

Name \_\_\_\_\_

Nationality \_\_\_\_\_

First language \_\_\_\_\_

Portfolio start date \_\_\_\_\_

# Total English

Portfolio



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# Introduction

## Some key questions

### What is a Portfolio?

A Portfolio is a tool to help you learn a language. This is your Portfolio.

### Why is it useful?

Your Portfolio will help you to think about how you learn English (and other languages). It will help you to record the things you learn and how you learn them. You can also use it to show other people your language abilities.

### What is inside a Portfolio?

There are three sections in a Portfolio:

- 1 Language Passport – show this section to other people when you apply for a job or change schools.
- 2 Language Biography – use this section to think about and improve the way you learn.
- 3 Dossier – use this section to record examples of your work.

Look at each section for more information.

## How to use your Total English Portfolio

Complete the Update grid below every time you add information to your Portfolio. This will tell you how often you use the Portfolio.

### Update grid

Portfolio sections	Date									
	(when you last updated your Portfolio)									
Language Passport										
Language Biography										
Dossier										

### Guidelines for updating your Portfolio

**Language Passport:** Complete this section soon. Update it every three months.

**Language Biography:** Update this more regularly, e.g. every two weeks.

**Dossier:** Add a new piece of work to the Dossier once or twice a term (or more often if you want to).

# Language Passport

## How to use your Language Passport

Your Language Passport is a record of your language qualifications and experiences. It is also the place for you to assess your overall language level. Show your language passport when you apply for a job, course or change schools. It is proof of your language abilities so keep it up to date.

### Personal details

Name: \_\_\_\_\_

Nationality: \_\_\_\_\_

First language: \_\_\_\_\_

Other languages (and levels): \_\_\_\_\_

### Your exams and certificates

What language qualifications do you have in English? What exams have you taken in English?

Exam	Authority	Date	Grade

# Language Passport

## Your language and cultural experiences

Your experiences with other languages and cultures are also important. Think about your experiences of the English language or English-speaking cultures and write about them below.

Where	Experience	When and how long?
Primary school		
Secondary school		
School holidays		
Higher education		
English courses		
Work		
Travel		
Contact with English speakers		
Study in English		
Free time activities (e.g. books you have read in English)		
Stays abroad		
Other		

# Language Passport

## Self-assessment

What do you think your English level is? Read the Self-assessment grids on pages 7–9 and look at the example below. Then complete your own self assessment grid below. You can complete a similar grid for other languages.

**Language:** English \_\_\_\_\_

Skill	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken interaction						
Spoken production						
Writing						

**Language:** \_\_\_\_\_

Skill	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken interaction						
Spoken production						
Writing						

**Language:** \_\_\_\_\_

Skill	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken interaction						
Spoken production						
Writing						

# Language Passport

## Common reference levels A1 and A2

		CEF level A1	CEF level A2
<b>UNDERSTANDING</b>	<b>Listening</b>	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
	<b>Reading</b>	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables, and I can understand short, simple personal letters.
<b>SPEAKING</b>	<b>Spoken interaction</b>	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	<b>Spoken production</b>	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
<b>WRITING</b>	<b>Writing</b>	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

# Language Passport

## Common reference levels B1 and B2

		CEF level B1	CEF level B2
UNDERSTANDING	Listening	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
	Reading	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
SPEAKING	Spoken interaction	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or on everyday life (family, hobbies, work, travel, current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
	Spoken production	I can connect phrases in a simple way to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
WRITING	Writing	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

# Language Passport

## Common reference levels C1 and C2

		CEF level C1	CEF level C2
UNDERSTANDING	Listening	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand TV programmes and films without much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
SPEAKING	Spoken interaction	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken production	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
WRITING	Writing	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style that is appropriate to the reader I have in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

# Language Biography

## How to use your Language Biography

Your Language Biography is a tool to help you think about why you are learning English and the best way for you to learn. The most effective learners have clear objectives and choose a learning style that suits them. Use this Language Biography to become a more effective learner.

## Your aims and objectives

Think about all the reasons that you are learning English (for work, travel, etc.) and what level of English you need to achieve those objectives (you can refer to the Common reference levels in your Language Passport).

Reasons	English level required
e.g. <i>to travel abroad on holiday</i>	Listening <u>  B1  </u> Reading <u>  A2  </u> Speaking (interaction) <u>  B1+  </u> Speaking (production) <u>  A2  </u> Writing <u>  A1  </u>
<b>1</b>	Listening _____ Reading _____ Speaking (interaction) _____ Speaking (production) _____ Writing _____
<b>2</b>	Listening _____ Reading _____ Speaking (interaction) _____ Speaking (production) _____ Writing _____
<b>3</b>	Listening _____ Reading _____ Speaking (interaction) _____ Speaking (production) _____ Writing _____
<b>4</b>	Listening _____ Reading _____ Speaking (interaction) _____ Speaking (production) _____ Writing _____
<b>5</b>	Listening _____ Reading _____ Speaking (interaction) _____ Speaking (production) _____ Writing _____



# Language Biography

## Your important language and cultural experiences

Which three things in your life helped you the most to learn English? Why?

Experiences	Reason
1	
2	
3	

## Becoming a more effective learner

Look at these 21 ways of studying and learning.

Ways of studying	
1	Keep a vocabulary notebook and write translations, phonetics and example sentences in it.
2	Study the grammar from the last lesson before the next lesson.
3	Ask your teacher questions when you don't understand.
4	Watch TV programmes and films in English.
5	Listen to the radio/music in English.
6	Keep a diary in English.
7	Try to learn three or four new words every day.
8	Practise English with other people via email or the Internet.
9	Talk to other students outside class in English.
10	Revise regularly.
11	Read graded English Readers.
12	Use an English-English dictionary.
13	Put lists of English words on the wall in your bedroom.
14	Use CD-Roms to learn and revise your English.
15	Take a holiday in an English-speaking country.
16	Read magazines/newspapers/websites in English.
17	Write something in English every day.
18	Ask yourself regularly 'How would I say that in English?'
19	Ask other people for tips on how to learn effectively.
20	Buy a grammar practice book.
21	Test yourself with new vocabulary.

- ✓ Tick the methods that you use.
- \* Asterisk the methods that you want to try in the future.
- ✗ Cross the methods that don't work for you.

# Language Biography

## Can do statements

This section will help you to identify your language abilities and identify where you need more help. Tick (✓) 'I can do this' or 'I need more help' after completing a unit in class.

### Level A2

Can do statements	I can do this	I need more help with this	Total English Book/ Page reference
<b>Listening</b>			
<p>I can understand a simple phone message.</p> <p>I can understand simple directions.</p> <p>I can understand the answers to questions about where things are in a shop.</p> <p>I can understand the lyrics of a simple song.</p> <p>I can understand simple information about who things belong to.</p> <p>I can identify a person from a simple description.</p> <p>I can understand simple opinions about films.</p> <p>I can understand a simple advert on a known topic.</p>			<p>El page 30–31</p> <p>El page 58–59</p> <p>El page 62</p> <p>El page 66–67</p> <p>El page 68–69</p> <p>El page 72</p> <p>El page 88–89</p> <p>El page 110–111</p>
<b>Reading</b>			
<p>I can understand a menu in a fast food restaurant.</p> <p>I can understand a store guide.</p> <p>I can understand a short, simple letter asking for advice.</p> <p>I can understand a simple television guide.</p> <p>I can understand key points in a brochure.</p> <p>I can understand basic hotel information.</p> <p>I can understand a simple, factual article.</p> <p>I can understand signs and rules.</p>			<p>El page 40–41</p> <p>El page 62</p> <p>El page 76–77</p> <p>El page 96–97</p> <p>El page 98–99</p> <p>El page 102</p> <p>El page 70–71</p> <p>El page 106–107</p>
<b>Spoken interaction</b>			
<p>I can start and finish a basic conversation.</p> <p>I can order food in a fast food restaurant.</p> <p>I can shop for food at a market.</p> <p>I can ask for things in shops.</p> <p>I can book a hotel room.</p> <p>I can take part in a factual conversation on a simple topic.</p> <p>I can book a travel ticket.</p> <p>I can ask and tell someone about my ambitions.</p>			<p>El page 12</p> <p>El page 40–41</p> <p>El page 42</p> <p>El page 62</p> <p>El page 102</p> <p>El page 80–81</p> <p>El page 100–101</p> <p>El page 120–121</p>

# Language Biography

Can do statements	I can do this	I need more help with this	Total English Book/ Page reference
<b>Spoken production</b>			
<p>I can talk about where I am from.</p> <p>I can talk about my daily routine.</p> <p>I can talk about my free time.</p> <p>I can talk about quantities and numbers.</p> <p>I can talk about my diet and lifestyle.</p> <p>I can say who objects belong to.</p> <p>I can describe my last holiday.</p> <p>I can talk about personal experiences.</p>			<p>El page 6–7</p> <p>El page 16–17</p> <p>El page 26–27</p> <p>El page 36–37</p> <p>El page 38–39</p> <p>El page 68–69</p> <p>El page 60–61</p> <p>El page 96–97</p>
<b>Writing</b>			
<p>I can complete a simple form.</p> <p>I can write about my daily routine.</p> <p>I can make notes when someone tells me information with numbers.</p> <p>I can use <i>and</i> or <i>but</i> to join sentences.</p> <p>I can write a paragraph about my last holiday.</p> <p>I can write an informal letter describing family members.</p> <p>I can write a request to a colleague.</p> <p>I can write a holiday postcard to a friend.</p> <p>I can write an informal letter to a close friend about my life.</p>			<p>El page 10–11</p> <p>El page 18–19</p> <p>El page 36–37</p> <p>El page 48–49</p> <p>El page 61</p> <p>El page 66–67</p> <p>El page 76–77</p> <p>El page 98–99</p> <p>El page 118–119</p>

# Language Biography

## Level B1

Can do statements	I can do this	I need more help with this	Total English Book/ Page reference
<b>Listening</b>			
<p>I can understand information from a simple interview.</p> <p>I can understand the plot and speaker's opinion from a simple description of a film.</p> <p>I can understand basic information from a short talk.</p> <p>I can understand simple, natural dialogues in public places, for example in a shop.</p> <p>I can understand simple opinions on controversial topics.</p> <p>I can understand simple jokes in a known style, e.g. doctor, doctor jokes.</p> <p>I can understand a short story, e.g. an anecdote.</p> <p>I can understand a simple radio news item.</p>			<p>PI page 16–17</p> <p>PI page 28–29</p> <p>PI page 38–39</p> <p>PI page 40–41</p> <p>PI page 46–47</p> <p>PI page 70–71</p> <p>PI page 86–87</p> <p>PI page 118–119</p>
<b>Reading</b>			
<p>I can understand the purpose of a website.</p> <p>I can identify the concept of a television show from a TV guide.</p> <p>I can apply information in a simple article to myself.</p> <p>I can understand a magazine quiz.</p> <p>I can understand information-rich texts on simple topics.</p> <p>I can understand a simple letter addressed to me from a company.</p> <p>I can understand short, simple extracts from novels.</p> <p>I can understand the basic idea of comments on a bulletin board.</p>			<p>PI page 48–49</p> <p>PI page 58–59</p> <p>PI page 68–69</p> <p>PI page 72</p> <p>PI page 76–77</p> <p>PI page 78–79</p> <p>PI page 80–81</p> <p>PI page 98–99</p>
<b>Spoken interaction</b>			
<p>I can make arrangements with a friend.</p> <p>I can contribute to a simple discussion.</p> <p>I can ask polite questions.</p> <p>I can exchange opinions with a friend.</p> <p>I can respond to simple job interview questions.</p> <p>I can ask and answer questions about past actions.</p> <p>I can find out if someone would be a good travel companion.</p> <p>I can discuss generalised cultural characteristics.</p>			<p>PI page 30–31</p> <p>PI page 32</p> <p>PI page 40–41</p> <p>PI page 46–47</p> <p>PI page 86–87</p> <p>PI page 80–81</p> <p>PI page 106–107</p>

# Language Biography

Can do statements	I can do this	I need more help with this	Total English Book/ Page reference
<b>Spoken production</b>			
<p>I can talk about personal achievements and experiences.</p> <p>I can tell a friend about my future plans.</p> <p>I can describe myself when I was younger.</p> <p>I can describe a person's physical appearance.</p> <p>I can make general predictions about the future.</p> <p>I can give explanations for choices.</p> <p>I can make generalisations about customs.</p> <p>I can say what I'd do in a hypothetical travel situation.</p>			<p>PI page 20–21</p> <p>PI page 26–27</p> <p>PI page 50–51</p> <p>PI page 66–67</p> <p>PI page 56–57</p> <p>PI page 58–59</p> <p>PI page 108–109</p> <p>PI page 116–117</p>
<b>Writing</b>			
<p>I can write an informal letter to a friend.</p> <p>I can write a thank-you note.</p> <p>I can write a personal profile.</p> <p>I can write a simple story from prompts.</p> <p>I can write an informal letter to a friend.</p> <p>I can write a thank-you note.</p> <p>I can write a personal profile.</p> <p>I can write a short narrative article based on a visual input.</p> <p>I can write a short contribution for a bulletin board.</p> <p>I can write about a place I've travelled to.</p> <p>I can write a simple formal letter to ask for more information.</p>			<p>PI page 28–29</p> <p>PI page 38–39</p> <p>PI page 48–49</p> <p>PI page 80–81</p> <p>PI page 28–29</p> <p>PI page 38–39</p> <p>PI page 48–49</p> <p>PI page 90–91</p> <p>PI page 98–99</p> <p>PI page 110–111</p> <p>PI page 118–119</p>

## How to use the Dossier

The Dossier is a collection of your work. You choose what goes in your Dossier and show it to other people when they want proof of your English language abilities. Choose examples of your work from your English course. You can also use work that you create outside class. Use a folder to keep your Dossier work clean and safe. Update the chart on the next page every time you put a new piece of work in your Dossier.

## Ideas for your Dossier

- Tests
- Emails
- Audio/Video recordings
- Letters
- Articles
- Stories
- Diary entries
- Web pages
- Songs and poems
- Corrected texts from class
- Reviews of books you have read
- Reports
- Bulletin board entries
- etc.













