

# Upstream

BEGINNER A1+



## My Language Portfolio

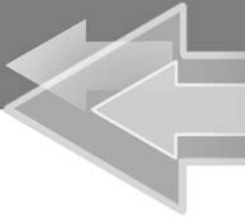
Virginia Evans - Jenny Dooley



**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 to you by your teacher throughout the course. However, the final decision about 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 (with your favourite 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. You will include in this section 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 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*

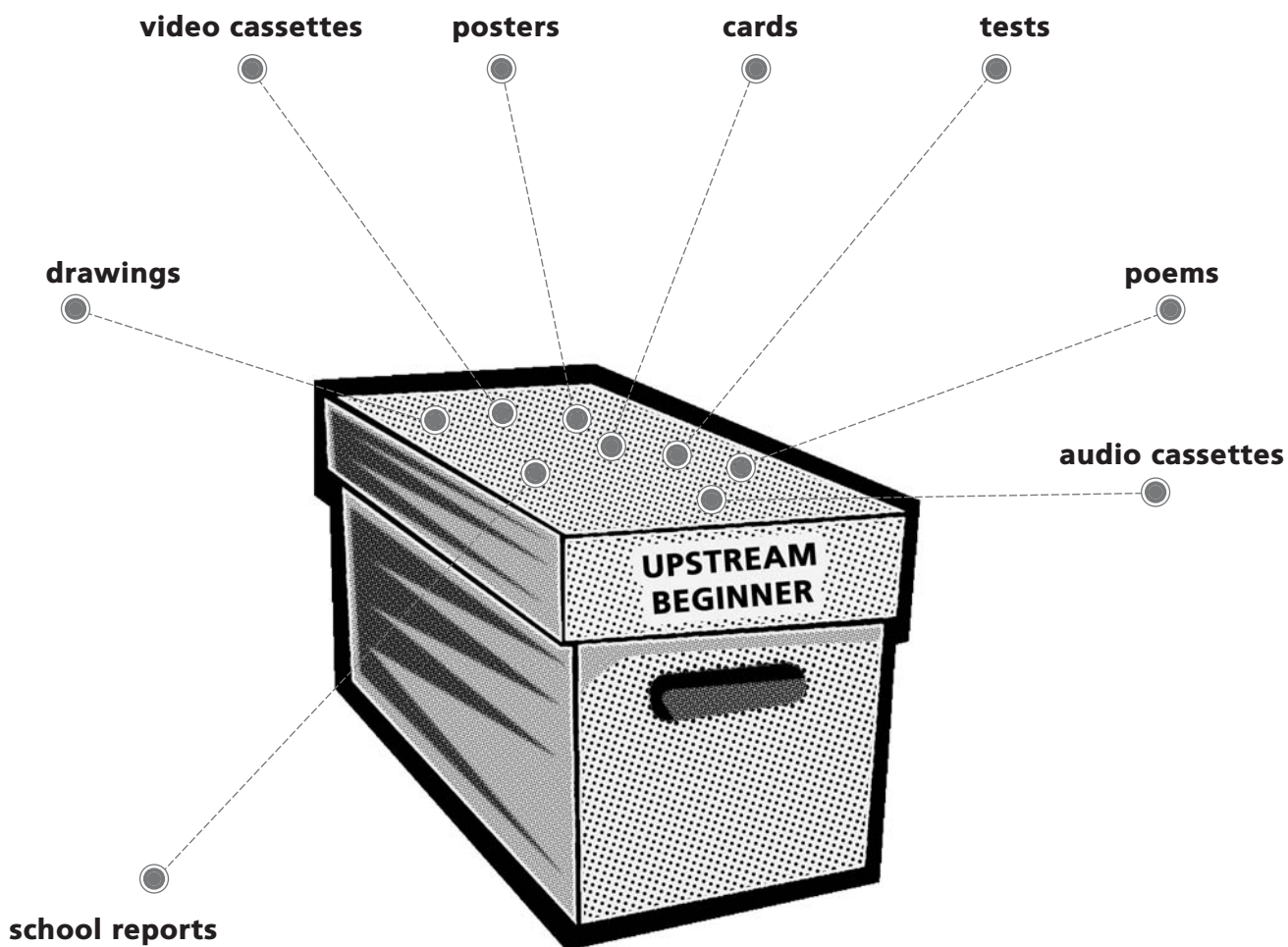
*Jenny Dooley*

## How to organise your Language Portfolio

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







# 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 (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 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:

.....

.....

.....

.....



## 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

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

### 2 I learn words/phrases better if

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

### 3 I can express myself well if

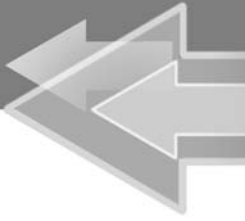
- A I already know all the words I need to use.
- B I know some of the words I need to use.
- C I use mime, objects and pictures to help me.
- D I already have some life experience on the subject.

### 4 I learn best if I work

- A on my own.       B in pairs.       C in groups/teams.

### 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.



## My Language Experience

Write about all your English and intercultural experiences. Include the following, and any other experiences you have had.

- School visits
- Holidays
- Films/Books/Music
- Communication: letters/telephone calls/conversations

When? Where? Who with?	My experience in detail
<ul style="list-style-type: none"> <li>• April 2005</li> <li>• Venice, Italy</li> <li>• My parents</li> </ul>	<p>I met an English woman in a restaurant. She asked me some questions about the menu and I answered her in English. Then she asked me about myself and I told her. She was very nice and she gave me her address. I am going to write to her.</p>





# 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: ✓
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I can ...

- understand and follow orders and instructions. ....
- connect what I hear to a picture, object, diagram, etc. ....
- understand familiar words and simple phrases about myself, my family, my friends, my hobbies, etc. ....
- catch the main point in short, clear, simple messages and announcements. ....
- understand and extract the essential information from short recorded passages about everyday matters. ....
- understand simple questions about me and my experiences. ....
- understand other people when they speak slowly and clearly. ....



I can ...

- connect words to pictures. ....
- choose words from a list to complete short texts. ....
- understand and follow simple instructions. ....
- understand simple texts about other cultures. ....
- understand familiar names, words and very simple sentences, for example on notices and posters. ....
- find specific, predictable information in simple everyday material such as advertisements, leaflets, menus and timetables. ....
- understand short simple letters. ....

## II. Language Biography



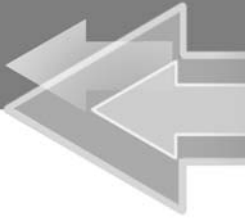
I can ...

- greet other people and introduce myself. ....
- ask and answer simple questions about familiar topics (e.g. people, daily routines, habits, what I do in my free time, etc.). ....
- talk about what I can see in a picture. ....
- sing a song. ....
- take part in a conversation about topics I know. ....
- give instructions. ....
- make and respond to everyday situations (e.g. invitations, suggestions, directions, etc.). ....
- talk about people in the past and past activities. ....
- talk about my future plans. ....
- talk about personal changes. ....



I can ...

- write names of countries, animals, sports, food, etc. ....
- write short, simple sentences and paragraphs about my family, my daily routine, etc. ....
- write a very simple personal letter, for example describing myself and my friend. ....
- write short, simple notes, postcards and stories. ....
- write a short, simple poster, for example about my personal experiences. ....



# 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** .....



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	STARS IN MY EYES!	1	<input type="checkbox"/>
21	WHERE ARE THEY FROM?	1	<input type="checkbox"/>
23	I LOVE TV!	2	<input type="checkbox"/>
25	HAPPY CAMPERS!	2	<input type="checkbox"/>
27	A GOOD JOB!	3	<input type="checkbox"/>
29	IT'S SUCH A PERFECT DAY!	3	<input type="checkbox"/>
31	MY NEIGHBOURHOOD	4	<input type="checkbox"/>
33	OUT AND ABOUT	4	<input type="checkbox"/>
35	MY KIND OF FOOD!	5	<input type="checkbox"/>
37	COMMERCIAL BREAK!	5	<input type="checkbox"/>
39	THE PRICE IS RIGHT!	6	<input type="checkbox"/>
41	FASHION GURU	6	<input type="checkbox"/>
43	FAMILY HISTORY	7	<input type="checkbox"/>
45	LOOKING BACK	7	<input type="checkbox"/>
47	ANIMAL ASSORTMENT	8	<input type="checkbox"/>
49	BOOKWORM!	8	<input type="checkbox"/>
51	LOOKING AHEAD!	9	<input type="checkbox"/>
53	FUTURE FUN	9	<input type="checkbox"/>
55	WHAT HAVE YOU DECIDED?	10	<input type="checkbox"/>
57	SUMMER SHOPPING	10	<input type="checkbox"/>