

English **In motion**

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2

My Portfolio



WHAT IS MY PORTFOLIO?

My Portfolio is a place for you to think about your language learning experiences, assess your language skills and collect examples of your work. It is based on the European Language Portfolio developed by the Council of Europe.

My Portfolio is divided into three sections:

● **My Passport**

page 4

Here you can complete information about yourself and your school. You can also think about your language learning experiences. What languages do you speak? How long have you been learning them? How well do you know them?

● **My Biography**

page 5

Here you can think about specific areas of English: reading, listening, speaking, writing, vocabulary and grammar. You can use the results from your unit tests to assess your abilities in each area.

● **My Dossier**

page 11

This section links directly to work that you do in your Student's Book in class. For each unit there is a page of fun extra vocabulary exercises and a page for you to complete the unit's writing task, including useful expressions. By the end of the course you will have a complete Dossier with examples of your written work.

You can also complete an online version of My Portfolio on the course website. On My Webpage you can publish your written work online!

At the back of the book, there are two useful reference sections:

● **Common European Framework language scale**

page 30

You can use this table to assess your language level against the Council of Europe's scale.

● **Writing guide**

page 32

You can use this section to help you with your written work. The writing strategies from each unit are collected here and explained.

ME

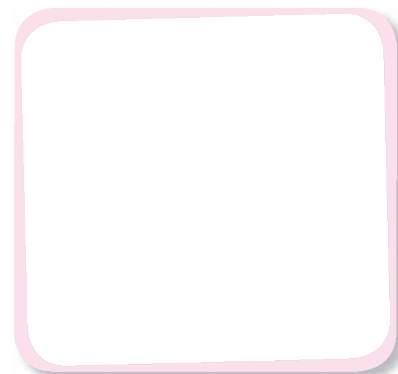
What's your name? _____

How old are you? _____

When's your birthday? _____

Where are you from? _____

What languages do you speak at home? _____



MY SCHOOL

What's the name of your school? _____

Which class are you in? _____

What's your English teacher's name? _____

MY LANGUAGES

What languages do you know?	English			
How long have you been learning this language?				
How well do you know this language?	Use the Common European Framework language scale on pages 30–31, or use: ✓✓ = easy ✓ = OK ✗ = difficult			
Reading				
Listening				
Speaking: interaction				
Speaking: production				
Writing				
When and how do you use this language?				
Have you done any exams in this language?				

MY BIOGRAPHY

Remember to update this section after each unit test. Look at your scores for each section of the test and assess yourself:

- ✓✓ I can do this!
- ✓ I can do this, but I need some more practice.
- ✗ I need to practise this.

WELCOME

- Use the scores from your Diagnostic test.

Reading

I can understand a short text about a family summer holiday. _____

Vocabulary

I can use collocations to describe actions. _____

I can use adjectives to give opinions. _____

Grammar

I can form sentences with the past simple. _____

I can differentiate between the present continuous and the present simple.

I can form sentences with *going to*. _____

I can differentiate between *must* and *can*. _____

I can form sentences with *there was* and *there were*. _____

I can use expressions for frequency. _____

Listening

I can understand a short dialogue about future plans. _____

Speaking

I can participate in a short dialogue about future plans. _____

Writing

I can correct grammatical errors in sentences. _____

I can write a short text about my plans for the year ahead. _____

Extra

For the Welcome unit, I have completed:

My Dossier _____

Workbook _____

UNIT 1

Reading

I can understand a short article about friendships. _____

Vocabulary

I can use adjectives to describe personalities. _____

I can talk about hobbies. _____

Grammar

I can form affirmative and negative sentences with the present simple. _____

I can form sentences with the present simple and adverbs of frequency. _____

I can form questions with the present simple. _____

I can form affirmative and negative sentences and questions with *like* + *-ing* form. _____

Listening

I can understand a short dialogue about getting to know someone. _____

Speaking

I can participate in a short dialogue to get to know someone. _____

Writing

I can form sentences with *too* and *also*. _____

I can write a short text about my friends. _____

Extra

For Unit 1, I have completed:

My Dossier _____

Workbook _____

Student's Multi-ROM _____

UNIT 2

Reading

I can understand a short text about a photograph. _____

Vocabulary

I can name different shops. _____

I can describe different music genres. _____

Grammar

I can form affirmative and negative sentences and questions with the present continuous. _____

I can use object pronouns. _____

I can differentiate between the present simple and the present continuous. _____

I can use time expressions with the present simple and the present continuous. _____

Listening

I can understand a short dialogue about requests. _____

Speaking

I can participate in a short dialogue about requests. _____

Writing

I can use *and*, *but*, *or* and *because*. _____

I can write a short text about my free time. _____

Extra

For Unit 2, I have completed:

My Dossier _____

Workbook _____

Student's Multi-ROM _____

UNIT 3

Reading

I can understand a short text about schools around the world. _____

Vocabulary

I can name different types of transport. _____

I can describe places in a city. _____

Grammar

I can form comparative adjectives. _____

I can use comparative adjectives to compare two things. _____

I can form superlative adjectives. _____

I can use superlative adjectives to compare three or more things. _____

Listening

I can understand a short dialogue about travel information. _____

Speaking

I can participate in a short dialogue about travel information. _____

Writing

I can use punctuation correctly. _____

I can write a short text about my city. _____

Extra

For Unit 3, I have completed:

My Dossier _____

Workbook _____

Student's Multi-ROM _____

UNIT 4

Reading

I can understand a short extract from a biography. _____

Vocabulary

I can name parts of the body. _____

I can name parts of the face. _____

Grammar

I can use *was* and *were* to talk about the past. _____

I can use *could* to talk about past abilities. _____

I can form past simple affirmative sentences using regular and irregular verbs. _____

I can form past simple negative sentences and questions using regular and irregular verbs. _____

Listening

I can understand a short dialogue about suggestions. _____

Speaking

I can participate in a short dialogue about suggestions. _____

Writing

I can use *before* and *after* + *-ing* form. _____

I can write a short text about my family history. _____

Extra

For Unit 4, I have completed:

My Dossier _____

Workbook _____

Student's Multi-ROM _____

UNIT 5

Reading

I can understand a short text about an alien sighting. _____

Vocabulary

I can use verbs to describe movement. _____

I can talk about science fiction. _____

Grammar

I can use *there was* or *there were* to describe a scene in the past. _____

I can form questions with the past continuous. _____

I can differentiate between the past simple and the past continuous. _____

I can use *when* with the past simple and the past continuous. _____

Listening

I can understand a short dialogue about a story. _____

Speaking

I can participate in a short dialogue about a story. _____

Writing

I can use past time expressions. _____

I can write a short story. _____

Extra

For Unit 5, I have completed:

My Dossier _____

Workbook _____

Student's Multi-ROM _____

UNIT 6

Reading

I can understand a short text about a family and their TV. _____

Vocabulary

I can describe different TV programmes. _____

I can name electrical appliances. _____

Grammar

I can differentiate between countable and uncountable nouns. _____

I can use *a lot of*, *some* and *not any* to talk about quantities. _____

I can form questions with *How much* and *How many*. _____

I can use *a lot*, *not much* and *not many* in affirmative and negative sentences. _____

Listening

I can understand a short dialogue about giving and following instructions. _____

Speaking

I can participate in a short dialogue about giving and following instructions. _____

Writing

I can use *because* and *so*. _____

I can write a short text about my favourite TV programme or film. _____

Extra

For Unit 6, I have completed:

My Dossier _____

Workbook _____

Student's Multi-ROM _____

UNIT 7

Reading

I can understand a short text about sleep. _____

Vocabulary

I can talk about healthy habits. _____

I can talk about the body. _____

Grammar

I can use *should* in affirmative and negative sentences. _____

I can form questions with *should*. _____

I can use *must* in affirmative and negative sentences. _____

I can differentiate between *must* and *should*.

Listening

I can understand a short dialogue about opinions.

Speaking

I can participate in a short dialogue about opinions. _____

Writing

I can use *but* and *although*. _____

I can write a short text giving tips and advice.

Extra

For Unit 7, I have completed:

My Dossier _____

Workbook _____

Student's Multi-ROM _____

UNIT 8

Reading

I can understand a short text about humans.

Vocabulary

I can talk about different types of measurements.

I can describe life plans. _____

Grammar

I can use *will* to talk about future facts. _____

I can form questions with *will*. _____

I can form affirmative and negative sentences with *going to*. _____

I can use *will* to talk about future predictions.

Listening

I can understand a short dialogue about measurements. _____

Speaking

I can participate in a short dialogue about measurements. _____

Writing

I can use *both of*, *some of* and *all of*. _____

I can write a short text about my plans. _____

Extra

For Unit 8, I have completed:

My Dossier _____

Workbook _____

Student's Multi-ROM _____

UNIT 9

Reading

I can understand a short text about changing the world. _____

Vocabulary

I can talk about superstitions. _____

I can describe different causes. _____

Grammar

I can form affirmative and negative sentences with the first conditional. _____

I can form questions with the first conditional. _____

I can form affirmative and negative sentences with *some*, *any* and *no* + *-body*, *-thing* or *-where*. _____

I can form sentences with *every* + *-body*, *-thing* or *-where*. _____

Listening

I can understand a short dialogue about making decisions. _____

Speaking

I can participate in a short dialogue about making decisions. _____

Writing

I can use paragraphs. _____

I can write a short text about a cause. _____

Extra

For Unit 9, I have completed:

My Dossier _____

Workbook _____

Student's Multi-ROM _____

- Complete the table.

Name		Favourite actor	
Age		Favourite sports	
From		Favourite food	
Birthday		Favourite day of the week	

- Write the names of four people in your family. Then write about them.

- Complete the fact-files for two friends.

NAME: _____

AGE: _____

BIRTHDAY: _____

LIKES: _____

DOESN'T LIKE: _____

PERSONALITY: _____

NAME: _____

AGE: _____

BIRTHDAY: _____

LIKES: _____

DOESN'T LIKE: _____

PERSONALITY: _____

- Use the information in the fact-files to write complete sentences about your friends.

MY FRIENDS AND I

- Write about you and your friends. Use *too* and *also*.
You can publish this on your webpage.

Useful expressions

My name's ... and I'm from ... in ...

It's famous for ... and ...

In my free time I ...

My favourite ... is/are ...

My friends are ...

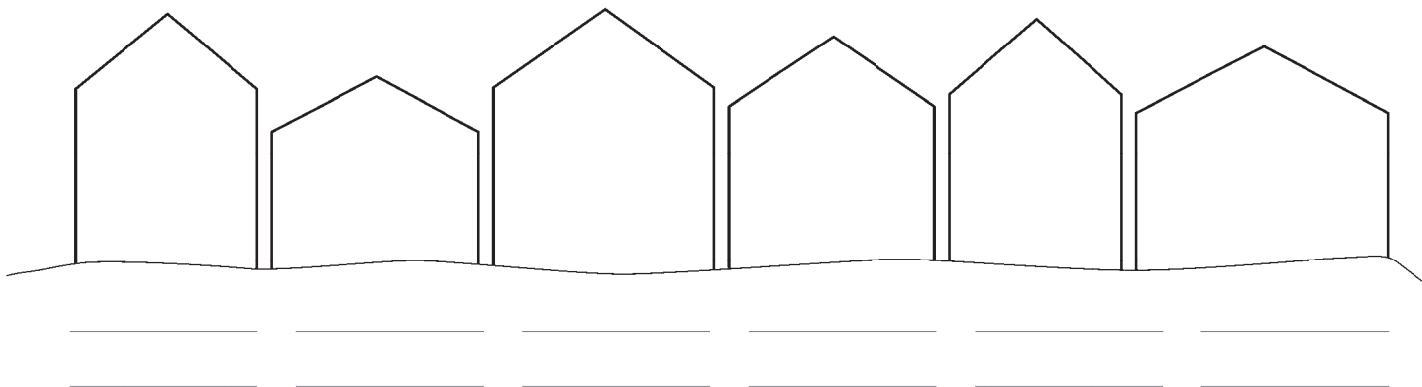
... 's into ... but he/she doesn't like ...

Your name and where you're from

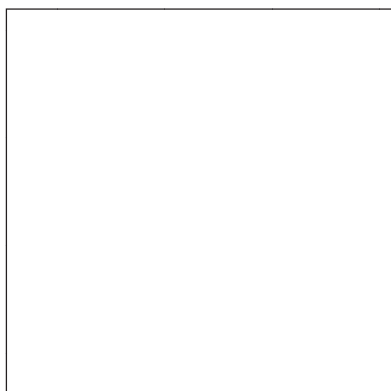
Your hobbies

Your friends

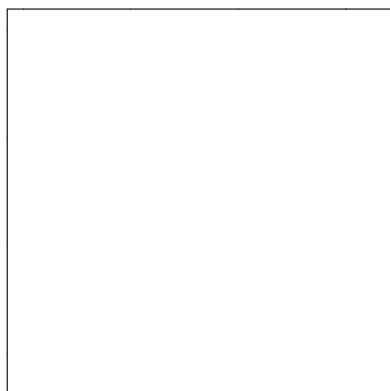
- Write the types of shops you want on your high street.



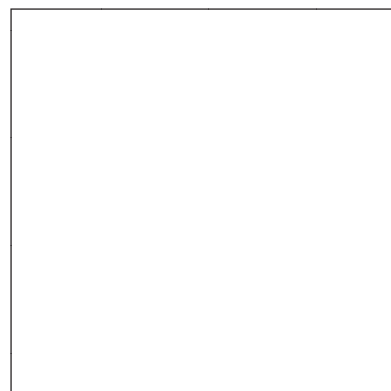
- Write the names or draw the logos of your three favourite shops.



1. _____



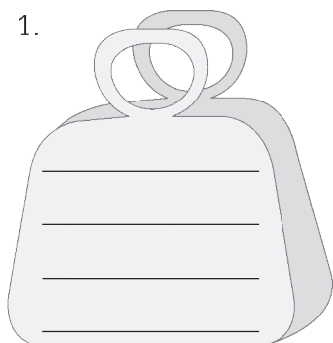
2. _____



3. _____

- Write things you can buy in each shop.

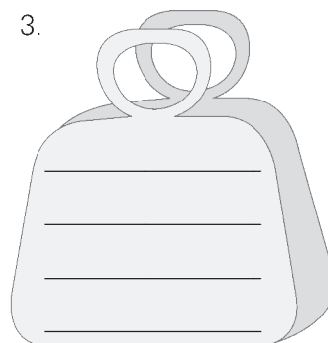
1.



2.



3.



- Write an email to a pen-friend about what you do in your free time, and what you're doing at the moment. Use *and*, *but*, *or* and *because*. You can publish this on your webpage.

Useful expressions

Thanks for your email.

Sorry for not replying before but ...

I'm ... a lot right now because ...

I usually ...

I also ... but at the moment I'm not ...

Hope to hear from you soon.

From:	
To:	
Subject:	

His/Her last email

Your favourite music

Another free-time activity

- How do you travel to different places?

I usually go to school by/on _____

I go home from school _____

I go to the shops _____

At the weekends I sometimes go _____

In the summer I go _____

I prefer travelling _____

- Keep a diary. Write the different forms of transport that you use.

MONDAY	_____ _____
TUESDAY	_____ _____
WEDNESDAY	_____ _____
THURSDAY	_____ _____
FRIDAY	_____ _____
SATURDAY	_____ _____
SUNDAY	_____ _____

- Write about where you live. Use correct punctuation.
You can publish this on your webpage.

Useful expressions

It's in/on ...

... thousand/million people live here.

... 's a great place to visit. You can see ...

It's famous for its ... too.

The best way to travel is by ...

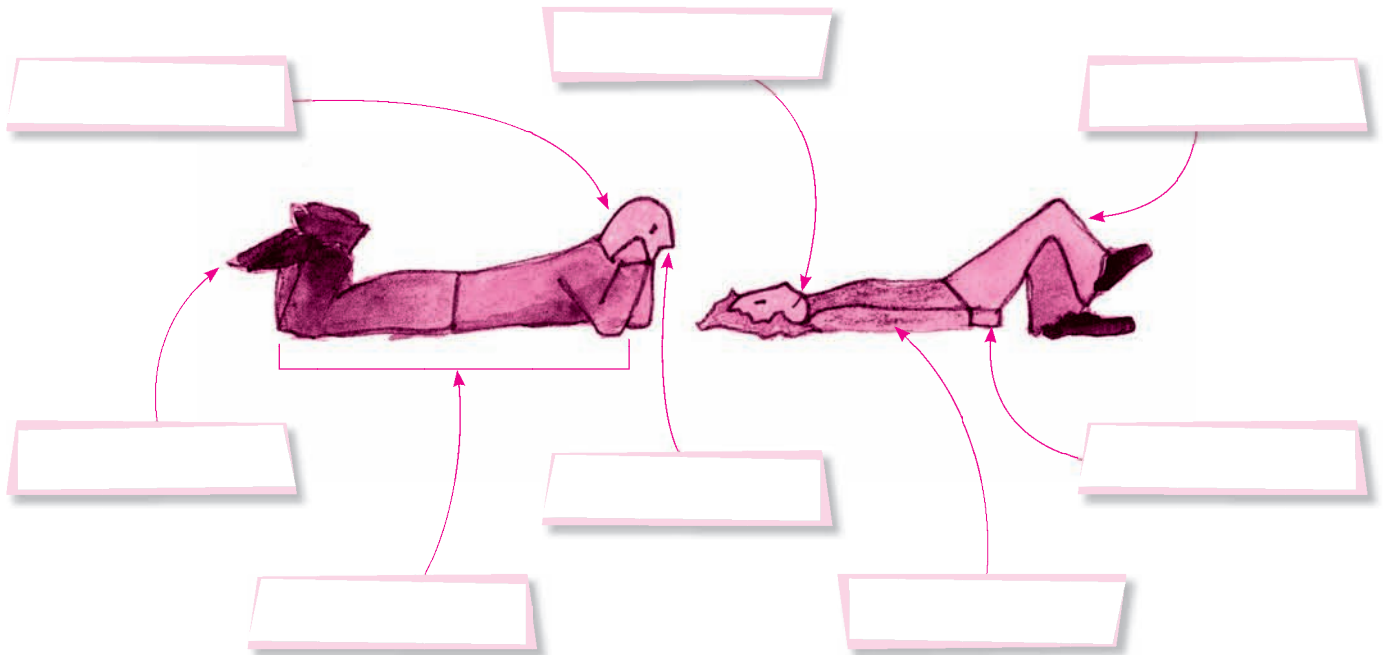
It ... in winter and it ... in summer.

Location, population, languages

Places to visit, shopping areas, parks, food, festivals

Transport, weather

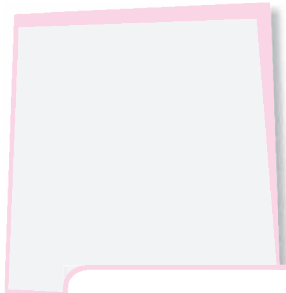
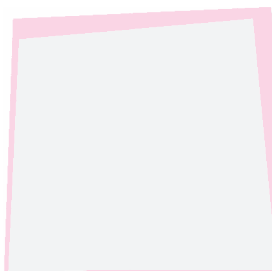
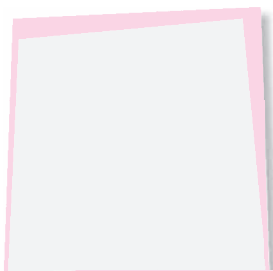
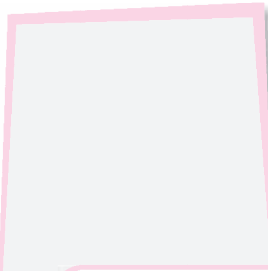
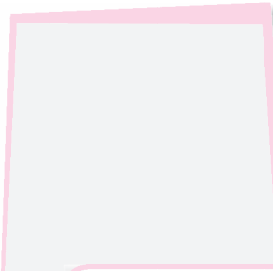
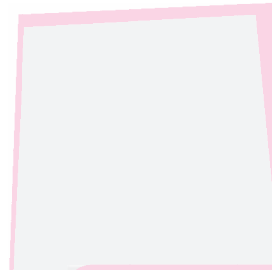
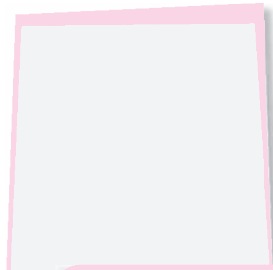
- Label the parts of the body.



- Find pictures of famous people. Cut out parts of their bodies. Label them with the person's name and part of the body.



Rafa Nadal's feet



MY FAMILY HISTORY

- Write about a person in your family. Use *before/after* + *-ing* form.
You can publish this on your webpage.

Useful expressions

... was born in ... in ...

He/She ... at the age of ...

After leaving school, he/she ...

He/She met ... in ... and they got married in ...

Later, he/she ...

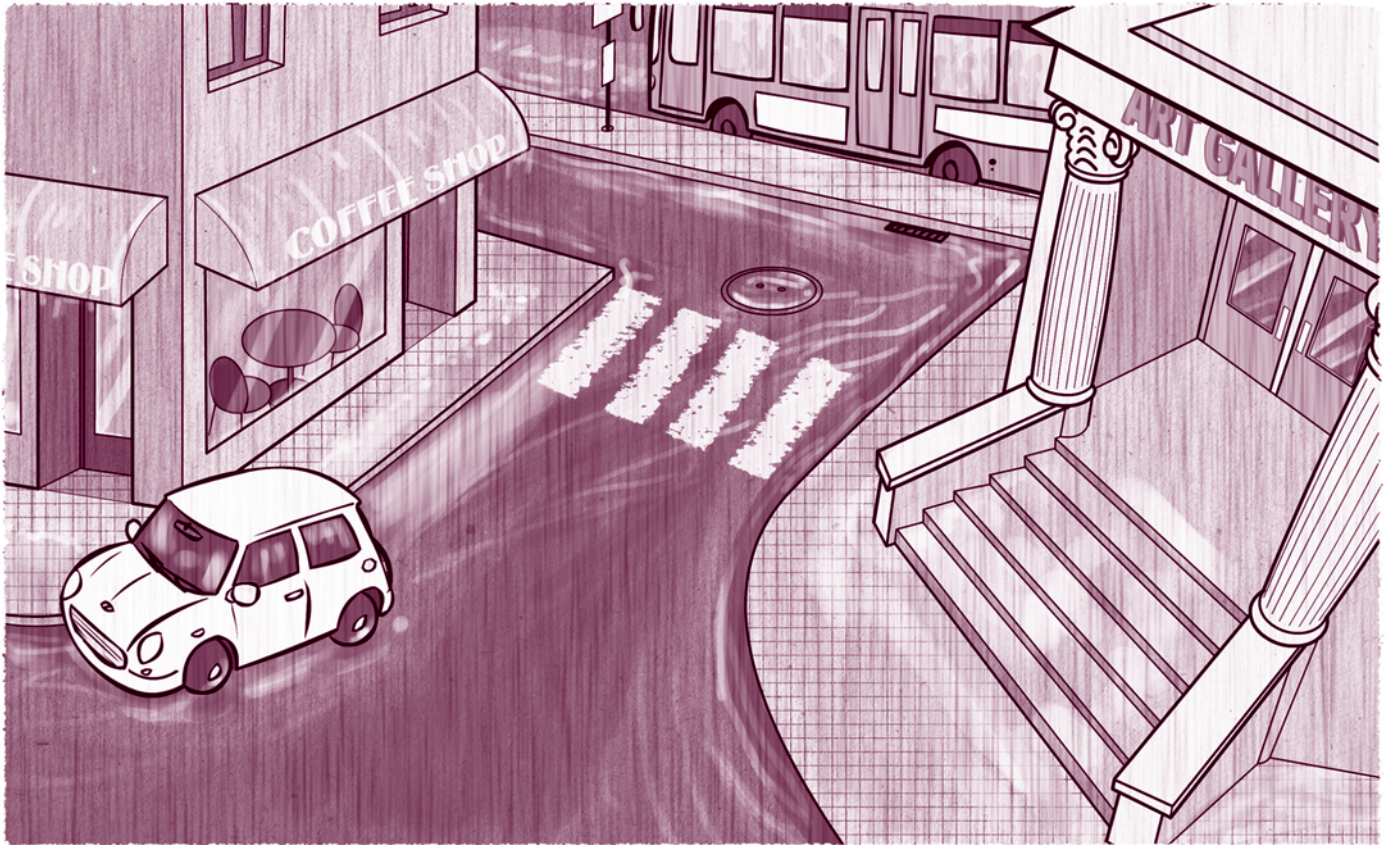
People say that I have his/her ...

Early life

Life after school

Your similarities

- What do you remember? Complete the picture.



- Add three new things to the picture. Then write a description of what you can see.

MY STORY

- Write a story about a strange experience. Use past time expressions. You can publish this on your webpage.

Useful expressions

One ..., about ... ago, I had a strange experience.

I was ... when suddenly ...

I heard ... and I saw ...

... minutes/hours later, I ...

In the end, ...

The next ..., I ...

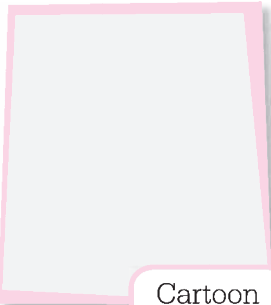
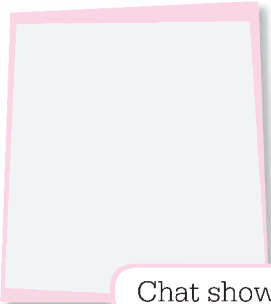

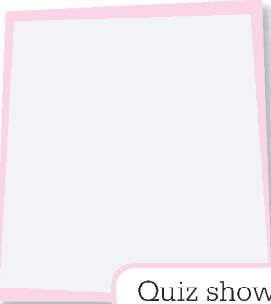
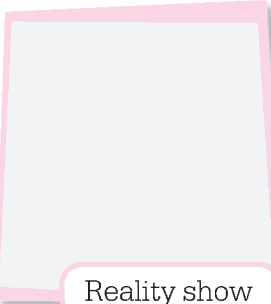
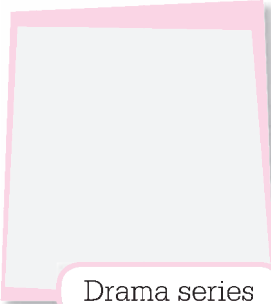
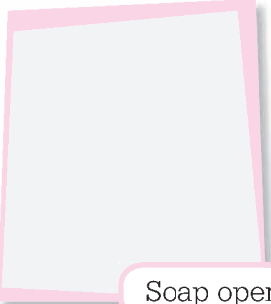
When did it happen? Where were you? What were you doing?

What did you hear or see?

What happened next? What happened in the end?

Who did you tell? Did they believe you?

- Write the titles of TV shows you watch or know.

			
Cartoon	Chat show	Documentary	Music programme
			
Quiz show	Reality show	Drama series	Sitcom
			
Soap opera	Sports programme		

- Plan your perfect TV schedule with your favourite TV shows.

Day / Time	Show title	Type of programme

MY FAVOURITE TV PROGRAMME/FILM

- Write about your favourite TV programme or film. Use *because* and *so*. You can publish this on your webpage.

Useful expressions

I watch/don't watch ... TV/ DVDs on schooldays/at weekends.

There are a lot of ... on TV but there aren't many ...

My favourite TV night is ... because ...

For me, ... is the best TV programme/film of all time.

It's a ... about ...

My favourite character is ...

When do you watch TV / films? What type of programmes/films do you prefer?

What's your favourite programme or film? What's it about?

Who's your favourite character? Why?

Why do you like the programme/film?

- Decide if the sentences are true or false for you. Draw lines on the health chart to discover how healthy you are.



true = ↗ false = ↘

- I eat a balanced diet.
- I drink plenty of water.
- I take time to relax.
- I do regular exercise.
- I try to sleep eight hours a night.
- I take regular breaks when I'm studying.

true = ↘ false = ↗

- I get stressed.
- I stay inside all the time.
- I stay up late.
- I eat a lot of junk food.
- I spend a lot of time watching TV.
- I drink a lot of caffeine.

- Make a list of things to do to improve your health.

MY TOP TIPS

- Write your top tips for three categories. Choose from clothes, food, video games, films and music. Use *but* and *although*. You can publish this on your webpage.

Useful expressions

If you like ..., you really must ...

You should all try ...

It's definitely the best ... in ...

You shouldn't go to ...

I think ... is the best ...

Although I'm a fan of ... this ... was really bad.

http://scottpersonalweb.htm

Your first tip

Your second tip

Your third tip

- Complete your personal weights and measures chart.

Today

Date: _____

Time: _____

Temperature: _____

About me

Age: _____

Height: _____

Weight: _____

My school journey

Approximate distance from home to school:

Journey time: _____

Average journey speed: _____

- Write sentences using the information in the table.

- Write an email to a friend saying why you can't meet this weekend and when you can meet. Use *both of*, *some of*, *all of*. You can publish this on your webpage.

Useful expressions

I don't think we can meet up this ...


On Saturday I'm going to ...

We're all ... They both ...


The weekend after that I ...

Maybe we can meet up ...

Do you think you'll be free?





From:



To:

Subject:

Hi!
I'm going to be in town this weekend.
What are your plans?
Can we meet up?
Britney

From:

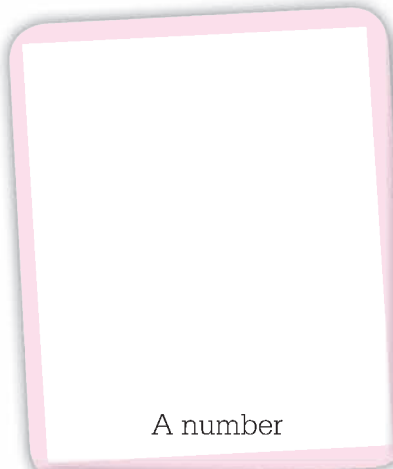





To:

Subject:

What are your plans for this weekend?

What are your plans for next weekend? When can you meet your friend?

- Write or draw the things that bring you luck.

 <p>A number</p>	 <p>A day of the week</p>	 <p>A colour</p>
 <p>An object</p>	 <p>Something I wear</p>	 <p>Something I do</p>

- Write about superstitions in your country.

In my country it's good luck to _____

In my country it's bad luck to _____

- Write about your cause. Use paragraphs. You can publish this on your webpage.

Useful expressions

I want people to stop ...ing ...

If we don't ... will ...

We must do something now.

You can do the same.

If we all ... we'll make a big difference.






Will you support my cause?






What's your cause? What do you want?

What's the problem? Why?

What can we do to solve the problem?

● Common European Framework language scale

	A1	A2	B1
 Reading	I can read and understand common names, words and sentences, for example, in signs and information panels.	I can read and understand short, simple texts like personal letters. I can scan short texts, for example, advertisements, menus and timetables to find specific information.	I can read and understand texts that use common language and relate to everyday life. I can understand personal texts like letters, which include descriptions of events and the feelings and desires of the writer.
 Listening	I can understand common words and simple phrases used to describe myself, my family and my environment if speech is slow and clear.	I can understand common words and phrases relating to relevant areas of life, for example, personal information, school and shopping. I can identify the most important information in announcements, for example, at a train station.	I can identify the important information in most speech if the topic is familiar to me, for example, school, studies, free time, etc. I can understand the gist of radio or TV programmes on topics of personal interest if speech is slow and clear.
 Spoken Interaction	I can interact with a person who speaks clearly, slowly and repeats their speech to help me understand. I can ask and answer simple questions about common topics.	I can participate in tasks requiring an exchange of information if the topics are familiar to me. I can participate in conversations with short social exchanges, but I can't maintain a conversation without help.	I can cope with travel situations in a country where the language is used. I can participate in conversations if the topics are familiar to me, for example, family, free time, school, travel and holidays.
 Spoken Production	I can use simple language to describe my family, friends and environment.	I can use different phrases and sentences to give simple descriptions of my family, friends, daily life, education and school.	I can use connected phrases to describe my experiences, my plans and ambitions, or to relate a series of events. I can explain my opinions and plans. I can summarise the plot of a book or a film and explain why I enjoyed it.
 Writing	I can write a short note, for example, in a greetings card. I can complete a simple form with my personal details, for example, in a library.	I can write notes, messages and very simple personal letters with a specific purpose, for example, to invite someone to a party.	I can write simple structured texts on topics that are familiar to me or reflect my personal interests. I can write personal letters to friends relating my experiences and my opinions.

	B2	C1	C2
 Reading	I can read and understand news articles and scientific reports concerning world problems. I can identify a writer's opinion in a text like a review. I can read and understand modern literature.	I can read and understand complex non-fiction and fiction texts and appreciate different writing styles. I can understand specialised texts, for example, instruction manuals.	I can read and understand all types of texts, including technical and specialised documents, with ease.
 Listening	I can understand longer monologues. I can understand different positions and arguments if speakers are discussing a familiar topic. I can understand TV programmes and dialogues in films and plays if I concentrate.	I can understand speech which is not clearly structured. I can understand implied information and relationships in speech. I can understand TV programmes and films fairly easily.	I can understand any spoken text in different situations: TV, radio and live speech. I may need a short time to get used to the accent, but have no problems understanding the speakers.
 Spoken Interaction	I can hold fluent conversations with native speakers without many problems. I can play an active role in everyday conversations giving and defending my opinions.	I can express myself in most social and professional situations with fluency and ease. I can give detailed explanations and opinions and clearly relate my ideas to those of other speakers.	I can take part in all types of conversations and discussions using a wide range of language, including idioms and colloquialisms. If I encounter a problem in conversation, I can rephrase and restructure my speech quickly and without effort in order to continue the conversation.
 Spoken Production	I can give extended descriptions of subjects I am interested in. I can explain and justify my opinions on different issues. I can outline the pros and cons of different options and plans.	I can give presentations of complex subjects with detailed descriptions. I can talk about sub-topics, develop and extend important points and state my conclusions with ease.	I can produce clear and detailed descriptions and arguments in a style appropriate to the context and setting. My speech is logically structured and easily understood by my listener.
 Writing	I can write texts with a high degree of detail on a variety of topics. I can write essays which transmit information or a particular opinion. I can write personal letters explaining the significance of special events or experiences.	I can write longer, detailed texts with a structure appropriate to the text type: letter, report or essay. I can select an appropriate style for the task and my reader.	I can write clear texts, for example, letters, reports or articles, in an appropriate style. These texts follow a logical structure and highlight the most relevant information to my reader. I can write reviews of specialised technical or literary works.

Unit 1

● **too and also**

*I'm cheerful and I'm very active **too**!*

*I play sports. I **also** go camping.*

*Josh is confident. He's **also** talkative.*

- We use **too** at the end of a sentence.
- We use **also** after *be* and before other verbs.

Unit 2

● **and, but, or, because**

*I usually listen to rock music **and** hip-hop.*

*It's really old **but** it's very cool!*

*I don't like pop **or** electronic music.*

*I'm studying a lot right now **because** I have exams.*

Unit 3

● **Punctuation**

Chicago's a great place to visit!

*You can see museums, parks and the **Sears Tower**.*

Where do you live?

We use:

- an exclamation mark (!) for emphasis
- a comma (,) in a list.
- a question mark (?) at the end of a question.
- a capital letter (S) for countries, languages, cities, names, days and months.

Unit 4

● **before/after + -ing form**

*Ming lived in Shanghai **before moving** to Hong Kong.*

***After leaving** school, he worked for a tea company.*

Unit 5

● **Past time expressions**

***One night**, I had a strange experience.*

***Two minutes later**, I was flying in the sky.*

***In the end**, I woke up in bed.*

***The next morning**, I told my parents.*

***When** I got home, I phoned my friend.*

Unit 6

● **because and so**

because + reason

*My favourite TV night is Tuesday **because***

Heroes is on.

so + consequence

*There are a lot of different characters and stories, **so** it's never boring.*

Unit 7

● **but and although**

*I love the Harry Potter films, **but** this film was terrible.*

***Although** her recent music's very commercial, the songs are great.*

Unit 8

● **both of, some of, all of**

***Both of us** love spicy food.*

***Some of them** live in Derry.*

*Normally, **all of us** come back after the match.*

Unit 9

● **Paragraphs**

Paragraph 1: Introduction. What are you writing about?

Paragraphs 2 and 3: Organize and explain your ideas.

Paragraph 4: Conclusion. What's your overall opinion?