

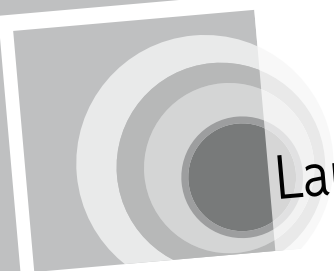
English in Mind

2nd edition

Portfolio Builder * Level 1 (A2)

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 films in the original version with subtitles.				
<input type="checkbox"/> watching films 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 audio 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 Biography

Language Skills		My opinion			My teacher's opinion		
		could be better	well	very well	could be better	well	very well
LISTENING	I can understand and extract essential information from short recorded passages.						
READING	I can understand short, simple texts.						
	I can find specific, predictable information in simple everyday material.						
	I can pick out and reproduce key words and phrases or short sentences from a short text within a limited competence and experience.						
SPEAKING	I can make an introduction and use basic greetings expressions.						
	I can ask how people are and react to news.						
	I can give and receive information about quantities, numbers and prices.						
	I can ask for and provide personal information.						
	I can communicate in simple and routine tasks requiring a simple and direct exchange of information.						
	I can ask and answer questions about myself and other people, where I live, people I know, things I have.						
	I can describe everyday aspects of my environment.						
	I can indicate time by such phrases as <i>next week, last Friday, in November, three o'clock, ago</i> .						
	I can say what I like and dislike.						
	I can exchange relevant information and give my opinion.						
	I can use simple techniques to start, maintain, or end a short conversation.						
	I can use simple, everyday phrases.						
	I can give a short, rehearsed, basic presentation on a familiar subject.						
	I can tell a story or describe something in a simple list of points.						
	I can give a short, rehearsed presentation on a topic pertinent to my everyday life, briefly give reasons and explanations for opinions, plans and actions.						
I can order a meal.							
I can discuss what to do in the evening, at the weekend.							
WRITING	I can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.						
	I can write a series of simple phrases and sentences.						
	I can write short, simple formulaic notes relating to matters in areas of immediate need.						
	I can write simple personal correspondence (emails or letters).						
	I can write very short, basic descriptions of events.						
	I can write short, simple (imaginary) biographies about people.						
	I can tell a story or describe something in a simple list of points.						
	I can write about everyday aspects of my environment (e.g. people, a job) in linked sentences.						
	I can write very short, basic descriptions of events, past activities and personal experiences.						
I can use simple, everyday phrases.							

Language Biography

Language Skills		My opinion			My teacher's opinion		
		could be better	well	very well	could be better	well	very well
PROJECT 1	I can take simple notes.						
	I can brainstorm ideas.						
	I can find information about a sportsperson on the Internet and in books/magazines.						
	I can plan, prepare and give a short presentation about a well-known sportsperson.						
PROJECT 2	I can prepare and carry out a class survey.						
	I can design a questionnaire.						
	I can take simple notes.						
	I can write up the results of the questionnaire.						
	I can write up a short report of the survey.						
	I can make a poster.						
PROJECT 3	I can plan, prepare and give a short presentation.						
	I can take simple notes.						
	I can brainstorm ideas.						
	I can find photos on the Internet and in magazines.						
	I can write short texts.						
	I can make a poster about the future.						
	I can write longer texts.						
	I can plan, prepare and give a short presentation.						
PROJECT 4	I can answer simple questions from an audience about the topic after the talk.						
	I can plan a talk on an event that happened this year.						
	I can write short notes.						
	I can collect information to help make the talk more interesting.						
	I can plan, prepare and give a short presentation.						
	I can answer simple questions from an audience about the topic after the talk.						

CULTURE IN MIND	Yes	No	CULTURE IN MIND	Yes	No
I can compare a school in Britain with my school.			I can write about the languages I speak. OR I can write an email about an (imaginary) English-language course I am doing.		
I can write an email including my personal information.			I can answer questions about learning English and make notes of my answers.		
I can interview someone about their school.			I can write a text about life in two hundred years' time.		
I can describe ways to remember heroes.			I can talk about methods of fortune-telling.		
I can write about my hero.			I can reply to an email about New Year's Eve and my New Year's resolutions.		
I can make a poster about my hero.			I can talk about what I know about Ecuador.		
I can give a presentation to the class about my hero.			I can write an email with useful tips for tourists coming to visit my country.		
I can talk about the good and 'not-so-good' things about a job I want to do when I leave school.					
I can interview a family member about their job.					
I can write about a family member's job.					



Language Biography

My learning goals

Units 1 and 2:

My learning goals at the end of Unit 2:

I think I need to work more on: _____

Completed on _____

My signature _____

Units 3 and 4:

Have I achieved the learning goals I made at the end of Unit 2? _____

What did I do to achieve these goals? _____

My new learning goals at the end of Unit 4:

I think I need to work more on: _____

What have I discovered about my learning? _____

Completed on _____

My signature _____

Units 5 and 6:

Have I achieved the learning goals I made at the end of Unit 4? _____

What did I do to achieve these goals? _____

My new learning goals at the end of Unit 6:

I think I need to work more on: _____

What have I discovered about my learning? _____

Completed on _____

My signature _____

Units 7 and 8:

Have I achieved the learning goals I made at the end of Unit 6? _____

What did I do to achieve these goals? _____

My new learning goals at the end of Unit 8:

I think I need to work more on: _____

What have I discovered about my learning? _____

Completed on _____

My signature _____

Language Biography



Units 9 and 10:

Have I achieved the learning goals I made at the end of Unit 8? _____

What did I do to achieve these goals? _____

My new learning goals at the end of Unit 10:

I think I need to work more on: _____

What have I discovered about my learning? _____

Completed on _____

My signature _____

Units 11 and 12:

Have I achieved the learning goals I made at the end of Unit 10? _____

What did I do to achieve these goals? _____

My new learning goals at the end of Unit 12:

I think I need to work more on: _____

What have I discovered about my learning? _____

Completed on _____

My signature _____

Units 13 and 14:

Have I achieved the learning goals I made at the end of Unit 12? _____

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.

Make a Collection of Your Own Work

		Task	Date
English in Mind 1: For Your Portfolio	Units 1 and 2	An email including information about myself.	
		An email to a friend about a family party.	
	Units 3 and 4	Paragraphs about my hero.	
		An email to a friend about a weekend or day I enjoyed.	
	Units 5 and 6	A description of a friend or family member's job.	
		A paragraph describing a friend.	
	Units 7 and 8	Notes about my goals for learning English.	
		An email about a trip I am going on.	
	Units 9 and 10	A text about life in 200 years' time.	
		An email reply to Spiro giving him some ideas about learning English.	
	Units 11 and 12	An email about New Year's Eve and New Year's resolutions.	
		A text about a film, book or TV programme where somebody was in a dangerous situation.	
	Units 13 and 14	An email to an English-speaking e-pal visiting my country soon.	
		An email or letter reply to Louise.	
My other work			Date

Language Biography

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

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

What have I done to learn more about this Culture?

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

Language Biography



Things I have learned at school

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

Things I have learned outside school

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

My learning diary



Date:

from

to

In the past week / month / term I have learned:

Topics	
New vocabulary	
Listening	
Reading	
Speaking	
Writing	

I now know about: _____

I need to work more on: _____

My next learning goal: _____

Date:

* It is recommended to do this kind of self-assessment at least twice a year.

CEF Waystage Themes and specific notions

1	Personal identification	
	names	Welcome section A pp.4-5, Unit 1 p.17, Unit 10 p.80
	date and place of birth	Unit 3 p.27, Unit 10 p.80
	age	Welcome section A p.5, Unit 1 p.17
	origin	Welcome section A pp.4-5, Unit 1 p.17
	occupation	Unit 2 p.18, Unit 5 pp.40, 42, 44-45, Unit 12 p.91, Vocabulary bank p.114
	education	Welcome section A p.4, Unit 1 pp.16-17
	family	Welcome section A p.5, Unit 2 p.24, Unit 3 p.27, Unit 13 p.99
	likes and dislikes	Unit 1 pp.13, 15, 17
	character and personal appearance	Welcome section A p.5, Unit 13 pp.98-99, Vocabulary bank p.117, Project 1 p.122
2	House, home and environment	
	accommodation, rooms	Welcome section B pp.6-7, Vocabulary bank p.112
	furniture, bedclothes	Welcome section B pp.6-7
	services	Project 3 p.124
3	Daily life	
	at home	Unit 1 p.12, Unit 2 p.21, Unit 5 p.41
	at work	Unit 2 p.18, Unit 3 p.26, Unit 5 pp.44-45, Vocabulary bank p.114
4	Free time, entertainment	
	leisure	Unit 1 p.12, Unit 6 p.51
	hobbies and interests	Unit 1 pp.12, 14-15, 17, Vocabulary bank p.112
	entertainment	Unit 1 p.14, Unit 11 pp.86, 87, Unit 12 pp.84, 89
	cinema, theatre, etc.	Welcome section D p.10, Unit 1 p.14
	intellectual and artistic pursuits	Unit 1 p.14, Unit 12 p.94
	sports	Unit 1 p.14, Unit 4 pp.32, 34, Unit 5 p.43, Unit 8 p.62, Unit 10 pp.78-80, Vocabulary bank p.113, Project 1 p.122
5	Travel	
	public transport	Unit 8 pp.60-61, 66, Project 3 p.124
	holidays	Unit 8 pp.60-66, Unit 13 p.99, Vocabulary bank p.115, Project 2 p.123
	accommodation	Unit 8 pp.64, 66
6	Relations with other people	
	social life	Unit 2 pp.22-24, Unit 4 pp.32-33, 35-37, Unit 11 p.84, Unit 12 pp.88-89, Unit 14 pp.106-107
7	Health and body care	Unit 2 p.18, Unit 6 p.46, Unit 10 pp.78-79
8	Education*	
	schooling	Unit 1 pp.16-17
	subjects	Unit 1 pp.16-17
9	Shopping	
	shopping facilities	Welcome section D p.10
	clothes, fashion	Welcome section D p.11, Project 3 p.124
	prices	Welcome section D p.11
10	Food and drink	
	types of food and drink	Unit 6 pp.47-50, 52, Vocabulary bank p.114, Project 3 p.124
	eating and drinking out	Unit 6 pp.49-52
11	Services	Welcome section D p.10
12	Places	Welcome section D p.10, Unit 2 p.18, Unit 3 p.30, Unit 8 pp.62, 66, Unit 10 p.74, Unit 11 pp.82, 84, Unit 13 pp.99-101, Unit 14 p.108, Project 3 p.124
13	Language	
	ability, understanding, expression	Unit 7 pp.54-59, Unit 8 p.62, Unit 10 p.80, Unit 13 p.96, Project 2 p.123
14	Weather	
	weather conditions	Unit 8 pp.62, 65, Unit 10 pp.74, 76, Unit 12 p.89, Vocabulary bank p.115, Project 3 p.124

* Themes which appear in the CEF: Threshold document



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