

Double

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My Language Portfolio

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Virginia Evans



Express Publishing



*Double*  
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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 work or drawings completed inside or outside the classroom), video cassettes (with your favorite story or 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 in order 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*

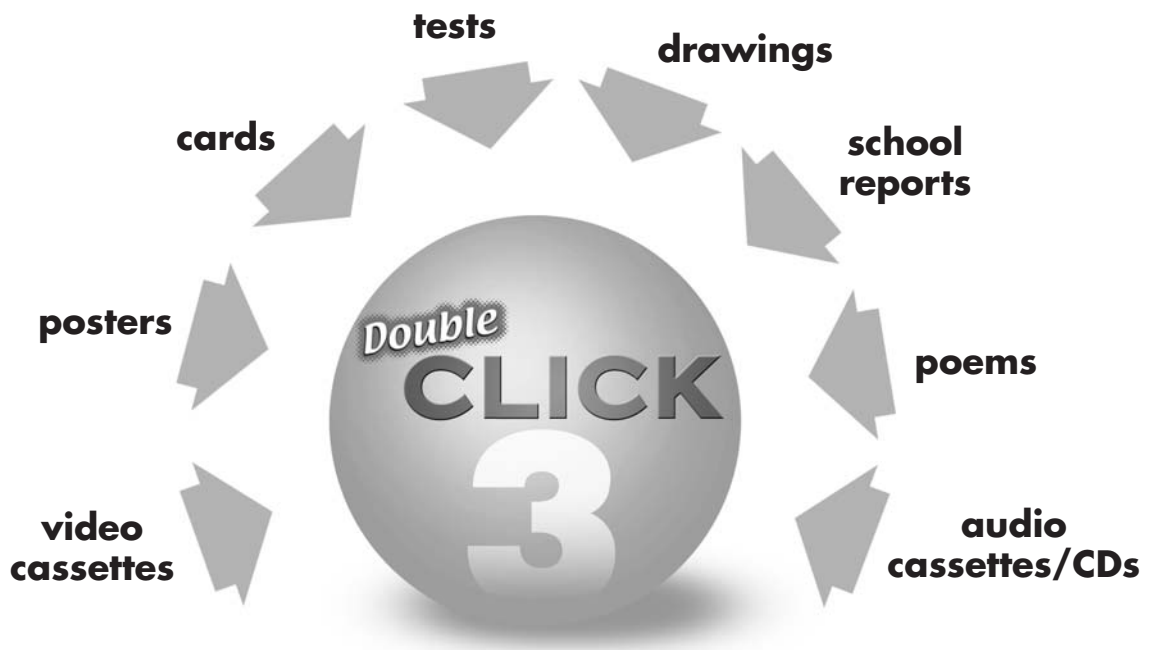
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## How to organize your Language Portfolio

In your *Language Portfolio* you 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:







## II. LANGUAGE BIOGRAPHY

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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 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 to me in English.

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 choose 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 down.
- 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

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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 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 the grammar rules 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

|       |       |
|-------|-------|
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |



## II. LANGUAGE BIOGRAPHY

### Now I Can ...!

Here is what you should 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 people talking about things I know. ....
- understand people giving factual information. ....
- understand everyday conversations. ....
- understand programs on TV and the radio. ....
- understand movies. ....
- guess the meaning of unknown words. ....
- understand other people when they speak clearly. ....
- understand short lectures and talks. ....



### Reading

I can ...

- understand texts on subjects I am interested in. ....
- understand personal letters expressing feelings. ....
- understand brochures and short, official documents. ....
- understand descriptions of events. ....
- understand argumentative texts that are written clearly. ....

## II. LANGUAGE BIOGRAPHY



- understand clear, straightforward instructions on a piece of equipment. ....
- understand newspaper articles about things I know. ....
- find and understand general information in everyday material. ....



### Speaking

I can ...

- describe things to people. ....
- give simple instructions. ....
- give directions. ....
- give advice to people. ....
- give news. ....
- express my thoughts on abstract cultural topics (movies, books, music). ....
- describe personal experiences. ....
- describe feelings. ....
- talk about my dreams, hopes, wishes, and ambitions. ....



### Writing

I can ...

- write a short narrative. ....
- describe the plot of a book or a movie. ....
- describe my thoughts on cultural topics such as movies and music. ....
- write personal letters expressing feelings and giving news. ....
- take messages describing inquiries and problems. ....



## 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   | JOB CHALLENGE            | 1 <input type="checkbox"/>            |
| 21   | TELL ME                  | 1 <input type="checkbox"/>            |
| 23   | THE GREAT DISASTER MOVIE | 2 <input type="checkbox"/>            |
| 25   | SECONDHAND GOODS         | 2 <input type="checkbox"/>            |
| 27   | TRAVEL TIME              | 3 <input type="checkbox"/>            |
| 29   | PACKING LIST             | 3 <input type="checkbox"/>            |
| 31   | PLANET EARTH TOURS       | 4 <input type="checkbox"/>            |
| 33   | TRAVEL TOUR              | 4 <input type="checkbox"/>            |
| 35   | ON THE ROAD              | 5 <input type="checkbox"/>            |
| 37   | A HEALTHY CHOCOLATE BAR  | 5 <input type="checkbox"/>            |
| 39   | FACE THE MUSIC!          | 6 <input type="checkbox"/>            |
| 41   | DIRECTOR FOR A DAY       | 6 <input type="checkbox"/>            |
| 43   | PUT TRASH TO USE!        | 7 <input type="checkbox"/>            |
| 45   | ENVIRONMENTAL CONCERNS   | 7 <input type="checkbox"/>            |
| 47   | CHARITY BEGINS AT HOME   | 8 <input type="checkbox"/>            |
| 49   | EMERGENCY ROOM           | 8 <input type="checkbox"/>            |
| 51   | SCHEDULING LEARNING      | 9 <input type="checkbox"/>            |
| 53   | GET FIT!                 | 9 <input type="checkbox"/>            |
| 55   | GENIUSES                 | 10 <input type="checkbox"/>           |
| 57   | DESIGN YOUR OWN GADGET   | 10 <input type="checkbox"/>           |

