

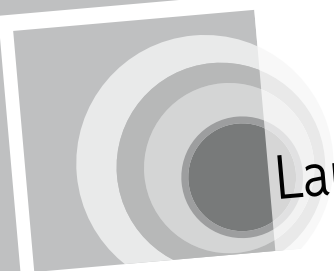
# English in Mind

2nd edition

Portfolio Builder \* Level 2 (A2/B1)

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 follow clearly articulated speech directed at me in everyday conversation.						
	I can understand a short narrative and form hypotheses about what will happen next.						
	I can understand the main points of recorded materials on familiar subjects.						
	I can understand and extract essential information from short recorded passages. <b>A2</b>						
	I can catch the main points in TV and radio programmes on familiar topics.						
	I can follow many films in which visuals and action carry much of the storyline.						
	I can follow in outline straightforward short talks on familiar topics.						
READING	I can identify specific information in simpler written material such as letters, brochures and short newspaper articles. <b>A2</b>						
	I can understand descriptions of events, feelings and wishes.						
	I can find specific, predictable information in simple everyday material. <b>A2</b>						
	I can find relevant facts and information in short texts.						
	I can understand the main points in short newspaper articles.						
	I can extrapolate the meaning of occasional unknown words from the context.						
	I can find and understand information in everyday material.						
	I can understand short, simple, personal letters. <b>A2</b>						
	I can understand personal correspondence.						
	I can understand the plot of a clearly-structured story.						
I can understand standard letters.							
SPEAKING	I can ask for and provide personal information. <b>A2</b>						
	I can express likes and dislikes. <b>A2</b>						
	I can exchange relevant information and give my opinion. <b>A2</b>						
	I can order a meal. <b>A2</b>						
	I can indicate time by such phrases as <i>next week, last Friday, in November, three o'clock, ago</i> . <b>A2</b>						
	I can give advice.						
	I can ask and answer questions about pastimes and past activities. <b>A2</b>						
	I can obtain more detailed information.						
	I can give or seek personal views and opinions in an informal discussion with friends.						
	I can give straightforward descriptions on a variety of familiar subjects.						
	I can compare people. <b>A2</b>						
	I can use simple, everyday phrases. <b>A2</b>						
	I can start, maintain and close a simple face-to-face conversation on familiar topics.						
	I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.						
	I can ask and answer questions about what I do at work and in my free time. <b>A2</b>						
I can make my opinions and reactions clear as regards finding solutions to problems or practical questions.							
I can express beliefs, views, and opinions in discussing topics of interest.							
I can agree and disagree politely.							

# Language Biography

Language Skills		My opinion			My teacher's opinion		
		could be better	well	very well	could be better	well	very well
SPEAKING	I can explain and give reasons for my plans, intentions and actions.						
	I can enter unprepared into conversation on familiar topics.						
	I can repeat back part of what someone has said to confirm mutual understanding.						
	I can give short, basic descriptions of events and activities. <b>A2</b>						
	I can describe events – real or imagined.						
	I can compare people and objects.						
	I can express preferences.						
	I can use a prepared questionnaire and make spontaneous follow-up questions.						
	I can describe dreams, hopes and ambitions.						
	I can narrate a story.						
I can give detailed accounts of experiences, describing feelings and reactions.							
WRITING	I can link a series of discrete, simple items into a connected linear sequence of points.						
	I can write a description of an event – real or imagined.						
	I can convey information and ideas on abstract as well as concrete topics and ask about and explain problems.						
	I can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'. <b>A2</b>						
	I can write personal letters describing experiences, feelings and events in some detail.						
	I can write personal correspondence.						
	I can agree and disagree politely.						
	I can write straightforward connected texts by linking a series of shorter discrete elements into a linear sequence.						
	I can write a description of a place.						
	I can write simple connected texts on a range of topics and express personal views and opinions.						
I can write notes conveying simple information.							
I can narrate a story.							
I can write a description of a person.							

# Language Biography

Language Skills		My opinion			My teacher's opinion		
		could be better	well	very well	could be better	well	very well
<b>PROJECT 1</b>	I can work in a group and decide on the best and most useful invention in green technology.						
	I can make a list of reasons why the invention is so important.						
	I can research to find out more about the invention.						
	I can plan, prepare and give a short presentation.						
<b>PROJECT 2</b>	I can think about unusual places to live in or stay for a holiday.						
	I can research more information about unusual places to stay in.						
	I can find pictures of different places for a poster.						
	I can write short texts.						
	I can make a poster.						
	I can write longer texts.						
	I can plan, prepare and give a short presentation.						
<b>PROJECT 3</b>	I can answer simple questions from an audience about the topic after the talk.						
	I can prepare and carry out a class survey.						
	I can design a questionnaire.						
	I can take simple notes.						
	I can write up the results of the questionnaire.						
<b>PROJECT 4</b>	I can write up a short report of the survey.						
	I can design a website for my school based on the example.						
	I can write short notes.						
	I can write down the information I need for a website presentation.						
	I can design the website page by page, as well as make lists of all texts, pictures and links I will want to include on my website.						
	I can give a short presentation.						
	I can compare my website to the other websites presented.						

CULTURE IN MIND		Yes	No
	I can write a story about an invention.		
	I can write an article for my school website with ideas for making my town better for teenagers.		
	I can write a magazine article about how I celebrate a special day in my country.		
	I can write a newspaper story about a forest fire.		
	I can write an entry for an English writing competition.		
	I can write a short article about someone famous in science or medicine.		
	I can write a story about something I found.		

# 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 <sup>1</sup>	Signature of your teacher or the stamp of an institution

<sup>1</sup> 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 2: For Your Portfolio	Units 1 and 2	A story about an invention.		
		A report for my school magazine about a sport event I watched in the past.		
	Units 3 and 4	An article for my school website with ideas for making my town better for teenagers.		
		An email to an English-speaking friend telling him/her what I have and haven't done while on holiday.		
	Units 5 and 6	A magazine article about how I celebrate a special day in my country.		
		An email reply to Emily answering her questions about having fun.		
	Units 7 and 8	A newspaper story about a forest fire.		
		A message to an English-speaking friend telling him/her what I am going to do on holiday.		
	Units 9 and 10	An entry for an English writing competition.		
		A letter about my favourite type of music.		
	Units 11 and 12	A short article about someone famous in science or medicine.		
		A short article as an entry to a computer competition.		
	Units 13 and 14	A story about something I found.		
		An email to a friend apologising for meeting him/her and explaining why.		
	<b>My other work</b>			<b>Date</b>

# Cultural Awareness



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

Different sources of your present knowledge of culture & society	
<b>Painting</b>	
<b>Music</b>	
<b>Literature</b>	
<b>History</b>	
<b>Mass media</b>	

What have I done to learn more about this Culture?

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



# 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 Threshold Themes and specific notions

<b>1</b>	<b>Personal identification</b>	
	age	Unit 5 pp.40, 42, 44-45, Vocabulary bank p.113
	sex	Unit 12 p.90
	occupation	Welcome section A pp.4-5
	family	Unit 5 p.40
	character, disposition	Welcome section D pp.10-11, Unit 8 p.65
<b>2</b>	<b>House, home and environment</b>	
	types of accommodation	Unit 8 pp.60, 62, 63, 66, Project 1 p.122, Project 2 p.123
	accommodation, rooms	Unit 8 pp.62, 66, Vocabulary bank p.115
	services	Unit 8 p.60, Vocabulary bank p.115, Project 1 p.122
	amenities	Unit 8 pp.60, 62
	flora and fauna	Unit 7 p.56
<b>3</b>	<b>Daily life</b>	
	at home	Unit 4 p.33
	prospects	Welcome section A p.4
<b>4</b>	<b>Free time, entertainment</b>	
	leisure	Unit 8 p.66
	hobbies and interests	Welcome section A p.5, Unit 1 pp.16-17, Unit 8 p.61, Unit 12 pp.88-91, 94
	radio, TV, etc.	Unit 1 pp.16-17, Unit 8 p.61, Unit 10 pp.74, 76, 77, 79, 80
	cinema, theatre, etc.	Unit 10 pp.74, 76, 77, 78, 79, 80, Vocabulary bank p.116
	entertainment	Unit 3 p.28
	intellectual and artistic pursuits	Unit 3 p.28, Unit 12 pp.92-93, Unit 13 p.99
	sports	Unit 2 pp.18, 20, 22-23, 24, Unit 3 p.28, Vocabulary bank p.112, Project 4 p.125
<b>5</b>	<b>Travel</b>	
	public transport	Unit 3 p.28, Unit 14 p.102
	traffic	Unit 3 pp.26-27
	holidays	Unit 4 pp.35, 38, Unit 8 pp.60, 66, Unit 14 p.104
	accommodation	Unit 8 pp.60, 63, 66, Project 2 p.123
<b>6</b>	<b>Relations with other people</b>	
	relationship	Unit 4 pp.36, 37, Unit 6 pp.48, 52, Unit 8 pp.64, 65, Unit 9 pp.70, 71, Unit 10 p.74, Unit 13 p.98, Unit 14 p.106
	war and peace	Unit 11 p.86, Unit 13 p.101
	social affairs	Unit 3 pp.26-27, 30, 31, Unit 4 p.34, Unit 7 pp.54-56, 58-59, Unit 8 p.61, Unit 10 p.74, Unit 11 pp.86-87, Unit 13 pp.96, 100-101, Vocabulary bank p.114, Project 1 p.122
<b>7</b>	<b>Health and body care</b>	
	ailments, accidents	Unit 7 p.59, Unit 11 pp.82-83, 87, Unit 14 pp.102-103, Vocabulary bank p.116
	medical services	Unit 11 pp.83, 85, 86-87, Unit 13 p.98, Vocabulary bank p.116
<b>8</b>	<b>Education</b>	
	schooling	Unit 3 p.28, Unit 8 pp.64, 66, Unit 9 pp.71-73, Unit 10 p.74, Project 4 p.125
	subjects	Project 4 p.125
<b>9</b>	<b>Shopping</b>	
	shopping facilities	Unit 8 p.61
	clothes, fashion	Unit 3 p.28
<b>10</b>	<b>Food and drink</b>	
	types of food and drink	Welcome section B pp.6-7, Unit 3 p.28, Unit 8 p.66
	eating and drinking out	Welcome section B p.6
<b>11</b>	<b>Services</b>	
	hospital, surgery	Unit 11 p.85, Unit 13 p.98
<b>12</b>	<b>Places</b>	
		Unit 4 p.38, Unit 5 p.40, Unit 7 p.58, Unit 8 pp.60, 61, 63, Unit 10 p.74, Unit 13 pp.96, 97, 100, 101, Project 2 p.123
<b>13</b>	<b>Language</b>	
	ability, understanding, expression	Unit 2 p.21, Unit 8 p.63
<b>14</b>	<b>Weather</b>	
	weather conditions	Welcome section C pp.8-9

