

A grayscale background image featuring the Statue of Liberty on the left and a large lotus flower on the right. The Statue of Liberty is shown from the waist up, holding a torch aloft in her right hand and a tablet in her left. The lotus flower is in full bloom, with many layers of petals. The background is a cloudy sky.

Double

CLICK

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My Language Portfolio

My Language Portfolio

My Language Portfolio

Virginia Evans



Express Publishing

Double
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My Language Portfolio

Virginia Evans



Express Publishing



CONTENTS

| | |
|------------------------------------|-------|
| A letter for you | p. 5 |
| I Language Passport | p. 7 |
| II Language Biography | |
| All About Me! | p. 8 |
| How I Learn! | p. 9 |
| My World of English! | p. 11 |
| Now I Can! | p. 12 |
| Future Plans! | p. 14 |
| III Dossier | |
| Around the World!..... | p. 19 |
| Sports Time! | p. 21 |
| My Class Schedule | p. 23 |
| My Country! | p. 25 |
| Famous TV Family Tree | p. 27 |
| My Best Friend! | p. 29 |
| My Neighborhood! | p. 31 |
| City Tours | p. 33 |
| Survey! | p. 35 |
| Be a Journalist for the Day! | p. 37 |
| Busy Days! | p. 49 |
| TV Programs | p. 41 |
| International Meals | p. 43 |
| My Restaurant! | p. 45 |
| Fashion Designers | p. 47 |
| Be a Weather Forecaster! | p. 49 |
| Plans | p. 51 |
| I'm Not Feeling Well | p. 53 |
| Last Weekend | p. 55 |
| Story Time! | p. 57 |
| IV Extra Activities | p. 59 |



Dear, (your name)

This *Language Portfolio* is your property. It has been designed to help you improve your language learning. It will accompany you throughout the course 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 samples of written work, floppy disks (with some work or drawings completed inside or outside the class), video cassettes (with your favorite story or with 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, include any evidence of your formal qualifications (i.e., 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 goals, and reflect on your language learning and intercultural experiences.

III Dossier

This is a collection of your 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 work in English.

We hope you really enjoy doing these activities.

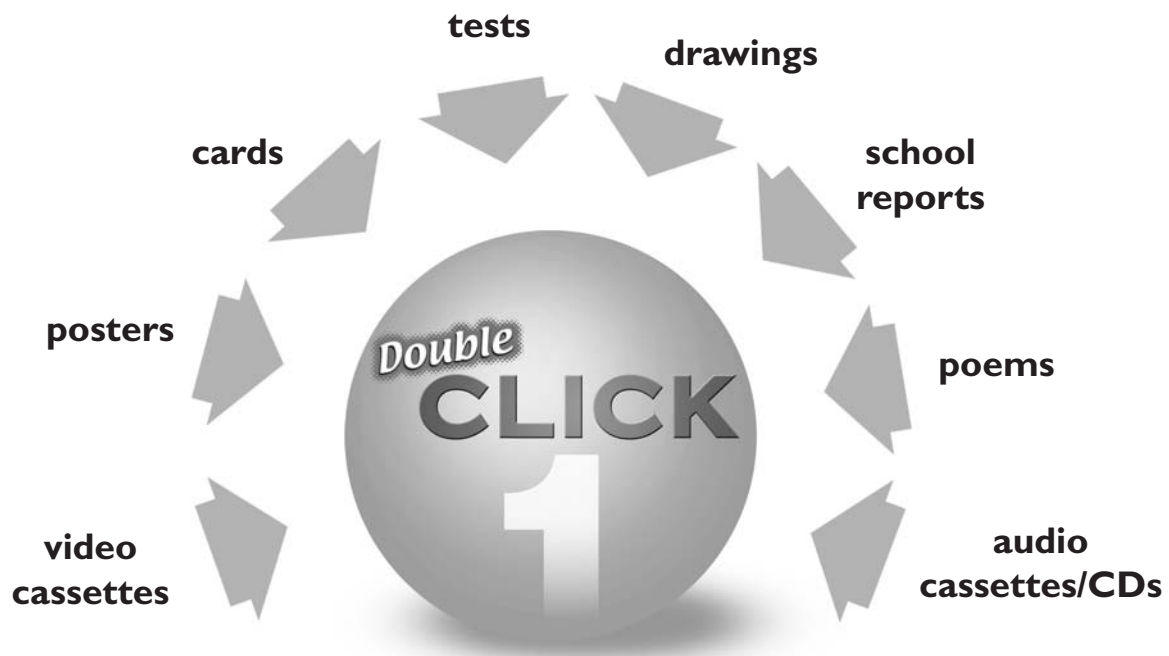
Virginia Evans

How to organize your Language Portfolio

Your Language Portfolio can include almost anything you have produced or collected that documents 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:



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, record it on your Language Passport Chart.

| MY LANGUAGE PASSPORT CHART | |
|----------------------------|-------------------------|
| <i>Date</i> | <i>Type of Material</i> |
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II. LANGUAGE BIOGRAPHY

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 check (✓) or a cross (X).

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 programs.

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:

.....

.....

.....

.....



How I Learn!

Think about the easiest ways for you to learn something new. Read the sentences below and check the answers that best describe the way *you* learn. You can check more than one answer.

1 I understand words/sentences better if I

- A listen to them on cassette/CD.
- B listen to my teacher say 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 say them.
- C read them.
- D write them.
- E repeat them.
- F act them out, sing them, etc.
- G see them in 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 pantomime, objects, and pictures to help me.
- D already 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 groups/teams. D other



II. LANGUAGE BIOGRAPHY

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 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 native language.
- B I compare them with those of my native language.
- C I get them from a text by exploring it.
- D other



My World of English

Make a note of what you do in English.

The stories I know in English

| | |
|-------|-------|
| | |
| | |
| | |

The songs I can sing in English

| | |
|-------|-------|
| | |
| | |
| | |

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

| | |
|-------|-------|
| | |
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II. LANGUAGE BIOGRAPHY

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 in the English language. 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 am familiar with.
- understand songs and chants and accompany them with pantomime and gestures.
- understand simple descriptions of people, places, or activities.
- understand simple 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 am familiar with.



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 simple instructions.
- understand simple texts about other cultures.

II. LANGUAGE BIOGRAPHY



- understand simple words and sentences to play a game.
- find information from a simple text about a topic I am familiar with.
- understand simple sentences, short paragraphs, etc.
- 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, etc.)
- talk about what I can see in a picture.
- sing a song or a chant.
- ask and answer simple questions in English.
- take part in a conversation about a topic I am familiar with.
- buy things.
- express my tastes and preferences.



Writing

I can ...

- copy words and sentences without making mistakes.
- write basic words and sentences said by my teacher
or classmates.
- organize information into sentences or simple paragraphs.
- write short, simple sentences and paragraphs about topics
I am familiar with.



II. LANGUAGE BIOGRAPHY

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 movies, TV shows, etc.
- listen to English songs.
- talk with native speakers of English.
- use the Internet.
- write to people from other countries.
- visit other countries.
- find information about other countries and cultures.

DATE

DATE

DATE

III. DOSSIER



In your *Language Portfolio*, you can include anything you choose to keep and present 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, check (✓) the corresponding box.

| Page | Title of the activity | It can be done at the end of Unit ... | |
|------|------------------------------|---------------------------------------|--------------------------|
| 19 | AROUND THE WORLD! | 1 | <input type="checkbox"/> |
| 21 | SPORTS TIME! | 1 | <input type="checkbox"/> |
| 23 | MY CLASS SCHEDULE | 2 | <input type="checkbox"/> |
| 25 | MY COUNTRY! | 2 | <input type="checkbox"/> |
| 27 | FAMOUS TV FAMILY TREE | 3 | <input type="checkbox"/> |
| 29 | MY BEST FRIEND! | 3 | <input type="checkbox"/> |
| 31 | MY NEIGHBORHOOD! | 4 | <input type="checkbox"/> |
| 33 | CITY TOURS | 4 | <input type="checkbox"/> |
| 35 | SURVEY! | 5 | <input type="checkbox"/> |
| 37 | BE A JOURNALIST FOR THE DAY! | 5 | <input type="checkbox"/> |
| 39 | BUSY DAYS! | 6 | <input type="checkbox"/> |
| 41 | TV PROGRAMS | 6 | <input type="checkbox"/> |
| 43 | INTERNATIONAL MEALS | 7 | <input type="checkbox"/> |
| 45 | MY RESTAURANT! | 7 | <input type="checkbox"/> |
| 47 | FASHION DESIGNERS | 8 | <input type="checkbox"/> |
| 49 | BE A WEATHER FORECASTER! | 8 | <input type="checkbox"/> |
| 51 | PLANS | 9 | <input type="checkbox"/> |
| 53 | I'M NOT FEELING WELL | 9 | <input type="checkbox"/> |
| 55 | LAST WEEKEND | 10 | <input type="checkbox"/> |
| 57 | STORY TIME! | 10 | <input type="checkbox"/> |