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Virginia Evans –Jenny Dooley

# Access 2

# My Language Portfolio

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# My Language Portfolio

Virginia Evans – Jenny Dooley

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# A Letter for you

Dear Student,

This *Language Portfolio* is your property. It has been designed to help you improve your language learning. It will accompany you throughout your school life and will help you document your learning both inside and outside the classroom.
The *Language Portfolio* contains material which you can use and then keep as a record of your learning. In this portfolio you can also include any extra material given by your teacher throughout the course. However, the final decision of what to include in the *Language Portfolio* is completely up to you.
In practice, *Language Portfolios* may include a project or other examples of written work, computer diskettes (with some work or drawings completed inside or outside the class), video cassettes/DVDs (of your favourite story or of performances of songs, school plays, etc), certificates, reports from your teachers, or even a collection of objects or pictures.
Here is a short explanation of each section in your *Language Portfolio*:

**I Language Passport**

This is an updated report of your progress in English language learning. In this section you will include any evidence of your formal qualifications (certificates, diplomas, tests, progress report cards, self-assessment cards, etc).

**II Language Biography**

This is an updated record of your personal language learning history which helps you evaluate your learning aims, and reflect on your language learning and inter-cultural experiences.

**III Dossier**

This is a collection of the work which you have chosen to illustrate your language skills, experiences and achievements in the English language. In this section of your Language Portfolio there is some material you can use. You can also file any work you do inside or outside the classroom that you would like to keep as evidence of your progress.

We hope you really enjoy doing these activities.

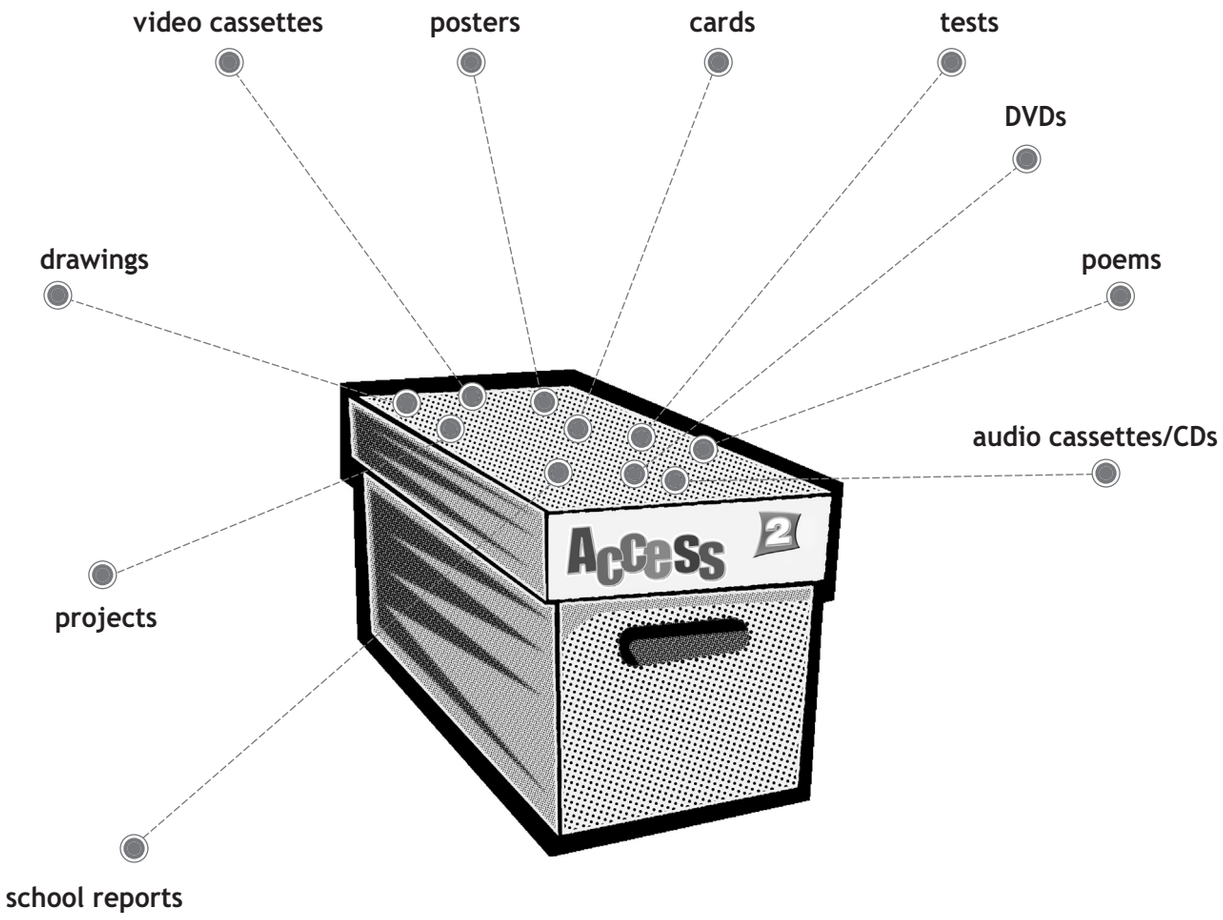
*Virginia Evans - Jenny Dooley*

**How to organise your Language Portfolio**

In your Language Portfolio you can include almost anything you have produced or collected that shows your progress in English. We suggest you keep your work in plastic envelopes so that it remains in good condition.

In practice, your Language Portfolio can be any shape or size according to the material you choose to store.

Your Language Portfolio can include any of the following:



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# I. Language passport

Here you can record all your achievements in the English language. You can include certificates, diplomas, progress report cards, self-assessment forms, tests, etc. In general, you can include anything that is proof of your competence in English.

Every time you add something new, record it on your Language Passport Chart.

## MY LANGUAGE PASSPORT CHART

### CEF Level A2

| *Date* | *Type of Material* |
|---|---|
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |
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| ..... | ..... |



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# All About Me!

Name: _____ Date of birth: _____

Age: _____ Place of birth: _____

I am in my _____ year of English.

My English Teacher's name: _____

**Read and put a tick (✓) or a cross (✗).**

| | |
|---|---|
| Some members of my family speak English. | ☐ |
| Some members of my family are from an English-speaking country. | ☐ |
| I often read English books, magazines, etc. | ☐ |
| I often watch English TV programmes. | ☐ |
| I often listen to English songs. | ☐ |
| I have extra English lessons. | ☐ |
| There is someone at home who speaks English to me. | ☐ |
| I have contact with people from English-speaking countries. | ☐ |
| I have visited/lived in the following English-speaking countries: | ☐ |

Country (ies): .....

.....

.....

.....



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## II. Language Biography

# How I Learn!

Think about the easiest ways for you to learn something new. Read the sentences below and choose. You can choose more than one.

**1 I understand words/sentences better if I**

- **A** listen to them on cassette/CD. ☐
- **B** listen to my teacher saying them. ☐
- **C** see them written. ☐
- **D** see, listen and do something with them. ☐
- **E** other ☐

**2 I learn words/phrases better if I**

- **A** listen to them on cassette/CD. ☐
- **B** listen to my classmates saying them. ☐
- **C** read them. ☐
- **D** write them. ☐
- **E** repeat them. ☐
- **F** act them out, sing them, etc. ☐
- **G** they are part of a video/DVD, etc. ☐
- **H** other ☐

**3 I can express myself best if I**

- **A** already know all the words I need to use. ☐
- **B** know some of the words I need to use. ☐
- **C** use mime, objects and pictures to help me. ☐
- **D** have some life experience on the subject. ☐
- **E** other ☐

**4 I learn best if I work**

- **A** on my own. ☐
- **B** in pairs. ☐
- **C** in a group/team. ☐
- **D** other ☐

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**5 I am more eager to learn if**

- **A** I know why I'm doing an activity. ☐
- **B** I know an activity will help me. ☐
- **C** I am rewarded. ☐
- **D** an activity will help me to find out more about the things I like. ☐
- **E** other ☐

**6 I understand grammar rules better if**

- **A** they are explained to me in my mother tongue. ☐
- **B** I compare them with my mother tongue. ☐
- **C** I find them through exploring a text. ☐
- **D** other ☐



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# My World of English!

Make a note of what you do in English.

## The stories/poems I know in English

..... .....

..... .....

..... .....

## The songs I can sing in English

..... .....

..... .....

..... .....

## The videos/DVDs/cartoons I've watched in English

..... .....

..... .....

..... .....



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# Now I Can ...!

Here is what you will be able to do in English at this level. Every now and then, for instance once a month, you will need to check your progress. For this reason you should use a pencil so that you can change and/or add things as you go along. You can use the following code:

| Very Well: ✓✓✓ | OK: ✓✓ | Not Very Well: ✓ |
|---|---|---|

## Listening

I can ...

- understand and follow orders and instructions. .....
- connect what I hear to a picture, object, etc. .....
- understand a simple dialogue about a topic I know. .....
- understand songs and chants and accompany them with mime and gestures. .....
- understand simple descriptions of people, places or activities. .....
- understand questions about me and my experiences. .....
- understand simple illustrated stories, fairy tales, etc. .....
- understand other people when they speak slowly and clearly. .....
- understand a simple video about a topic I know. .....

## Reading

I can ...

- connect words to pictures. .....
- choose words from a list to complete dialogues, texts, etc. .....
- understand simple illustrated stories, fairy tales, etc. .....
- understand and follow instructions. .....



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## II. Language Biography

- understand simple texts about other cultures. .....
- understand simple words and sentences to play a game. .....
- find information from a simple text about a topic I know. .....
- understand simple written messages, notices, posters, etc. .....

### Speaking

I can ...

- give simple information. *(e.g. the time, the position of an object etc).* .....
- give simple information about myself *(e.g. name, age, nationality, job, etc).* .....
- give simple descriptions *(e.g. directions, daily routine, free-time activities, pictures etc).* .....
- sing a song or chant. .....
- ask and answer simple questions in English. .....
- take part in a conversation about a topic I know. .....
- buy things. .....
- give orders/instructions. .....
- express my tastes and preferences. .....
- socialise. .....
- introduce myself/others. .....
- express wants, desires, intentions. .....
- express my feelings. .....
- invite/accept or decline an invitation. .....

### Writing

I can ...

- copy words, sentences without making mistakes. .....
- write basic words, sentences said by my teacher or classmates. .....
- organise information into sentences or simple paragraphs. .....
- write short, simple sentences and paragraphs about topics I know. .....
- write short stories, letters and emails to my English penfriends. .....

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# Future Plans!

What would you like to do in the future to improve your English? How can you learn more about other people and other countries? Choose and write. You can also use your own ideas.

**I WOULD LIKE TO ...**

- read English stories, magazines, etc
- watch English films, TV programmes, etc
- listen to English songs
- talk to English people
- use the Internet
- write to people from other countries
- visit other countries
- find information about other countries and cultures

**Date** .....

**Date** .....

**Date** .....



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# II. Language Biography

In your *Language Portfolio*, you can include anything of your choosing to keep and show as evidence of your progress in the English language. Here are some activities you can do that can be included in your Language Portfolio, if you wish. Every time you do one of these activities, tick (✓) the relevant box.

| Page | Title of the activity | It can be done at the end of Module ... | |
|---|---|---|---|
| 23 | INTRODUCTIONS | 1 | ☐ |
| 25 | LET'S CELEBRATE! | 2 | ☐ |
| 27 | MY PARENTS | 3 | ☐ |
| 29 | A SCARY EXPERIENCE | 4 | ☐ |
| 31 | OUR PRECIOUS EARTH | 5 | ☐ |
| 33 | A TOUR LEAFLET | 6 | ☐ |
| 35 | MY FAVOURITE SPORT | 7 | ☐ |
| 37 | LET'S GO SHOPPING | 8 | ☐ |
| 39 | A PUBLIC TRANSPORT SAFETY LEAFLET | 9 | ☐ |
| 41 | MY FAVOURITE QUIZ SHOW | 10 | ☐ |



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# My Dossier

Name: .....

School: .....

Class: .....

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# Introductions

Name: ..... | Date: ..... | Class: .....

✓ **Stick a picture of yourself in the space provided. Then, write a short description of yourself. Include the following information:**

- **Name**
- **Age**
- **Physical description [build, height, hair]**
- **Character**
- **What you are good at**
- **What you like/don't like doing**

My name is ..... .
I'm ..... years old.
I'm .....
..... .
I've got .....
..... hair.
I'm .....
.....
.....
I'm good at .....
.....
.....
I like .....
.....
.....
I don't like .....
.....
.....

How much did you like the activity?

Tick (✓) ☐ ☐ ☐ ☐

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# Let's Celebrate!

Name: ..... Date: ..... Class: .....

✓ **Think about a special festival, tradition or celebration in your country. Draw or stick a picture in the box below. Then, describe your festival or celebration. You can write about what foods you eat, what activities you do, the reason you celebrate, who you celebrate with, the date and season the celebration takes place, etc. Include a title with your description.**

## Special Days

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

How much did you like the activity?

Tick (✓) ☐ ☐ ☐ ☐

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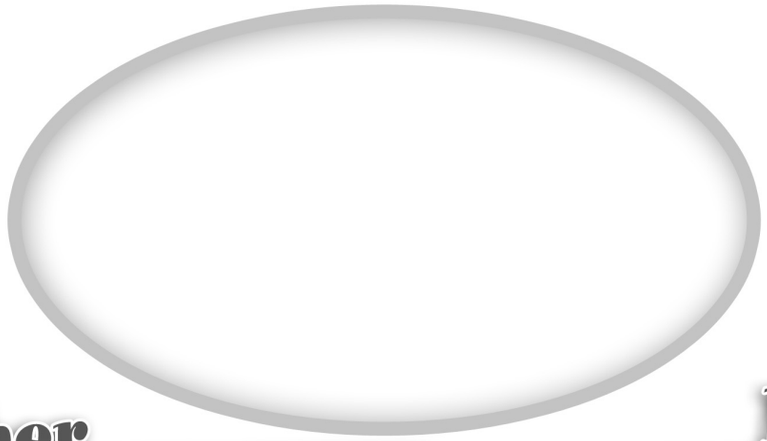
# My Parents

Name: ..... | Date: ..... | Class: .....

✓ **Stick a picture of your parents in the space provided and fill in the gaps below.**



## Father

Date of Birth: ☐ ☐ ☐

Place of Birth: .....
Studies: .....
First job: .....

## Mother

Date of Birth: ☐ ☐ ☐

Place of Birth: .....
Studies: .....
First job: .....

My father was born on ..... in ..... . He finished school when he was ..... and then he ..... ..... . He first worked as a ..... .

My mother was born on ..... in ..... . She finished school when she was ..... and then she ..... ..... . She ..... .

How much did you like the activity?

Tick (✓) ☐ ☐ ☐ ☐

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# A Scary Experience

Name: ..... | Date: ..... | Class: .....

✓ **You are writing an article about scary experiences for an international school magazine. Think about a scary experience that you had in the past. Draw a picture of it in the box below. Then, write about your experience. Describe what happened, how you felt, what you did, etc. Your scary experience can be anything, from being in a dangerous situation, to seeing something that you are afraid of. Include a title. Be creative and have fun!**

**Title:** .....

How much did you like the activity?

Tick (✓) ☐ ☐ ☐ ☐

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# Our Precious Earth

Name: ..... Date: ..... Class: .....

✓ **You are organising an environmental campaign for your class. Choose at least one environmental issue that interests you (e.g. Global Warming, Air Pollution, Endangered Species, Climate Change, etc.) and create a poster for the campaign. On your poster, draw or stick pictures related to your theme. Also, write a programme of events and include the reason, price of tickets, date, time and place that your campaign will take place. Make sure to include an interesting logo for your campaign. If you would like to add any extra information, write it in the space provided at the bottom of the poster.**

**Logo:** .....

**Reason for the campaign:** .....
.....
.....

**Place:** .....

**Date:** .....

**Time:** .....

**Price of Tickets:** .....

**Programme of Events:** .....
.....
.....
.....
.....
.....

**Other Information about the campaign:** .....
.....
.....
.....
.....

How much did you like the activity?

Tick (✓) ☐ ☐ ☐ ☐

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# A Tour Leaflet

Name: ..... Date: ..... Class: .....

✓ **Imagine you own your own travel agency. Write your own tour leaflet about a popular destination.**

.....

.....

[an opening sentence to catch the reader's attention]

The tour sets off .....

.....

First .....

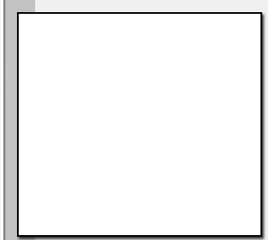
..... .

Then .....

..... .

The tour .....

hours. Book your tickets now!



.....

[Name of the landmark] is

.....

.....

.....

.....

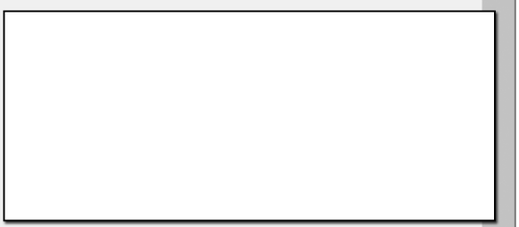
[what it is] in, ..... [ where it is].

.....

..... [who built it and why] .....

.....

[any additional comments such as a legend about this place].



**Prices vary from ..... - ..... per person**

.....

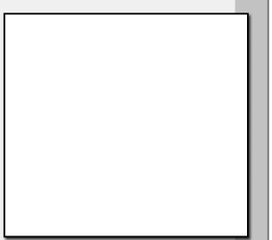
[Name of the building]

is in .....

.....

[where it is ]. It is .....

.....



.....

[a short description of the building] .....

.....

..... [who built it and why].

.....

[any additional comments such as something special about this building].

How much did you like the activity?

Tick (✓) ☐ ☐ ☐ ☐

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# My Favourite Sport

Name: ..... Date: ..... Class: .....

✓ **Think about your favourite sport. Draw a picture or stick a picture of yourself playing your favourite sport. Then, write about your sport. Write about why you like the sport, how long you have played it, where you play it, how it makes you feel, etc. Include details.**

**My favourite sport is:** .....
**I have played since** .....
.....
.....
**I usually play (time and place)** .....
.....
.....
**I enjoy it because:** .....
.....
.....
.....
**One thing I don't like about it is:**
.....
.....
.....
.....
.....
**makes me feel:** .....
.....
.....
.....
.....

How much did you like the activity?

Tick (✓) ☐ ☐ ☐ ☐

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# Let's Go Shopping

Name: ..... Date: ..... Class: .....

✓ **A new clothing and accessories shop is opening near your house. Design a poster for the new shop. Include the shop's name, where it is located, what it will sell (e.g. men's or women's clothing, dresses, bracelets, scarves, etc), the prices it will have, what times and days it will be open and a special surprise for the first fifty customers.**

**Name of Shop:** .....

**Join us for a day full of shopping and fun. We are located in:** .....

.....

**Our Grand Opening will be on:** .....

.....

**After the Grand Opening, we will be open (times and days):** .....

.....

**We have something for everyone. Our prices**

.....

.....

.....

**What you can buy here:** .....

.....

.....

.....

**This is an experience you don't want to miss. The first 50 customers will** .....

.....

**See you soon!**

How much did you like the activity?

Tick (✓) ☐ ☐ ☐ ☐

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# A Public Transport Safety Leaflet

Name: ..... Date: ..... Class: .....

✓ **Your school is organising a 'Public Transport' day and your class must make a leaflet giving advice on how to be safe while using public transport. These are the ideas your class has decided to include. Complete the leaflet below.**

Tell your parents where you are and what time you'll be back.

If someone starts talking to you, be nice, but don't give away any personal information.

When travelling by taxi, always sit in the back and don't give the taxi driver your name.

Keep your personal belongings next to you.

When travelling alone on a bus or train sit near the driver or in a place where there are other people.

Have a mobile or a phone card in case you need to contact someone.

## Be safe while using public transport!

You should always .....
.....
And, don't forget: you must always .....
.....

### Travelling alone on a bus/train

You should .....
.....
You mustn't .....
.....
.....

### Travelling by taxi

You must .....
.....
You mustn't .....
.....
.....

If someone starts talking to you, you should .....
.....
but you mustn't .....
.....

You .....
.....in case you need to contact someone.

How much did you like the activity?

Tick (✓) ☐ ☐ ☐ ☐

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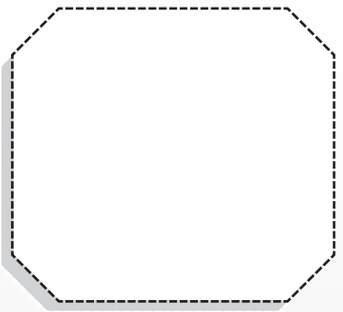
# My Favourite Quiz Show

Name: ..... Date: ..... Class: .....

✓ **Describe your favourite quiz show. You should write a short and interesting description of the game.**



**Title of the quiz show:**

**Host:**

**How the game is played and who wins first prize. The game is played with (number) ..... contestants. Each contestant .....**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

How much did you like the activity?

Tick (✓) ☐ ☐ ☐ ☐

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# IV. Extra Activities

In this section you can include anything you do inside and outside the classroom which shows your work with the English language. You can also write some comments (why you like it, if you found it difficult/easy, etc) on the activity pages. It will be useful if you write the date you did this activity. Remember: the choice of activities is yours. Every time you include something new, record it in the table on the next page.

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## My Selection!

| Date | Type of Material | Content | Individual Work | Group Work | With Corrections (from the teacher) |
|---|---|---|---|---|---|
| | | | yes<br>no | yes<br>no | yes<br>no |
| | | | yes<br>no | yes<br>no | yes<br>no |
| | | | yes<br>no | yes<br>no | yes<br>no |
| | | | yes<br>no | yes<br>no | yes<br>no |
| | | | yes<br>no | yes<br>no | yes<br>no |
| | | | | | |

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# Contents

✓ You can use this page to write the titles of the activities you choose to file in your Language Portfolio.

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