

My Language Passport

Name

Address

Date of birth

Place of birth

Nationality

Native language

Other languages

School

Year

My favourite subject(s)

Examinations

Qualifications

Skills (clubs)



My Language Biography

Why I'm learning English. ✓

- Because I like it.
- I want to travel.
- I want to make friends with English-speaking people.
- Because it's a school subject.
- For a future career.

Other reasons (What?)

Favourite ways of learning words/phrases

Things I like doing in my English classes

The most important thing for me is *speaking / listening to / reading / writing in English.*

The most difficult thing for me is *speaking / listening to / reading / writing in English.*

I like working *in pairs / on my own / in a group / as a whole class.*

Portfolio B1

Look back at Units 1 and 2 in your Student's Book. Tick how well you did.

| Unit / Lesson | Speaking | 😊 | 😐 | ☹️ | Date |
|------------------------|---|---|---|----|------|
| Unit 1 Lesson 1 | I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. | | | | |
| Unit 1 Lesson 2 | I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest. | | | | |
| Unit 1 Lesson 3 | I can engage in extended conversation in a clearly participatory fashion on most general topics. | | | | |
| Unit 1 Lesson 4 | I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to. | | | | |
| Unit 2 Lesson 1 | I can give detailed accounts of experiences, describing feelings and reactions. | | | | |
| Unit 2 Lesson 2 | I can describe dreams, hopes and ambitions. | | | | |
| Unit 2 Lesson 3 | I can narrate a story. | | | | |
| Unit 2 Lesson 4 | I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. | | | | |

| Unit / Lesson | Writing | 😊 | 😐 | ☹️ | Date |
|------------------------|---|---|---|----|------|
| Unit 1 Lesson 1 | I can write clear and detailed texts (compositions, reports or texts of presentations) on various topics related to my field of interest. | | | | |
| Unit 1 Lesson 3 | I can express in a personal letter different feelings and attitudes and can report the news of the day making clear what – in my opinion – are the important aspects of an event. | | | | |
| Unit 2 Lesson 1 | I can summarise information from different sources and media. | | | | |
| Unit 2 Lesson 3 | I can write about events and real or fictional experiences in a detailed and easily readable way. | | | | |
| Unit 2 Lesson 4 | I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions. | | | | |

| Unit / Lesson | Reading | 😊 | 😐 | ☹️ | Date |
|------------------------|--|---|---|----|------|
| Unit 1 Lesson 1 | I can understand the main points in short newspaper articles about current and familiar topics. | | | | |
| Unit 1 Lesson 2 | I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where). | | | | |
| Unit 1 Lesson 3 | I can understand specialised articles outside my own field if I can occasionally check with a dictionary. | | | | |
| Unit 1 Lesson 4 | I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view. | | | | |
| Unit 2 Lesson 1 | I can understand the main points in short newspaper articles about current and familiar topics. | | | | |
| Unit 2 Lesson 2 | I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view. | | | | |
| Unit 2 Lesson 4 | I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where). | | | | |

| Unit / Lesson | Listening | 😊 | 😐 | ☹️ | Date |
|------------------------|--|---|---|----|------|
| Unit 1 Lesson 1 | I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension. | | | | |
| Unit 2 Lesson 3 | I can generally follow the main points of extended discussion around me, provided speech is clear and in standard dialect. | | | | |
| Unit 2 Lesson 4 | I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation. | | | | |

| Unit / Lesson | Strategies | 😊 | 😐 | ☹️ | Date |
|------------------------|---|---|---|----|------|
| Units 1 and 2 | I can use phrases like 'That's a difficult question to answer' to gain time while thinking about what to say. | | | | |
| Unit 1 Lesson 4 | I can correct mistakes if I become aware of them or if they have led to misunderstandings. | | | | |

| Unit / Lesson | Language Quality | 😊 | 😐 | ☹️ | Date |
|---------------|--|---|---|----|------|
| Unit 1 | I have a sufficient vocabulary to express myself on most topics about my everyday life. | | | | |
| Unit 1 | I can express myself reasonably accurately in familiar, predictable situations. | | | | |
| Unit 2 | I have sufficient vocabulary to express myself on things related to my interests and on most general topics. | | | | |

What was your favourite lesson in Units 1 and 2? Why?

How many words can you remember about food, drink and kitchen equipment? Make a word map.

What problems do you have in English? How can you improve?

For your portfolio

Choose your best piece of written work from Units 1 and 2 to put in your portfolio. Rewrite it if you want to. Illustrate your work with pictures from the Internet or magazines.

Portfolio B1

Look back at Units 3 and 4 in your Student's Book. Tick how well you did.

| Unit / Lesson | Speaking | 😊 | 😐 | ☹️ | Date |
|------------------------|---|---|---|----|------|
| Unit 3 Lesson 1 | I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest. | | | | |
| Unit 3 Lesson 2 | I can give detailed accounts of experiences, describing feelings and reactions. | | | | |
| Unit 3 Lesson 3 | I can describe dreams, hopes and ambitions. | | | | |
| Unit 4 Lesson 1 | I can explain and give reasons for my plans, intentions and actions. | | | | |
| Unit 4 Lesson 3 | I can describe dreams, hopes and ambitions. | | | | |
| Unit 4 Lesson 4 | I can construct a chain of reasoned argument, linking my ideas logically. | | | | |

| Unit / Lesson | Writing | 😊 | 😐 | ☹️ | Date |
|------------------------|---|---|---|----|------|
| Unit 3 Lesson 1 | I can write simple texts about experiences or events, for example about a trip, for a school newspaper or a club newsletter. | | | | |
| Unit 3 Lesson 2 | I can write summaries of articles on topics of general interest. | | | | |
| Unit 3 Lesson 3 | I can write about events and real or fictional experiences in a detailed and easily readable way. | | | | |
| Unit 3 Lesson 4 | I can write clear and detailed texts (compositions, reports or texts of presentations) on various topics related to my field of interest. | | | | |
| Unit 4 Lesson 3 | I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions. | | | | |
| Unit 4 Lesson 4 | I can develop a logical argument in a composition or report, emphasising the most important points and including supporting details. | | | | |

| Unit / Lesson | Reading | 😊 | 😐 | ☹️ | Date |
|------------------------|--|---|---|----|------|
| Unit 3 Lesson 1 | I can understand the main points in short newspaper articles about current and familiar topics. | | | | |
| Unit 3 Lesson 2 | I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where). | | | | |
| Unit 3 Lesson 3 | I can understand specialised articles outside my own field if I can occasionally check with a dictionary. | | | | |
| Unit 3 Lesson 4 | I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view. | | | | |
| Unit 4 Lesson 1 | I can guess the meaning of single unknown words from the context, deducing the meaning of expressions if the topic is familiar. | | | | |
| Unit 4 Lesson 2 | I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view. | | | | |
| Unit 4 Lesson 3 | I can understand the main points in short newspaper articles about current and familiar topics. | | | | |

| Unit / Lesson | Listening | 😊 | 😐 | ☹️ | Date |
|------------------------|--|---|---|----|------|
| Unit 3 Lesson 1 | I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly. | | | | |
| Unit 3 Lesson 3 | I can understand in detail what is said to me in standard spoken language even in a noisy environment. | | | | |
| Unit 3 Lesson 4 | I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly. | | | | |
| Unit 4 Lesson 2 | I can understand in detail what is said to me in standard spoken language even in a noisy environment. | | | | |
| Unit 4 Lesson 3 | I can understand most radio documentaries delivered in standard language and can identify the speaker's mood, tone etc. by using contextual clues. | | | | |
| Unit 4 Lesson 4 | I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation. | | | | |

| Unit / Lesson | Strategies | 😊 | 😐 | ☹️ | Date |
|----------------------|---|---|---|----|------|
| Units 3 and 4 | I can repeat back part of what someone has said to confirm that we understand each other. | | | | |
| Units 3 and 4 | I can use phrases like 'That's a difficult question to answer' to gain time while thinking about what to say. | | | | |
| Unit 4 | I can correct mistakes if I become aware of them or if they have led to misunderstandings. | | | | |

| Unit / Lesson | Language Quality | 😊 | 😐 | ☹️ | Date |
|----------------------|--|---|---|----|------|
| Units 3 and 4 | I can produce language at a steady speed. | | | | |
| Units 3 and 4 | I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings. | | | | |

Which lesson in Units 3 and 4 did you find the most useful? Why?

How many words and phrases can you remember about the environment? Make a word map.

How many different ways of learning words and phrases do you know? For example, writing words on cards.

For your portfolio

Choose your best piece of written work from Units 3 and 4 to put in your portfolio. Rewrite it if you want to. Illustrate your work with pictures from the Internet or magazines.

Portfolio B1

Look back at Units 5 and 6 in your Student's Book. Tick how well you did.

| Unit / Lesson | Speaking | 😊 | 😐 | ☹️ | Date |
|------------------------|---|---|---|----|------|
| Unit 5 Lesson 1 | I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. | | | | |
| Unit 5 Lesson 3 | I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to. | | | | |
| Unit 5 Lesson 4 | I can carry out a prepared interview, checking and confirming information, following up interesting replies. | | | | |
| Unit 5 Culture | I can agree and disagree politely. | | | | |
| Unit 6 Lesson 2 | I can carry out a prepared interview, checking and confirming information, following up interesting replies | | | | |
| Unit 6 Lesson 3 | I can exchange considerable quantities of detailed factual information on matters within my fields of interest. | | | | |

| Unit / Lesson | Writing | 😊 | 😐 | ☹️ | Date |
|------------------------|---|---|---|----|------|
| Unit 5 Lesson 2 | I can write clear and detailed texts (compositions, reports or texts of presentations) on various topics related to my field of interest. | | | | |
| Unit 5 Lesson 3 | I can write simple texts about experiences or events, for example about a trip, for a school newspaper or a club newsletter. | | | | |
| Unit 5 Lesson 4 | I can write simple texts about experiences or events, for example about a trip, for a school newspaper or a club newsletter. | | | | |
| Unit 6 Lesson 2 | I can write summaries of articles on topics of general interest. | | | | |
| Unit 6 Lesson 3 | I can develop a logical argument in a composition or report, emphasising the most important points and including supporting details. | | | | |

| Unit / Lesson | Reading | 😊 | 😐 | ☹️ | Date |
|------------------------|---|---|---|----|------|
| Unit 5 Lesson 1 | I can guess the meaning of single unknown words from the context, deducing the meaning of expressions if the topic is familiar. | | | | |
| Unit 5 Lesson 2 | I can understand the main points in short newspaper articles about current and familiar topics. | | | | |
| Unit 5 Lesson 3 | I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where). | | | | |
| Unit 6 Lesson 1 | In private letters I can understand those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend. | | | | |
| Unit 6 Lesson 2 | I can understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them. | | | | |
| Unit 6 Lesson 3 | I can read columns or interviews in newspapers and magazines in which someone takes a stand on a current topic or event and understand the overall meaning of the text. | | | | |
| Unit 6 Lesson 4 | I can understand the main points in short newspaper articles about current and familiar topics. | | | | |

| Unit / Lesson | Listening | 😊 | 😐 | ☹️ | Date |
|------------------------|---|---|---|----|------|
| Unit 5 Lesson 1 | I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered slowly and clearly. | | | | |
| Unit 5 Lesson 2 | I can understand most radio documentaries delivered in standard language and can identify the speaker's mood, tone etc. by using contextual clues. | | | | |
| Unit 5 Lesson 4 | I can understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. | | | | |
| Unit 5 Culture | I can generally follow the main points of extended discussion around me, provided speech is clear and in standard dialect. | | | | |
| Unit 6 Lesson 2 | I can follow clear speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases. | | | | |

| Unit / Lesson | Strategies | 😊 | 😐 | ☹️ | Date |
|----------------------|---|---|---|----|------|
| Units 5 and 6 | When I can't think of the word I want, I can use an alternative word with a similar meaning. | | | | |
| Units 5 and 6 | I can use phrases like 'That's a difficult question to answer' to gain time while thinking about what to say. | | | | |
| Units 5 and 6 | I can correct mistakes if I become aware of them or if they have led to misunderstandings. | | | | |

| Unit / Lesson | Language Quality | 😊 | 😐 | ☹️ | Date |
|------------------------|--|---|---|----|------|
| Unit 5 Lesson 1 | I can pass on detailed information reliably. | | | | |
| Units 5 and 6 | I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings. | | | | |

Portfolio B1

Look back at Units 7 and 8 in your Student's Book. Tick how well you did.

| Unit / Lesson | Speaking | 😊 | 😐 | ☹️ | Date |
|------------------------|---|---|---|----|------|
| Unit 7 Lesson 1 | I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. | | | | |
| Unit 7 Lesson 2 | I can give or seek personal views and opinions in an informal discussion with friends. | | | | |
| Unit 7 Lesson 3 | I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to. | | | | |
| Unit 7 Lesson 4 | I can account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments. | | | | |
| Unit 8 Lesson 1 | I can convey degrees of emotion and highlight the personal significance of events and experiences. | | | | |
| Unit 8 Lesson 3 | I can carry out a prepared interview, checking and confirming information, following up interesting replies. | | | | |

| Unit / Lesson | Writing | 😊 | 😐 | ☹️ | Date |
|------------------------|---|---|---|----|------|
| Unit 7 Lesson 1 | I can write simple texts about experiences or events, for example about a trip, for a school newspaper or a club newsletter. | | | | |
| Unit 7 Lesson 3 | I can summarise information from different sources and media. | | | | |
| Unit 7 Lesson 4 | I can express in a personal letter different feelings and attitudes and can report the news of the day making clear what – in my opinion – are the important aspects of an event. | | | | |
| Unit 8 Lesson 1 | I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions. | | | | |
| Unit 8 Lesson 4 | I can reply in written form to advertisements and ask for more complete or more specific information about products (for example a car or an academic course). | | | | |

| Unit / Lesson | Reading | 😊 | 😐 | ☹️ | Date |
|------------------------|--|---|---|----|------|
| Unit 7 Lesson 1 | I can guess the meaning of single unknown words from the context, deducing the meaning of expressions if the topic is familiar. | | | | |
| Unit 7 Lesson 2 | I can understand the main points in short newspaper articles about current and familiar topics. | | | | |
| Unit 7 Lesson 3 | I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where). | | | | |
| Unit 7 Lesson 4 | I can understand specialised articles outside my own field if I can occasionally check with a dictionary. | | | | |
| Unit 8 Lesson 2 | I can quickly understand the content and the importance of news, articles and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile. | | | | |
| Unit 8 Lesson 3 | I can read columns or interviews in newspapers and magazines in which someone takes a stand on a current topic or event and understand the overall meaning of the text. | | | | |
| Unit 8 Lesson 4 | I can understand simple messages and standard letters (for example from businesses, clubs or authorities). | | | | |

| Unit / Lesson | Listening | 😊 | 😐 | ☹️ | Date |
|------------------------|--|---|---|----|------|
| Unit 7 Lesson 1 | I can understand in detail what is said to me in standard spoken language even in a noisy environment. | | | | |
| Unit 7 Lesson 4 | I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation. | | | | |
| Unit 8 Lesson 3 | I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension. | | | | |
| Unit 8 Lesson 4 | I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension. | | | | |

| Unit / Lesson | Strategies | 😊 | 😐 | ☹️ | Date |
|----------------------|---|---|---|----|------|
| Units 7 and 8 | I can repeat back part of what someone has said to confirm that we understand each other. | | | | |
| Unit 7 | I can use phrases like 'That's a difficult question to answer' to gain time while thinking about what to say. | | | | |
| Units 7 and 8 | I can correct mistakes if I become aware of them or if they have led to misunderstandings. | | | | |

| Unit / Lesson | Language Quality | 😊 | 😐 | ☹️ | Date |
|----------------------|--|---|---|----|------|
| Units 7 and 8 | I can pass on detailed information reliably. | | | | |
| Units 7 and 8 | I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings. | | | | |

Which grammar point from Units 7 and 8 do you need more practice in? How can you improve?

How many phrasal verbs with *off*, *out*, *on*, *up* and *through* can you remember? Write sentences with five of them.

What are your plans for the future for your English language learning? How can you improve?

For your portfolio

Choose your best piece of written work from Units 7 and 8 to put in your portfolio. Rewrite it if you want to. Illustrate your work with pictures from the Internet or magazines.