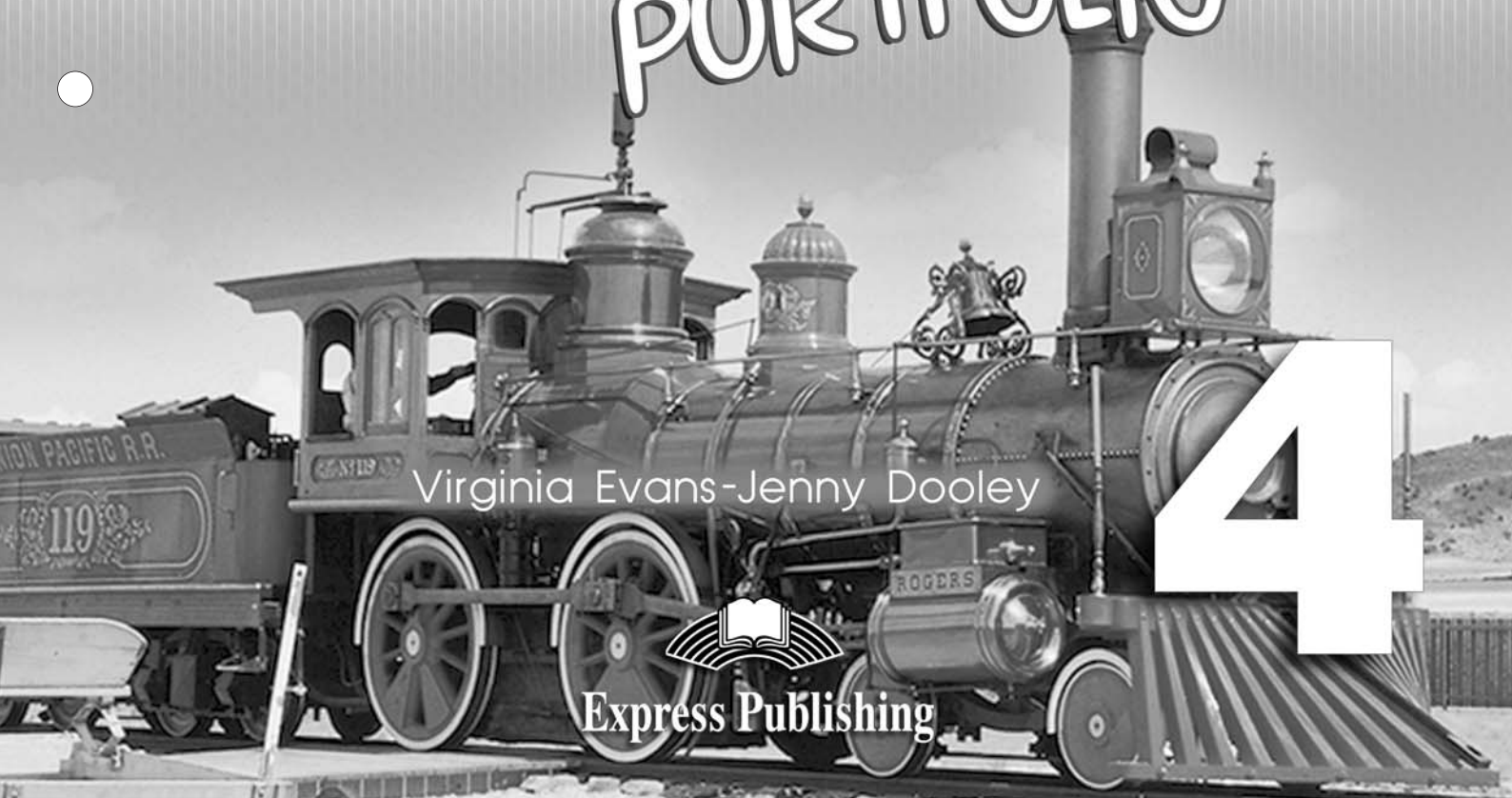


ENTERPRISE

Intermediate



MY LANGUAGE PORTFOLIO



Virginia Evans-Jenny Dooley

4



Express Publishing

ENTERPRISE

Intermediate

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Virginia Evans - Jenny Dooley



Express Publishing

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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 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 work or drawings completed inside or outside the classroom), video cassettes (with your favourite 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 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 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.

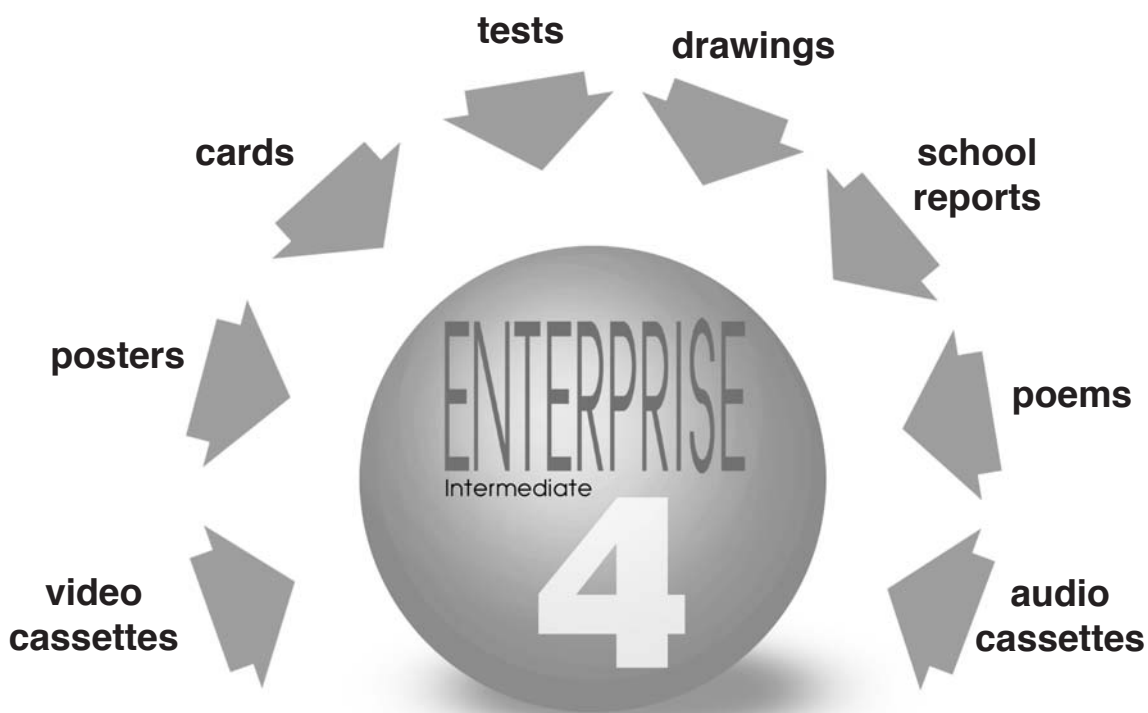
Virginia Evans - Jenny Dooley

How to organise your Language Portfolio

In your *Language Portfolio* you can include almost anything you have produced or collected that proves 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 in any shape or size according to the material you choose to store.

Your *Language Portfolio* can include any of the following:



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 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 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 down.
- 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 down.
- E repeat them.
- F act them out, sing them, etc.
- G come across them on 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 already have some life experience of 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 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 the grammar rules of my mother tongue.
- C I explore a text and come up with the grammar rules myself.
- 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

.....
.....
.....

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 programmes on TV and the radio.
- understand films.
- guess the meaning of unknown words.
- understand other people when they speak clearly.
- understand short lectures and talks.
- understand recorded or broadcast audio material in standard language and identify the speaker's mood.



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.
- read many kinds of texts at different speeds and in different ways, according to my purpose in reading and the type of text.

- understand articles and reports in which the writers express particular viewpoints.
- understand clearly written argumentative texts.
- 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 instructions.
- give directions.
- give advice to people.
- give news.
- express my thoughts on abstract cultural topics (films, books, music).
- describe personal experiences.
- describe feelings.
- talk about my dreams, hopes, wishes and ambitions.
- construct reasoned arguments
- express myself by synthesising information from various sources.



Writing

I can ...

- write a short narrative.
- describe the plot of a book or a film.
- describe my thoughts on cultural topics such as films and music.
- write personal letters, expressing feelings and giving news.
- take messages describing enquiries and problems.
- write an essay, evaluating different ideas and solutions to a problem.
- write an essay, speculating about causes, consequences and hypothetical situations.

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, 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

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 Unit ...
19	JUST THE JOB!	1 <input type="checkbox"/>
21	A TRAVEL BROCHURE	2 <input type="checkbox"/>
23	STAY TUNED	3 <input type="checkbox"/>
25	GOOD NEWS	4 <input type="checkbox"/>
27	ARE YOU SUPERSTITIOUS?	5 <input type="checkbox"/>
29	FOOD PYRAMID	6 <input type="checkbox"/>
31	VIOLENCE IN THE MOVIES	7 <input type="checkbox"/>
33	TEAM SPORTS	8 <input type="checkbox"/>
35	SAVE A SPECIES	9 <input type="checkbox"/>
37	EXAM TIME	10 <input type="checkbox"/>
39	THIS IS YOUR LIFE	11 <input type="checkbox"/>
41	MOVING AROUND	12 <input type="checkbox"/>

