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Full Fast!

PLUS

Англійська
мова
English

6


mm
publications

Portfolio

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My photo

Name _____

Age _____

First language _____

School _____

Class _____

III What is the language portfolio?

Dear Student,

This language portfolio is designed to help you understand more about how you learn English.

The portfolio can help you show what you already know and what you can do in English. With the portfolio, you'll have the chance to see where your strengths and weaknesses lie and keep track of your progress. It'll also help you keep a record of the work you've done in school and the ways you come into contact with the English-speaking world.

You can show the portfolio to your parents and to your new teachers when you change class or school.

The portfolio has three parts:

1. My language passport

This part will give others a general picture of your knowledge of English. You'll be asked to think about how many years you've been learning English, whether at school or elsewhere, and in which situations you use it. You can also keep a record of language certificates and diplomas here.

2. My language biography

In this part you can record your English learning. It will help you realise what you already know and what you've already learnt. It will also help you set goals for the future and discover the ways in which you can learn best.

3. My dossier

This is the part where you can put some examples of work you've done in English. These could be pictures, written work, projects, audio or video recordings (CDs, DVDs, CD-ROMs) and homework. You'll also find some ideas that can be used in this section.

My language passport III

Summary of language learning and intercultural experiences

Read and answer.

How long have you been learning English?

I've been learning English for .

Read and tick (✓).

Where have you been learning English?

- at school ☐
- at a language school ☐
- at home ☐
- in an English-speaking country ☐

Where do you use English?

- at home ☐
- at school ☐
- with my friends ☐
- with my family ☐

Tick (✓) the statements which are true for you.

I often meet people who speak English.

I watch TV programmes or films in English.

I read magazines or books in English.

I have a penpal or Internet pal from an English-speaking country.

I use English to chat with people online.

I have visited an English-speaking country.

I have lived in an English-speaking country.

☐
☐
☐
☐
☐
☐
☐

Certificates and diplomas

Here you can record any certificates or diplomas you've acquired in English. These could include progress report cards, proof of participation in an exchange programme or of a language-learning stay in an English-speaking country, for instance.

Title	Level	Awarded by	Date

III My language biography

What I have done

The schools I've graduated from and the school I now attend.

School name	When?	City	Country

The English courses I have attended and the courses I now attend.

Institution	When?	City	Country

English-speaking countries where I have lived or which I've visited.

Country	When?	For how long?

My language biography III

What I have done

Contacts I've had with speakers of English.

When? Where? With whom?	Comments

Ways I come into contact with English-language media.

	often	sometimes	never
Comics			
Songs			
Films			
TV programmes			
Internet			
Magazines			
Computer games			
Books			
...			

III My language biography

How I learn

Try to think of the ways in which you learn English. What helps you? This part of the portfolio can help you realise how you learn best and give you some ideas which you might want to try in the future. Tick (✓) what is true for you and complete with your ideas.

How I improve my ...		I already do this		I could try this	
		Yes	No	Yes	No
speaking abilities	I listen to English texts and repeat.				
	I record myself speaking in English and compare with the recording.				
	I learn and recite English poems.				
	I sing songs in English.				
	I often listen to the radio or watch TV programmes in English, and try to imitate voice and rhythm.				
	I make an effort to speak in English whenever I have the opportunity.				
	...				
vocabulary	I write down new words in a notebook with an example next to them.				
	I look new words up in a dictionary.				
	I ask my teacher to explain new words.				
	I group together words which are related.				
	I regularly revise words I've learnt.				
	I try to use words I've recently learnt when I speak or write.				
	...				
listening abilities	I ask myself whether I need to understand every single detail of what I'm listening to or if it is enough to get the general idea.				
	I watch English-speaking programmes.				
	I listen to songs and try to understand the lyrics.				
	...				

My language biography III

How I learn

How I improve my ...		I already do this		I could try this	
		Yes	No	Yes	No
reading abilities	I ask myself whether I need to understand every single detail of what I'm reading or if it is enough to get the general idea.				
	I look important words up in a dictionary.				
	I write down words and expressions I'd like to learn.				
	I read magazines and newspapers in English.				
	...				
writing abilities	When I write, I try to think in English and avoid translating.				
	I make sure that I know the meaning and the spelling of all the words I've used.				
	I try to avoid repeating the same words and phrases when I write.				
	I make sure that there are paragraphs to facilitate the reading of the text and that these are well connected.				
	After I've written something, I read it once again to see if I've made any mistakes.				
grammar	I learn or look for grammar rules and explanations.				
	I find my own examples to illustrate a rule.				
	I make a note of grammatical errors I often make.				
	...				

How I learn	I already do this		I could try this	
	Yes	No	Yes	No
I always participate in group or pair work activities in class.				
I don't hesitate to answer my teacher's questions in class.				
I'm not afraid to make mistakes when I speak or write; they're part of learning.				
...				

III My language biography

What I can do in English

Use this checklist to record what you can do (Column 1 = me). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2 = my teacher). Use column 3 to mark those things which you cannot yet do but which you feel are important (Column 3 = goals).

Add to the list - perhaps with the help of your teacher - other things you can do, or that are important for your English learning at this stage.

Use the following symbols:

In columns **1** and **2**

✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column **3**

! *This is one of my goals*

	me	my teacher / other	my goals
Listening	1	2	3
I can understand my teacher's instructions and what is said on the tape recorder.			
I can understand simple questions about myself, the place where I live, what I do, the people I know.			
I can understand short conversations about topics I'm familiar with.			
I can understand the lyrics of some songs.			
I can understand numbers, prices and the time.			
I can understand short recorded messages or short passages said by the teacher.			
I can understand and follow a route on a map.			
I can understand where things are located.			
I can understand when someone speaks slowly and clearly to me on topics I'm familiar with.			
I can understand when people are talking about the present, the past or the future.			
I can understand short radio extracts which are spoken slowly and clearly.			
I can understand short TV programmes with the help of images.			
I can also ...			
...			
...			

My language biography III

What I can do in English

	me	my teacher / other	my goals
Reading	1	2	3
I can match simple words with pictures.			
I can recognise some simple words and phrases on a poster or in a magazine.			
I can understand simple cartoon strips and illustrated stories.			
I can understand a brief personal message (e.g. a postcard).			
I can guess the content of a text with the help of illustrations.			
I can read and understand some magazine quizzes.			
I can read and understand the key points in some magazine and newspaper articles, leaflets and diaries.			
I can understand whether a text refers to the present, past or future.			
I can understand notes and text messages.			
I can understand simple short narratives about everyday things and familiar topics.			
I can understand a simple personal letter or e-mail in which the writer tells or asks me about aspects of everyday life.			
I can understand a simple letter or e-mail of invitation (inviting, accepting or refusing an invitation).			
I can understand signs in public places.			
I can follow the plot of clearly structured stories and literary texts.			
I can understand the main points in a simple film review.			
I can understand the main points in letters addressed to a teenage magazine's problem page.			
I can also ...			
...			

III My language biography

What I can do in English

	me	my teacher / other	my goals
Speaking	1	2	3
I can greet and say goodbye to someone.			
I can say where I'm from and where I live.			
I can introduce myself and other people.			
I can answer simple questions about myself, my home, my family, my friends and my hobbies and ask people similar questions.			
I can talk about my family and my friends.			
I can ask people for things and give people things.			
I can describe myself and other people.			
I can say what I like and what I don't like.			
I can describe my house and my bedroom.			
I can ask for, give and refuse permission.			
I can order food.			
I can offer something and accept or refuse an offer.			
I can count and talk about quantities.			
I can ask for and tell the time.			
I can indicate time by such phrases as 'next week', 'last Friday', 'in November', 'three o'clock'.			
I can talk about my daily schedule.			
I can ask and answer questions and talk about work and free-time activities.			
I can describe people's personalities.			
I can describe past activities and personal experiences (e.g. last weekend, my last holiday).			
I can give short, basic descriptions of events.			
I can ask for and give directions referring to a map or plan.			
I can discuss with other people and make suggestions about what to do and where to go.			
I can talk about future plans.			
I can make and respond to invitations.			
I can carry out simple transactions in shops.			
I can agree and disagree.			
I can talk about my problems and other people's problems.			
I can ask for and give advice.			
I can describe my favourite TV programmes and films.			
I can talk about public transport.			
I can also...			

My language biography III

What I can do in English

	me	my teacher / other	my goals
Speaking strategies	1	2	3
I can ask for help when I don't understand something.			
I can ask somebody to repeat what they've said.			
I can ask somebody to speak more slowly.			
I can ask somebody how to say a word in English.			
I can also ...			
...			
Writing	1	2	3
I can fill in a questionnaire with my personal details (name, age, nationality, address).			
I can write a greeting card, for instance a birthday card.			
I can write a simple postcard (for example with holiday greetings).			
I can write about my family (how many members, names, age) and my friends.			
I can write about my daily routine and my habits.			
I can write a description of my house and neighbourhood.			
I can write an e-mail giving news or talking about holiday plans.			
I can write a simple text describing my town/city.			
I can describe an event in simple sentences and report what happened, when and where (e.g. an accident).			
I can write sentences and simple phrases about aspects of my everyday life (my home, my family, my school, my friends, my pet, my hobbies, my preferences).			
I can write simple sentences, connecting them with words such as 'and', 'but', 'because'.			
I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody.			
I can use the most important connecting words to indicate the chronological order of events (first, then, after, later).			
I can write a short description of my life in the future.			
I can write a letter asking for advice and narrating experiences.			
I can write a film review.			
I can write a short biography.			
I can also...			
...			

What you can include

In your dossier you can keep examples of your work, as well as certificates and diplomas. You choose what goes into your dossier. Put in things which you'd like to keep and show to others. You can put in written work, pictures, audio or video recordings (CDs, DVDs, CD-ROMs), homework, or any other work you are proud of. Your dossier could be a folder or a box to fit everything in. Add items to your dossier or change them when you like.



Certificates and diplomas

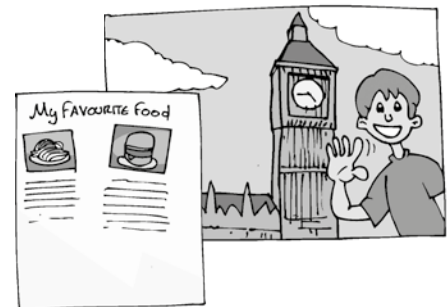


CDs/DVDs/CD-ROMs

My dossier



Written work, report cards and tests



Pictures, posters and projects

What my dossier includes

Use the list below to keep a record of all the items you include in the dossier.

1

That's me!

A youth club flyer

1. Think of a name for your youth club.
2. Decide which activities you can do there.
3. Add times, days, competitions and prices.
4. Use ideas from p. 14 of the Student's book.



2

Travelling

A short biography of a famous person

1. Decide which famous person you are going to write about.
2. Do research and find information about them.
3. Write a short paragraph.
4. Draw or stick pictures for decoration.

Neil Armstrong was born on 5 August 1930 in Wapakoneta in Ohio, USA. He studied science and he became a pilot for NASA. In 1962 he became an astronaut. Neil Armstrong is famous because he was the first man to walk on the moon. In 1971 he left NASA and taught at university for some time.



An unsolved mystery

1. Do research and find information about an unsolved mystery.
2. Write a short paragraph about the mystery.
3. Use ideas from pp. 38-39 of the Student's book.
4. Draw or stick pictures for decoration.

The Loch Ness Monster is a famous monster. People believe it lives in Loch Ness in Scotland. The first time someone saw the monster was in....

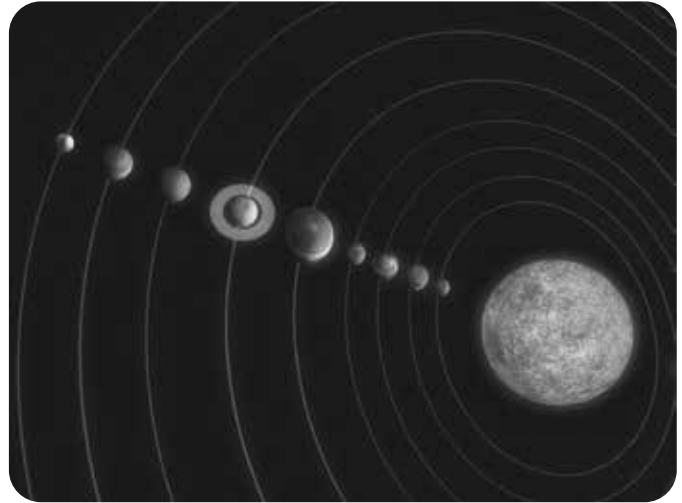


4 Places

The solar system

1. Do research and find information about the solar system.
2. Write information about each of the planets.
3. Use ideas from pp. 56-57 of the Student's book.
4. Draw or stick pictures for decoration.

Jupiter is the largest planet.
It is 778,000,000 km from the sun...



An endangered animal

1. Think of an endangered animal.
2. Do research and write facts about it.
3. Use ideas from pp. 70-71 of the Student's book.
4. Draw or stick pictures for decoration.

Name: Cheetah

Habitat: Africa/Asia

Population: about 7000

Status: endangered

The cheetah is a big cat and the fastest land animal. Cheetahs mainly live...



My favourite sport

1. Think of your favourite sport.
2. Make a list of things you like about it.
3. Write why you like this sport.
4. Use ideas from pp. 82-83 of the Student's book.
5. Write a paragraph about your favourite sport and why you like it.



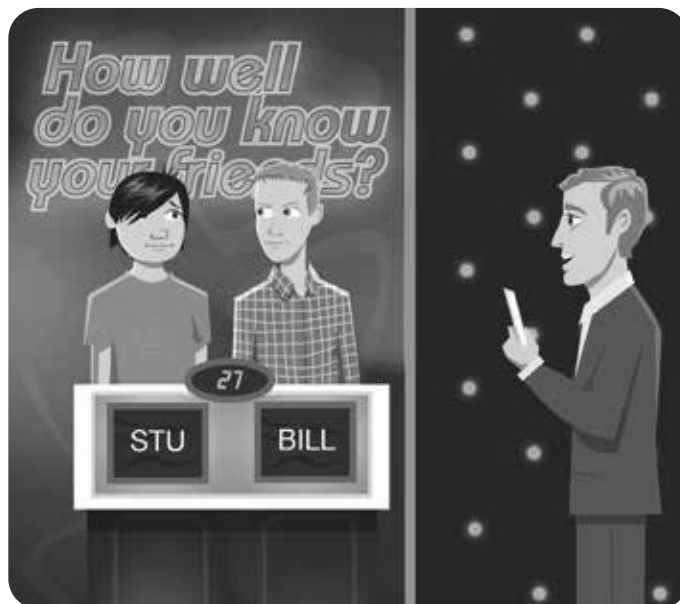
Quiz: How well do you know your friends?

Has your friend ever had a pet?

What's your friend's favourite band?

...

1. Think of questions to test whether someone knows their friends well or not.
2. Write them down and decorate the paper.
3. Use ideas from p. 92 of the Student's book.
4. Test your quiz out on some classmates.



8

Fame

My top 3 films

1 My favourite film is *Finding Dory*.
It's an animated film and it is really
funny. The director is...

2 ...

1. Think of three of your favourite films.
2. Do research and write a few facts about each one.
3. Put them in order, with your favourite at the top.
4. Draw or stick pictures for decoration.



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