caroline, Joanne, Matt and Ash.					
		I can find detailed information in the magazine article about movie therapy.					
		I can find detailed information in the article about Bollywood, the Indian film industry.					
		I can find detailed information in the article about music in public places.					
SPEAKING	PRESENTATION	I know some vocabulary for <i>understanding language</i> .					
		I know some vocabulary for <i>geographical features</i> .					
		I know some <i>travel</i> verbs.					
		I know some colloquial phrases.					
		I know some vocabulary for <i>reacting to films</i> .					
		I can use some stronger comparisons.					
		I know some <i>music</i> vocabulary.					
	INTERACTION	I can talk about disappearing languages.					
		I can talk about regional accents and dialects.					
		I can discuss things that are dangerous for young children.					
		I can recount a funny story from my childhood.					
		I can talk about natural and man-made wonders of the world.					
		I can describe an interesting trip I have made.					
		I can talk about film therapy.					
WRITING		I can discuss which films would be most suitable for various people.					
		I can talk about the influence music has on me.					
		I can give my opinion about different kinds of music.					
		I can write a story about a misunderstanding concerning language.					
		I can write a description of my favourite place and say why it is special to me.					
		I can write a synopsis of a film I have seen recently.					
		I can write a mini-saga, a haiku, or a limerick.					

Module 4



PROJECT 4

	My opinion			My teacher's opinion		
	could be better	well	very well	could be better	well	very well
I can make an information booklet about a foreign country.						
I can make a presentation of the booklet to the class.						

CULTURE IN MIND

CULTURE IN MIND		Yes	No
I can talk about the similarities and differences between Hollywood and Bollywood.			
I can discuss films produced in my country.			
Interesting things I have learned about other people/other cultures – my notes, comments and observations:			
Near-Extinct Language Returns			
The Wonders of the World			
Movie Therapy			
Planet Bollywood			
A World of Music - But Who Chooses It?			

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 4: For Your Portfolio	Module 1 The wonders of the mind	A story about something being wrong.	
		A competition entry: an article	
		A composition about a sport.	
		An informal letter.	
	Module 2 The way we are	An email to a friend describing a person I have recently met.	
		A formal letter to the editor of a newspaper.	
		A summary of an article about acts of kindness.	
		A biography of a famous person I admire.	
	Module 3 Making a difference	A formal letter to raise money for charity.	
		A magazine article about life in the future.	
		A composition about pop stars who have become political.	
		A report on a class survey on the use of the internet.	
	Module 4 Round the world	A story about a misunderstanding concerning language.	
		A description of my favourite place.	
		A synopsis of a film I have seen recently.	
		A mini-saga, or a haiku, or a limerick.	
	PROJECT 1	A class presentation: a unique mind.	
	PROJECT 2	A group presentation: our own charity.	
	PROJECT 3	A class survey: our ecological footprint.	
	PROJECT 4	An information booklet about a foreign country.	
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.

