

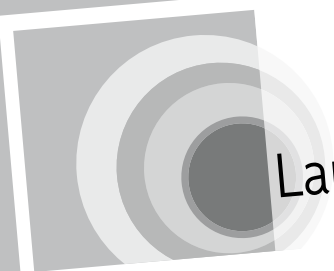
English in Mind

2nd edition

Portfolio Builder * Level 5 (C1)

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:

	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 understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.						
	I can follow most lectures, discussions and debates with relative ease.						
	I can follow extended speech which is not clearly structured and when the message is not given explicitly.						
	I can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.						
READING	I can scan quickly through long or complex texts, locating relevant details.						
	I can understand articles even when they do not relate to my field.						
	I can understand long and complex factual and literary texts, appreciating distinctions of style.						
	I can understand any correspondence given the occasional use of a dictionary.						
	I can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life.						
SPEAKING	I can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex, unfamiliar topics.						
	I can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.						
	I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.						
	I can express myself fluently and spontaneously.						
	I can give elaborate descriptions and narratives, developing particular points and rounding off with an appropriate conclusion.						
	I can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.						
	I can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.						
	I can use language flexibly and effectively for social and professional purposes, including emotional, allusive and joking usage.						
I can produce clear, smoothly flowing, well-structured speech.							
WRITING	I can write different kinds of texts.						
	I can express myself with clarity and precision in personal correspondence.						
	I can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.						
	I can take detailed notes during a lecture on topics in my field of interest.						
	I can write detailed expositions of complex subjects in an essay or a report.						

Language Biography

Language Skills	My opinion			My teacher's opinion		
	could be better	well	very well	could be better	well	very well
WRITING BANK 1 I can write a formal letter to a magazine to say how and why I disagree with a negative review I have read of a film that I enjoyed.						
WRITING BANK 2 I can write an informal letter replying to Alex giving my news and replying to his request.						
WRITING BANK 3 I can write a story about an exciting moment in my life.						
WRITING BANK 4 I can write notes for the following situations: 1 I am looking for a room to rent in a house. 2 I want to sell my laptop. 3 I have found a wallet and want to return it.						

CULTURE/LITERATURE IN MIND	Yes	No
I can write a story as a newspaper article.		
I can write an email replying to a friend's invitation to their 18th birthday party letting them know why I can't go and giving some of my recent news.		
I can write a covering letter of application for a job.		
I can write a biography about the Secretary-General of the UN.		
I can write a report on students' lunchtime eating habits and make a proposal on how the school can cater for them better OR a report on students' favourite free-time activities and make a proposal on what new clubs the school could create.		
I can write a formal letter to the editor of a magazine, agreeing or disagreeing with the opinion stated in a published letter.		
I can write notes for the following situations: 1 I want to sell my laptop. 2 I want to thank my driving instructor for helping me to pass my driving test. 3 I want to thank a friend for lending me some DVDs. 4 I want to put on a school play and am looking for students interested in being in it or helping out with the production.		



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 5: For Your Portfolio	Units 1 and 2	A story as a newspaper article.	
		A formal letter of complaint about a negative experience I've had with a shop assistant.	
	Units 3 and 4	An email replying to a friend's invitation to their 18th birthday party letting them know why I can't go and giving some of my recent news.	
		A description of a sports event that I remember well OR a musical event that I remember well OR an event on the streets of my town that I remember well.	
	Units 5 and 6	A covering letter of application for a job.	
		A magazine article about animals.	
	Units 7 and 8	A biography about the Secretary-General of the UN.	
		A leaflet explaining about a summer project for schoolchildren I am managing.	
	Units 9 and 10	A report on students' lunchtime eating habits with a proposal on how the school can cater for them better OR a report on students' favourite free-time activities with a proposal on what new clubs the school could create.	
		A poem using strong metaphors and similes.	
	Units 11 and 12	A formal letter to the editor of a magazine, agreeing or disagreeing with the opinion stated in a published letter.	
		A report for the school principal outlining the good and the bad features of a project on <i>Art in London</i> , and recommending whether any changes should be made if a similar project were to be done again in the future. OR An article for the school magazine to give other students at the school the opportunity to learn about the project on <i>Art in London</i> , and to read my personal opinion on the project.	
	Units 13 and 14	Notes for the following situations: 1 I want to sell my laptop. 2 I want to thank my driving instructor for helping me to pass my driving test. 3 I want to thank a friend for lending me some DVDs. 4 I want to put on a school play and am looking for students interested in being in it or helping out with the production.	
		A composition about animal testing OR zoos in today's world OR pet owners paying a licence OR the importance of national parks for animals or land for people OR violence.	
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 Effective Operational Proficiency Themes

1	Personal identification	Welcome section A pp.4, 5, Welcome section C p.11, Unit 2 pp.18, 22, Unit 5 p.45, Unit 7 p.59, Unit 10 pp.74, 75, 77, 79, Unit 11 pp.82, 83, 85, Unit 12 p.92, Unit 13 p.99, Unit 14 p.107
2	House and home, environment	Welcome section B pp.6, 7, Unit 1 pp.12, 16, 17, Unit 3 pp.26, 27, 29, Unit 6 pp.46, 47, 48, 49, 51, 52, Unit 8 p.60, Unit 9 p.68, Unit 10 p.74, Unit 11 pp.82, 83, 84, 87, Unit 13 pp.97, 100, 101, Unit 14 p.108
3	Daily life	Unit 8 p.60, Unit 11 p.82
4	Free time, entertainment	Welcome section B p.6, Unit 1 pp.12, 13, 16, Unit 2 pp.18, 22, Unit 3 pp.28, 29, 30, Unit 4 pp.32, 33, 34, 35, 37, 38, Unit 7 pp.55, 58, 59, Unit 8 pp.63, 65, Unit 9 pp.71, 73, Unit 10 pp.75, 78, 79, Unit 11 p.86, Unit 12 pp.93, 94, Unit 13 pp.96, 97, 98, 99, 100
5	Travel	Unit 8 pp.63, 66, Unit 9 pp.72, 73, Unit 10 p.79, Unit 11 pp.82, 84, 86, Unit 12 p.88
6	Relations with other people	Welcome section A p.4, Welcome section C pp.8, 9, Welcome section D pp.10, 11, Unit 1 pp.12, 13, Unit 2 pp.18, 19, 20, 21, 22, 23, 24, Unit 3 pp.26, 27, Unit 4 pp.32, 33, 34, 35, 36, Unit 6 p.52, Unit 7 pp.54, 55, 56, 57, 58, 59, Unit 8 pp.60, 61, 62, 63, 66, Unit 9 pp.69, 70, 72, 73, Unit 10 p.74, Unit 11 pp.82, 83, 84, 87, Unit 12 pp.90, 92, 94, Unit 13 pp.96, 97, 101, Unit 14 pp.102, 103, 104, 107, 108
7	Health and body care	Unit 1 pp.12, 17, Unit 2 p.18, Unit 9 pp.68, 69, 70, 71, 72, 73, Unit 12 pp.88, 89, 91, Unit 13 pp.96, 97, Unit 14 pp.102, 103, 104, 108
8	Education	Welcome section C p.8, Unit 1 p.12, Unit 7 p.59, Unit 8 p.66, Unit 9 p.73, Unit 11 pp.82, 84, 85, Unit 12 p.94
9	Shopping	Unit 5 pp.40, 41, 42, 43, 44, Unit 11 p.86, Unit 13 pp.99, 101
10	Food and drink	Welcome section A p.5, Unit 1 p.12, Unit 8 p.60, Unit 9 pp.71, 73, Unit 13 pp.96, 99
11	Services	Unit 3 p.26
12	Places	Unit 7 pp.58, 59, Unit 11 p.86, Unit 13 p.100, Unit 14 p.106
13	Language	Unit 7 p.59, Unit 8 p.66, Unit 10 p.76, Unit 14 pp.102, 103
14	Weather	Unit 9 pp.68, 72, Unit 13 p.97