

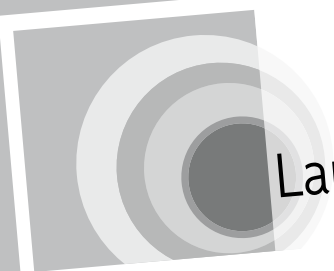
English in Mind

2nd edition

Portfolio Builder * Level 4 (B2)

This Portfolio is for you:

- * to help you plan your work with English
- * to keep a record of your work and progress
- * to collect your language achievements
- * to show your achievements to your new teacher
(when you change class or school)



Language Passport



First name: _____

Family name: _____

Address: _____

Date of Birth: _____

Born in: _____

Nationality/Nationalities: _____

Mother tongue(s): _____

Other languages: _____

School: _____

Year/Grade: _____

Completed on _____



Language Biography



I learn English because:

- | | |
|--|---|
| <input type="checkbox"/> I like it. | <input type="checkbox"/> I want to understand English texts (e.g. songs). |
| <input type="checkbox"/> I want to travel. | <input type="checkbox"/> I want to read books in English. |
| <input type="checkbox"/> I like learning languages. | <input type="checkbox"/> I want to watch films and TV programmes in English. |
| <input type="checkbox"/> it's one of my school subjects. | <input type="checkbox"/> I want to have (more) friends in other countries. |
| <input type="checkbox"/> I will need it to get a job. | <input type="checkbox"/> my mother/father wants me to learn it. |
| <input type="checkbox"/> I need it for the Internet. | <input type="checkbox"/> I want to take international exams in English. |
| <input type="checkbox"/> my friends learn it. | <input type="checkbox"/> people need to speak at least two modern languages nowadays. |
| <input type="checkbox"/> it's a world language. | |

Other reasons: _____

I learn English:

- at school.
- at school, but I also have extra lessons after school.
- with friends from another country in a school exchange.
- on language courses in English-speaking countries.
- on holiday (with my parents/family/friends) in English-speaking countries.
- with pen friends in my country.
- with pen friends in their country.

Other places: _____

I learn English by:

- reading books in English.
- listening to songs in English.
- listening to radio programmes in English.
- watching TV programmes in English.
- watching films in the original version with subtitles.
- watching films in the original version.
- exchanging emails with my epals.
- exchanging letters in English with my pen friends from other countries.
- listening to audio CDs and imitating pronunciation.
- learning vocabulary in different ways.
- translating songs.
- learning songs by heart.
- looking up new words in a dictionary.
- trying to guess the meaning of words from the context.
- trying to guess the meaning of words because they are similar to the words in my mother tongue or other languages I learn.
- using the Internet a lot.
- chatting on the Internet.

	never	sometimes	often	regularly
<input type="checkbox"/> reading books in English.				
<input type="checkbox"/> listening to songs in English.				
<input type="checkbox"/> listening to radio programmes in English.				
<input type="checkbox"/> watching TV programmes in English.				
<input type="checkbox"/> watching films in the original version with subtitles.				
<input type="checkbox"/> watching films in the original version.				
<input type="checkbox"/> exchanging emails with my epals.				
<input type="checkbox"/> exchanging letters in English with my pen friends from other countries.				
<input type="checkbox"/> listening to audio CDs and imitating pronunciation.				
<input type="checkbox"/> learning vocabulary in different ways.				
<input type="checkbox"/> translating songs.				
<input type="checkbox"/> learning songs by heart.				
<input type="checkbox"/> looking up new words in a dictionary.				
<input type="checkbox"/> trying to guess the meaning of words from the context.				
<input type="checkbox"/> trying to guess the meaning of words because they are similar to the words in my mother tongue or other languages I learn.				
<input type="checkbox"/> using the Internet a lot.				
<input type="checkbox"/> chatting on the Internet.				

Things I like doing in language lessons: _____

Things I am good at: _____

Things I find difficult: _____

Language Biography

Language Skills		My opinion			My teacher's opinion		
		could be better	well	very well	could be better	well	very well
LISTENING	I can use a variety of strategies to achieve comprehension, including listening for main points and checking comprehension by using contextual clues.						
	I can understand recordings and identify speaker viewpoints and attitudes as well as the information content.						
	I can understand recordings in standard dialect and identify speaker viewpoints and attitudes as well as the information content.						
READING	I can scan quickly through long and complicated texts, locating relevant details.						
	I can understand articles and reports concerned with contemporary problems.						
SPEAKING	I can give clear, detailed descriptions on a wide range of subjects.						
	I can account for and sustain my opinions by providing relevant arguments.						
	I can initiate, maintain and end discourse naturally with effective turn-taking.						
	I can express my ideas and opinions with precision.						
	I can highlight the personal significance of events and experiences, account for and sustain my views clearly by providing relevant explanations and arguments.						
	I can give a clear, systematically developed presentation, highlighting significant points, and providing relevant supporting detail.						
	I can take an active part in discussions, evaluate proposals and respond to hypotheses.						
SPEAKING	I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.						
	I can convey degrees of emotion and highlight the personal significance of events.						
	I can take an active part in informal discussion in familiar contexts.						
WRITING	I can write clear, detailed descriptions on a variety of subjects.						
	I can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.						
	I can write clear and detailed texts on various subjects.						
	I can summarise a wide range of factual and imaginative texts.						
	I can write an essay which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.						
	I can write a review of a show seen live or on TV.						
WRITING	I can summarise the plot and sequence of events in a film or play.						



Language Biography

Language Skills		My opinion			My teacher's opinion		
		could be better	well	very well	could be better	well	very well
PROJECT 1	I can make a list of 'special people' I know who are not celebrities and say what is special about these people.						
	I can do some research about one of the people on the list.						
	I can create a mind map to cover the main points.						
	I can plan, prepare and give a short presentation.						
	I can answer simple questions from an audience about the person I am talking about.						
	I can make a list of the most important points when giving a presentation.						
PROJECT 2	I can invent and plan a social initiative/charity and decide what the group should support.						
	I can make a list of the group's aims.						
	I can think of a name for the initiative/charity, a short slogan to describe it and design a logo.						
	I can design a poster or a website to advertise the initiative/charity.						
	I can plan, prepare and give a short presentation.						
	I can answer simple questions from an audience about the initiative/charity after the talk.						
PROJECT 3	I can use the internet to research information and make notes about a foreign country.						
	I can plan, design, prepare and give a short multi-media presentation.						
	I can highlight the positive aspects of using multimedia in class.						
PROJECT 4	I can prepare a questionnaire to carry out a survey to find out my classmates' awareness of health issues.						
	I can interview members of the class and make notes of their answers.						
	I can collate my results and illustrate them in the form of charts or graphs.						
	I can give a short presentation of the report and discuss the results with the rest of the class.						

CULTURE/LITERATURE IN MIND		Yes	No
I can write a composition about a sport.			
I can answer Alex's email to Sally about plans for Sally coming to stay.			
I can write a letter to a company to ask for their support in fundraising for a charity.			
I can write a text about a person I admire.			
I can write a story with the title: <i>A misunderstanding</i> .			
I can write a mini-saga OR a limerick OR a haiku.			
I can write two paragraphs as an entry for a school competition.			



Language Biography

My learning goals

Units 1 and 2:

My learning goals at the end of Unit 2:

I think I need to work more on: _____

Completed on _____

My signature _____

Units 3 and 4:

Have I achieved the learning goals I made at the end of Unit 2? _____

What did I do to achieve these goals? _____

My new learning goals at the end of Unit 4:

I think I need to work more on: _____

What have I discovered about my learning? _____

Completed on _____

My signature _____

Units 5 and 6:

Have I achieved the learning goals I made at the end of Unit 4? _____

What did I do to achieve these goals? _____

My new learning goals at the end of Unit 6:

I think I need to work more on: _____

What have I discovered about my learning? _____

Completed on _____

My signature _____

Units 7 and 8:

Have I achieved the learning goals I made at the end of Unit 6? _____

What did I do to achieve these goals? _____

My new learning goals at the end of Unit 8:

I think I need to work more on: _____

What have I discovered about my learning? _____

Completed on _____

My signature _____

Language Biography



Units 9 and 10:

Have I achieved the learning goals I made at the end of Unit 8? _____

What did I do to achieve these goals? _____

My new learning goals at the end of Unit 10:

I think I need to work more on: _____

What have I discovered about my learning? _____

Completed on _____

My signature _____

Units 11 and 12:

Have I achieved the learning goals I made at the end of Unit 10? _____

What did I do to achieve these goals? _____

My new learning goals at the end of Unit 12:

I think I need to work more on: _____

What have I discovered about my learning? _____

Completed on _____

My signature _____

Units 13 and 14:

Have I achieved the learning goals I made at the end of Unit 12? _____

What did I do to achieve these goals? _____

My new learning goals for the next year:

I think I need to work more on: _____

What have I discovered about my learning? _____

Completed on _____

My signature _____

My Diary of Achievements

Date	Place	Type of Language Achievement ¹	Signature of your teacher or the stamp of an institution

¹ For example:
 a school visit abroad;
 hosting a colleague from a partner school;
 a (holiday) stay abroad;
 diplomas, certificates, confirmations;

participation in a language project;
 regular email / letter exchange with your friend in another country;
 extra activities / English club / a language course in your country;
 participation in a British Council competition;
 English Language Competition in your country.

Collect all your achievements and your original documents in a file.



Make a Collection of Your Own Work

		Task	Date
English in Mind 4: For Your Portfolio	Units 1 and 2	A composition about a sport.	
		An email to a friend to tell them about a person I have met recently.	
	Units 3 and 4	An email from Alex replying to Sally about plans for Sally coming to stay.	
		A formal letter to the editor of a newspaper commenting on a letter I have read.	
	Units 5 and 6	A formal letter to a company to ask for their support in fundraising for a charity.	
		A magazine article with the title: <i>Our life – 50 years from now.</i>	
	Units 7 and 8	A text about a person I admire.	
		A rewrite of the summary of the text: <i>The Kindness Offensive.</i>	
	Units 9 and 10	A story with the title: <i>A misunderstanding.</i>	
		A composition with the title: <i>Should politicians become media stars?</i>	
	Units 11 and 12	A mini-saga OR a limerick OR a haiku.	
		A composition about my favourite place in the whole world.	
	Units 13 and 14	Two paragraphs as an entry for a school competition.	
		A synopsis of a film I have seen recently.	
My other work			Date



Cultural Awareness

How much do I know about the Culture of _____ ?
(name of the country)

Different sources of your present knowledge of culture & society	
Painting	
Music	
Literature	
History	
Mass media	

What have I done to learn more about this Culture?

Date	Books and magazines in English I have read (author, title)
Date	TV programmes in English I have watched
Date	Films in the original version or plays in English I have seen
Date	Communication with speakers of English, correspondence, email, telephone conversations, text messages, other...
Date	Other activities (celebration of the European Day of Languages - 26th Sept., a play in English, an English Song Show etc.)

Cultural Awareness



Things I have learned at school

Date	Cultural attitudes & behaviour I have noticed and can now understand
Date	Other cultural attitudes & behaviour that I (still) do not fully understand and that I would like to learn more about

Things I have learned outside school

Date	Cultural attitudes & behaviour I have noticed and can now understand
Date	Other cultural attitudes & behaviour that I do not fully understand and that I would like to learn more about

Self-assessment questionnaire

*1 During the last week/month/term you have been studying

- a pronunciation: _____
 b the language of communication: _____
 c grammar: _____

2 How well have you mastered this material?

	to some extent	quite well	very well	extremely well
pronunciation				
the language of communication				
grammar				

*3 You have also been studying vocabulary in the following area(s):

- a _____ b _____ c _____

4 How do you assess your knowledge of this vocabulary?

	I know some of these words	I know these words quite well	I know these words very well	I know these words extremely well
a _____				
b _____				
c _____				

5 How responsible have you been for your own learning?

	Not really	Sometimes	Often	Most of the time
a Have you been studying systematically?				
b Were you active during the lessons?				

6 Did you suggest anything you would like to do in the lessons to your teacher? Yes No

If yes, what was it? _____

7 Looking back, I think I should pay more attention to: _____

8 I think that my weak points are: _____

9 I would like my learning to focus during the next lessons/days/weeks on: _____

* Points 1 and 3 should be filled in by the teacher, depending on how much material has been covered.

CEF Vantage Themes

1	Personal identification	Welcome section A pp.4, 5, Welcome section B p.6, Unit 1 p.14, Unit 2 pp.18, 19, 24, Unit 6 p.48, Unit 7 pp.54, 59, Unit 9 pp.70, 71, Unit 11 p.85, Vocabulary bank p.112, Vocabulary bank p.117
2	House and home, environment	Welcome section A p.5, Unit 5 p.43, Unit 6 pp.46, 47, 48, 49, 50, 51, 52, Unit 7 pp.54, 55, 56, Unit 8 p.65, Unit 10 p.77, Unit 12 pp.88, 89, 90, 92, 93, 94, Unit 13 pp.96, 97, 99, Unit 14 p.104
3	Daily life	Unit 8 p.61
4	Free time, entertainment	Welcome section A pp.4, 5, Welcome section D p.11, Unit 1 pp.12, 13, 14, 15, 16, 17, 20, Unit 2 p.21, Unit 3 pp.26, 30, Unit 4 pp.32, 33, 34, 38, Unit 5 pp.44, 45, Unit 6 pp.49, 50, 51, Unit 7 p.58, Unit 8 pp.62, 64, 65, Unit 9 pp.70, 72, Unit 10 pp.74, 75, 80, Unit 11 pp.82, 83, 84, 85, 86, 87, Unit 12 p.93, Unit 13 p.98, Unit 14 pp.102, 103, 104, 105, 106, 107, 108, Vocabulary bank p.116
5	Travel	Welcome section A p.4, Unit 1 p.12, Unit 3 pp.30, 31, Unit 5 p.43, Unit 6 pp.46, 47, 50, 52, Unit 12 pp.88, 90, 91, 93, 94, Vocabulary bank p.116
6	Relations with other people	Welcome section A pp.4, 5, Welcome section B pp.6, 7, Welcome section C pp.8, 9, Welcome section D pp.10, 11, Unit 1 pp.15, 17, Unit 2 pp.18, 20, 22, 23, 24, Unit 4 pp.34, 36, 37, 38, Unit 5 pp.40, 41, 42, 43, 44, 45, Unit 6 pp.46, 47, 48, 49, 52, Unit 7 pp.54, 55, 56, 57, 58, 59, Unit 8 pp.60, 61, 62, 63, 64, 65, 66, Unit 9 pp.70, 73, Unit 10 pp.74, 75, 76, 77, 78, 79, 80, Unit 11 p.82, Unit 13 p.101, Unit 14 pp.102, 103, 104, 106, 107, 108, Vocabulary bank p.113, Vocabulary bank p.114, Vocabulary bank p.115, Vocabulary bank p.117
7	Health and body care	Welcome section A pp.4, 5, Unit 1 pp.12, 17, Unit 5 p.40, Unit 10 pp.74, 77, Unit 13 pp.96, 97, 98, 99, 100, 101, Unit 14 p.102
8	Education	Welcome section A pp.4, 5, Welcome section B p.6, Unit 3 pp.27, 28, Unit 5 p.43, Unit 6 p.48, Unit 7 pp.56, 57, Unit 8 p.65, Unit 10 p.74, Unit 14 pp.103, 108
9	Shopping	Unit 4 pp.36, 37, Unit 5 p.43, Unit 6 p.49, Unit 8 p.65, Unit 10 pp.76, 78, Unit 11 pp.83, 86, 87
10	Food and drink	Unit 6 pp.49, 52, Unit 10 p.76, Unit 13 pp.96, 97
11	Services	Unit 5 p.43
12	Places	Unit 1 pp.12, 16, Unit 4 p.33, Unit 5 p.40, Unit 6 pp.46, 47, 48, 49, 50, Unit 7 pp.54, 59, Unit 9 p.70, Unit 10 p.75, Unit 12 pp.88, 90, 92, 93, 94
13	Language	Unit 2 p.20, Unit 6 pp.46, 47, Unit 9 pp.68, 69, 70, 71, 72, 73, Vocabulary bank p.115
14	Weather	Unit 10 p.79, Unit 14 p.103