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LANGUAGE PORTFOLIO

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*Michael Downie
David Gray
Juan Manuel Jiménez*

 **Richmond**
PUBLISHING

www.richmondelt.com

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Dear Student,

Welcome to your *Tune in Language Portfolio*. This portfolio is based on the *European Language Portfolio*, developed by the Council of Europe. The Council of Europe is an intergovernmental organisation, based in Strasbourg. Its goal is to promote European unity and protect the dignity of European citizens. One of the Council of Europe's main aims is to promote awareness of European cultural identity and to develop mutual understanding between people from different cultural and language backgrounds. The introduction of the *European Language Portfolio* is part of this work and is intended to recognise and support language learning and intercultural experiences. For more information about the Council of Europe and the *European Language Portfolio*, you can write to the following address or consult the website:

Language Policy Division
Directorate General IV
Council of Europe, Strasbourg, France
<http://coe.int/portfolio>

Like the *European Language Portfolio*, the *Tune in Language Portfolio* is divided into three sections. These are:

A My Language Biography

This section details your personal experience of language learning and your attitudes and approaches to learning. It offers you an opportunity to reflect on how you can learn more effectively and develop your skills. In this section you will prioritise your *Tune in 1* learning objectives and set targets for the year.

B My Language Dossier

In this section you can record your best pieces of work this year to demonstrate what you can do in English.

C My Language Passport

The Passport section is where you can document your language learning experiences and assess your skills in different languages using the *Common European Framework*. The *Common European Framework* is a description of six levels of language proficiency used and recognised throughout Europe.

We hope that using the *Tune in Language Portfolio* will help you become a more confident and effective learner of languages, especially English.

Best wishes,

Michael Downie
David Gray
Juan Manuel Jiménez

A My Language Biography

Use your *Language Biography* to reflect on your experiences as a language learner. Think about your attitudes to learning. Do you enjoy learning languages? Reflect on how you learn and try the practical ideas mentioned in this section to help you to learn grammar and vocabulary more successfully. Brainstorm techniques you can use to improve your skills work: Reading, Listening, Speaking and Writing. Prioritise your learning objectives and identify areas where you require more help and practice.

Section 1: My linguistic experiences

Write a paragraph to describe your experiences of learning languages. Use these ideas to help you:

- How many languages can you speak?
- What languages do you study?
- How long have you been studying them?
- Where have you studied: at school or at home?
- What can you remember about your teachers and classmates?
- What materials or course books have you used?



Section 2: My contact with other cultures and languages

Write a paragraph to describe the different cultures and languages you know. Use these ideas to help you:

- Can your friends and family speak different languages?
- Do you have any friends from other countries?
- What have you learnt about their countries?
- What languages do you use to communicate with these friends?
- Have you ever visited another country?
- When? Where? Why did you go?
- What languages did you use when you were there?



Section 3: My attitudes to learning

Do you enjoy learning languages? Are you a motivated student? Complete the chart using this scale:

✔ = I agree. ✘ = I disagree.

Attitudes to learning	✔	✘
I enjoy learning new languages.		
Learning English will be useful for my future.		
I want to make friends with English speakers.		
I would like to travel to English-speaking countries.		
I am generally positive about my progress.		
I enjoy working in a group.		
I think we can learn from our mistakes.		
I try not to panic if I don't understand new grammar or vocabulary.		
I ask for help when I need it.		
I don't give up easily.		
I try to be positive about tasks I don't enjoy.		

Section 4: My approach to learning

What practical ideas do you use to learn languages? Complete the chart using this scale:

✔ = I do this. ✘ = I don't do this.

Practical ideas	✔	✘
I use English in class as much as possible.		
I record new language clearly in my notebook.		
I use new language in my written work to help me remember it.		
I set myself learning targets – with the teacher's help.		
I always do my homework.		
I analyse my mistakes and make a note of them.		
I keep a learning diary.		
I use English outside the classroom if I have an opportunity.		
I draw up a timetable for studying and I follow it.		
I have a study area at home where I can concentrate.		
I use different resources to help my studies: a dictionary, the internet, etc.		
I use strategies, e.g. repeating new words aloud to remember them.		



Section 5: Developing my learning skills

How can you improve your skills performance? Brainstorm more techniques to add to the lists.

Reading

I read an English language newspaper on the internet.

Listening

I sometimes watch DVDs in English - without subtitles.

Speaking

I go to an English-speaking summer camp every year.

Writing

I write emails and SMS messages in English.

Section 6: Prioritising my course objectives: Tune in 1

1 What do you need to do in English? Would you like help or more practice? Complete the chart with your priorities and self-evaluation. Repeat your self-evaluation regularly until you have three stars. ☆☆☆ Use this scale:

Priorities: 1 = High priority. 2 = Lower priority. 3 = Not a priority.
Self-evaluation: ☆ = I need help. ☆☆ = I need more practice. ☆☆☆ = I can do this.

📖 Reading

Unit	Objectives	Priorities	Self-evaluation
1	I can skim a text for the general idea.		
2	I can anticipate the content of a text from the title.		
3	I can scan a text for information.		
4	I can guess the meaning of unknown words in a text.		
5	I can read a text intensively to understand details.		
6	I can infer information from a text.		
7	I can identify the main ideas in a text using topic sentences.		
8	I can identify the writer's opinion in a review.		
9	I can read a play script.		

🎧 Listening

Unit	Objectives	Priorities	Self-evaluation
1	I can anticipate what a listening text is about.		
2	I can predict what a speaker is going to say.		
3	I can listen to a text for clues.		
4	I can listen to identify a speaker's opinion.		
5	I can listen for specific information.		
6	I can draw conclusions from a listening text.		
7	I can summarise a speaker's ideas.		
8	I can take notes while listening.		
9	I can identify a speaker's mood.		



Priorities: 1 = High priority. 2 = Lower priority. 3 = Not a priority.

Self-evaluation: ☆ = I need help. ☆☆ = I need more practice. ☆☆☆ = I can do this.

🗣️ Speaking: Interaction

Unit	Objectives	Priorities	Self-evaluation
1	I can have a conversation at a party.		
2	I can talk about a sports personality.		
3	I can interview someone about their travel experiences.		
4	I can make arrangements.		
5	I can choose a present for a friend.		
6	I can give advice to a friend.		
7	I can discuss an environmental problem.		
8	I can resolve a shopping problem.		
9	I can make travel enquiries.		

🗣️ Speaking: Production

Unit	Objectives	Priorities	Self-evaluation
1	I can describe friends.		
2	I can tell a sporting anecdote.		
3	I can tell a travel anecdote.		
4	I can predict my future.		
5	I can talk about a book I have read.		
6	I can describe a dream.		
7	I can give a speech.		
8	I can sell personal possessions at a class auction.		
9	I can talk about annoying things.		

✍️ Writing

Unit	Objectives	Priorities	Self-evaluation
1	I can write an informal letter.		
2	I can write a narrative.		
3	I can write a formal letter.		
4	I can write an opinion essay.		
5	I can write a biography.		
6	I can write a for and against essay.		
7	I can write about a problem.		
8	I can write a description of my favourite possessions.		
9	I can write a script.		

Priorities: 1 = High priority. 2 = Lower priority. 3 = Not a priority.

Self-evaluation: ☆ = I need help. ☆☆ = I need more practice. ☆☆☆ = I can do this.

Language Analysis

Unit	Objectives	Priorities	Self-evaluation
1	I can describe my likes and dislikes.		
1	I can use the Present Simple and Continuous.		
1	I can use adverbs and expressions of frequency.		
1	I can use prefixes to form opposite adjectives.		
2	I can identify cognates.		
2	I can use past narrative tenses.		
2	I can use sports vocabulary.		
2	I can identify regular and irregular verbs.		
3	I can identify false friends.		
3	I can use the Present Perfect Simple and Continuous.		
3	I can use phrasal verbs to tell a travel anecdote.		
4	I can form compound nouns.		
4	I can form nouns using suffixes.		
4	I can use different future forms.		
5	I can differentiate between <i>-ed</i> and <i>-ing</i> adjectives.		
5	I can use book vocabulary.		
5	I can use defining and non-defining relative clauses.		
5	I can use different structures to make comparisons.		
6	I can use expressions with <i>sleep</i> .		
6	I can use mind and body vocabulary.		
6	I can use modal verbs of obligation, permission and possibility.		
7	I can use extreme adjectives.		
7	I can identify the meaning of different prefixes.		
7	I can use different conditionals.		
7	I can use prefixes and suffixes to form nouns, adjectives, adverbs and verbs.		
8	I can use technology vocabulary.		
8	I can use the passive voice.		
8	I can use adjectives in the correct order to describe nouns.		
9	I can use verbs and adverbs to give stage instructions.		
9	I can use phrasal verbs to tell a theatre story.		
9	I can use reported speech.		
9	I can use <i>make</i> and <i>take</i> .		

2 Look back at the objectives you have prioritised on pages 6-8. How can you get the help and practice you need to achieve your goals? Complete the chart.

Objectives	How can I practise this?	How much time do I have?
Unit 1 - Skim a text for the general idea.	I can ask my teacher for the Tune in 1 Resource Book Reading worksheet.	About ten minutes each day when I get home from school.
Unit 3 - Use the Present Perfect.	I can refer to the Language Reference.	I have Saturday mornings free to study English.

B My Language Dossier

Use your *Language Dossier* to record the best examples of your work during the course. These could be the *On Air* tasks from the Student's Book. Keep a copy of your written work in a folder and record yourself doing the speaking activities on cassette, video or DVD. At the end of the course you will have a dossier of your work; a clear indication of how hard you have worked and your competence in English.

Reference	Individual / Group work	Description of task	Date completed
Unit 1 - Writing	Individual	An informal letter to Student Exchange giving personal information about myself.	October

C My Language Passport

This section of the *Tune in Language Portfolio* is a record of your language learning and intercultural experiences, language skills, formal exams and qualifications. Complete the charts with your experiences; assess your language skills using the self-assessment grid and record your exams and qualifications.

Section 1: My language learning and intercultural experiences






Complete the charts for your languages.






Language:				
I have been learning ____ for	1 year	2 years	3 years	over 3 years
I have been learning ____	<input type="checkbox"/> at school <input type="checkbox"/> at home <input type="checkbox"/> other			
I have visited a country where ____ is spoken for	up to 1 month	up to 3 months	up to 6 months	over 9 months
I visited the country to	<input type="checkbox"/> study <input type="checkbox"/> stay with family <input type="checkbox"/> have a holiday <input type="checkbox"/> other			
I have had these intercultural experiences in ____ :				

Language:				
I have been learning ____ for	1 year	2 years	3 years	over 3 years
I have been learning ____	<input type="checkbox"/> at school <input type="checkbox"/> at home <input type="checkbox"/> other			
I have visited a country where ____ is spoken for	up to 1 month	up to 3 months	up to 6 months	over 9 months
I visited the country to	<input type="checkbox"/> study <input type="checkbox"/> stay with family <input type="checkbox"/> have a holiday <input type="checkbox"/> other			
I have had these intercultural experiences in ____ :				






Section 2: My language skills






1 Use the self-assessment grid to assess your skills in different languages.

	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.

2 Record your skills assessments for each language you know in the charts.

Language:	A1	A2	B1	B2	C1	C2
 Reading						
 Listening						
 Spoken Interaction						
 Spoken Production						
 Writing						

Language:	A1	A2	B1	B2	C1	C2
 Reading						
 Listening						
 Spoken Interaction						
 Spoken Production						
 Writing						



Language:	A1	A2	B1	B2	C1	C2
 Reading						
 Listening						
 Spoken Interaction						
 Spoken Production						
 Writing						

Section 3: My exams and qualifications

Complete the chart with details of any language exams and qualifications you have obtained outside school.

Language	Level	Exam title	Awarded by	Year

Richmond Publishing

4 King Street Cloisters
Albion Place
London W6 0QT
United Kingdom

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Printed in Spain by
Clave: 362364
D.L.:
C.P: 840136

Editorial team: Richmond Publishing

Cover design: Novimago, S.L.

Design and layout: Novimago, S.L.

Photo research: Amparo Rodríguez

Technical coordination: Rocío Lominchar, Rosa Marín,
Jesús Muela, Antonio Ocaña, Javier Tejada

Technical Director: Ángel García Encinar

Art Director: José Crespo

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The publishers would like to thank all of those who have given their kind permission to reproduce photographs for this book:

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