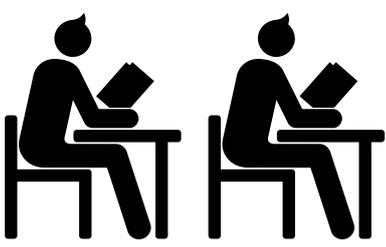
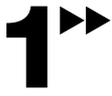


Portfolio  **Richmond
Fast Track** 

Robert Campbell
Gill Holley
Rob Metcalf

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 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 pages 5-10

Here you 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 pages 11-29

This section links directly to work that you do with 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.

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

Common European Framework language scale pages 30-31

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.

My Passport

Me

What's your name? _____

How old are you? _____

When's your birthday? _____

Where are you from? _____

What languages do you speak at home? _____

ATTACH
PHOTO

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?				
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 more practice.
- I need to practise this.

Welcome

Use the scores from your Diagnostic test.

► Vocabulary

- I can talk about countries and nationalities.

► Grammar

- I can form affirmative and negative sentences and questions with *be*.
- I can use subject and object pronouns.
- I can form affirmative and negative sentences and questions with *have got*.
- I can use possessives correctly.
- I can form sentences with *there is* and *there are*.
- I can differentiate between *can* for permission and ability.
- I can use *must* and *mustn't* to talk about obligation and prohibition.

► Speaking

- I can use classroom language.

► Extra

For the Welcome unit, I have completed:

- My Dossier
- Workbook

My Biography

Unit 1

► Vocabulary

- I can use adjectives to describe personalities.
- I can name hobbies.
- I can talk about hobbies using *play, do* and *go*.

► 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 present simple questions and short answers.
- I can form affirmative and negative sentences and questions with *like + -ing* form.

► Reading

- I can understand a questionnaire about friendships.
- I can understand a text about greetings around the world.

► Listening

- I can understand a short dialogue about friendships.

► 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

Unit 2

► Vocabulary

- I can use words related to shops.
- I can describe different music genres.
- I can use verbs to talk about music.

► Grammar

- I can form affirmative and negative sentences and questions with the present continuous.
- I can differentiate between present and future uses of 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.

► Reading

- I can understand a short text about paparazzi.
- I can understand a short text about philography.

► Listening

- I can understand a radio show about music.

► Speaking

- I can participate in a short dialogue about making 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

Unit 3

► Vocabulary

- I can name different types of transport.
- I can use adjectives to describe transport.
- I can describe places in a city.
- I can use compound nouns to talk about 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.

► Reading

- I can understand a short text about travelling to school.
- I can understand a short text about the London Underground.

► Listening

- I can understand a short dialogue about tourist spots.

► 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

Unit 4

► Vocabulary

- I can name parts of the body.
- I can describe parts of the body.
- I can name parts of the face.
- I can use adjectives to describe face and hair.

► 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.

► Reading

- I can understand short extracts about child prodigies.
- I can understand a short text about Einstein.

► Listening

- I can understand a short documentary about ancient Egypt.

► Speaking

- I can talk about what's wrong with me.

► 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

My Biography

Unit 5

► Vocabulary

- I can use verbs to describe movement.
- I can use verbs to describe stillness.
- I can talk about science fiction.
- I can identify acronyms.

► Grammar

- I can use *there was* or *there were* to describe a scene in the past.
- I can form past simple affirmative and negative sentences using the past continuous.
- I can form questions with the past continuous.
- I can differentiate between the past simple and the past continuous.

► Reading

- I can understand a short newspaper article and witness statements about a crime.
- I can understand a short text about unsolved mysteries.

► Listening

- I can understand a short dialogue about a close encounter.

► Speaking

- I can react to surprising stories.

► Writing

- I can use past time expressions.
- I can write a short story.

► Extra

For Unit 5, I have completed:

- My Dossier
- Workbook

Unit 6

► Vocabulary

- I can describe different TV programmes.
- I can talk about people who work in TV.
- I can name electrical appliances.
- I can use phrasal verbs to talk about using electrical appliances.

► Grammar

- I can differentiate between countable and uncountable nouns.
- I can use *a, an, a lot of, some* and *any* with countable and uncountable nouns.
- I can form questions with *How much* and *How many* and talk about quantities.
- I can use *a lot, not much, not many* and *none* in affirmative and negative sentences.

► Reading

- I can understand a short text about TV viewing habits.
- I can understand a short text about easy ways to save the planet.

► Listening

- I can understand a dialogue about appliances.

► 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

Unit 7

► 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 use *will* to talk about future predictions.
- I can use future time expressions.
- I can form affirmative and negative sentences with *going to*.
- I can differentiate between the uses of *will* and *going to*.

► Reading

- I can understand a short text about curious facts about the human body.
- I can understand a short text about a science fiction TV programme.

► Listening

- I can understand a short dialogue about ambitions.

► Speaking

- I can participate in a short dialogue about different types of measurements.

► Writing

- I can use *both of*, *some of* and *all of*.
- I can write a short text about my plans.

► Extra

For Unit 7, I have completed:

- My Dossier
- Workbook

Unit 8

► Vocabulary

- I can name superstitions.
- I can use negative prefixes with adjectives.
- I can describe different causes and campaigns.

► Grammar

- I can use *should* to give advice and make suggestions.
- I can form affirmative and negative sentences and questions with the first conditional.
- I can form affirmative and negative sentences with *some/any/no + body/thing/where*.
- I can form sentences with *every + body/thing/where*.

► Reading

- I can understand a questionnaire about superstitions around the world.
- I can understand a short text about helping charities.

► Listening

- I can understand a short dialogue about special days.

► 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 8, I have completed:

- My Dossier
- Workbook

My Biography

Unit 9

► Vocabulary

- I can identify jobs from descriptions.
- I can use suffixes to talk about jobs.
- I can describe life experiences.

► Grammar

- I can form past participles.
- I can differentiate between *been* and *gone* in present perfect sentences.
- I can form questions with the present perfect.
- I can use *just* in present perfect sentences.

► Reading

- I can understand a short extract about an Indian puppeteer.
- I can understand a short text about an 'imagineer'.

► Listening

- I can understand a short dialogue about life experiences.

► Speaking

- I can participate in a short dialogue about joining a club.

► Writing

- I can use *because* and *because of*.
- I can write a short text about nominating someone for an award.

► Extra

For Unit 9, I have completed:

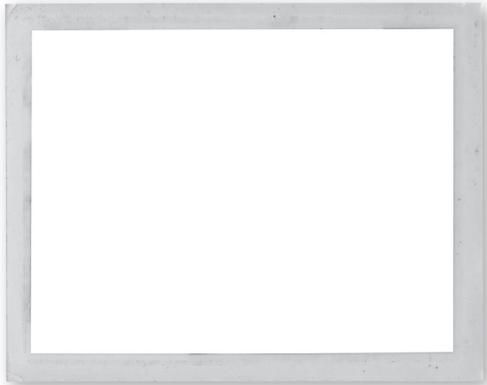
- My Dossier
- Workbook

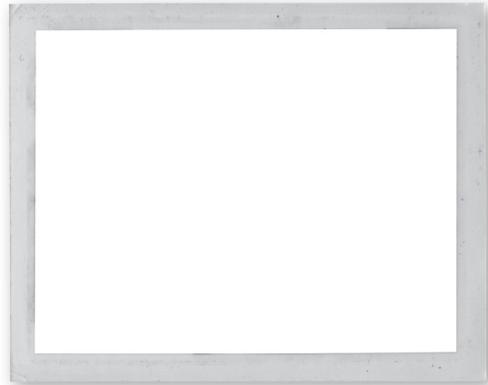
My profile

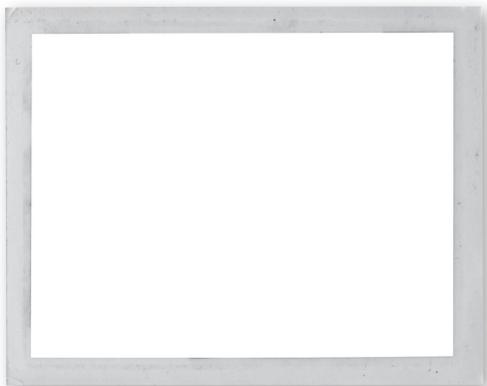
Complete the table.

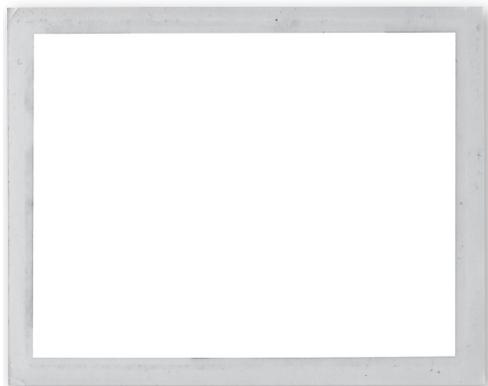
Name _____	Favourite actor _____
Age _____	Favourite sports _____
From _____	Favourite food _____
Birthday _____	Favourite day of the week _____

Write the names of four people in your family. Then add a photo and write about them.





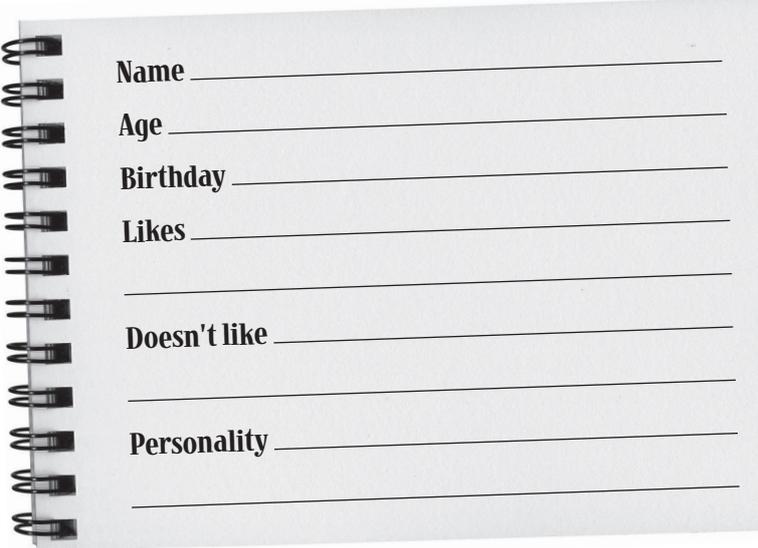


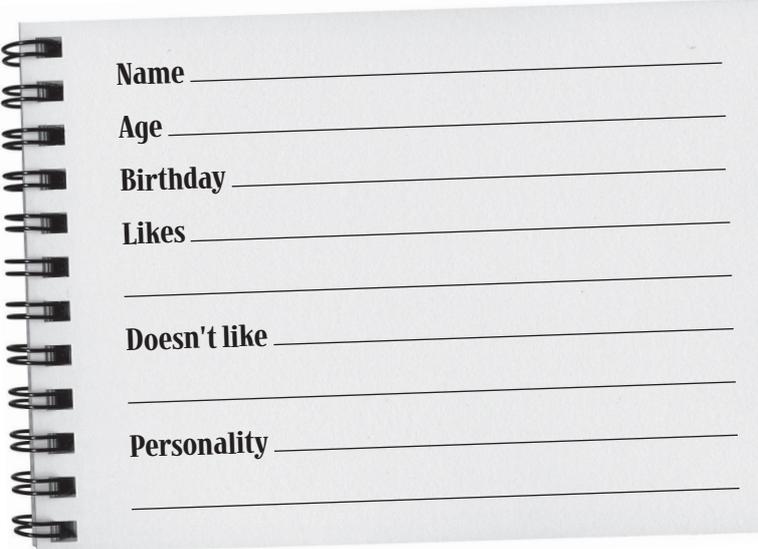


My Dossier

My friends

Complete the fact-files for two friends.

 <p>Name _____</p> <p>Age _____</p> <p>Birthday _____</p> <p>Likes _____</p> <p>_____</p> <p>Doesn't like _____</p> <p>_____</p> <p>Personality _____</p> <p>_____</p>	
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 <p>Name _____</p> <p>Age _____</p> <p>Birthday _____</p> <p>Likes _____</p> <p>_____</p> <p>Doesn't like _____</p> <p>_____</p> <p>Personality _____</p> <p>_____</p>	
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Use the information in the fact-files to write complete sentences about your friends.

My friends and I

Write about you and your friends and add a photo. Use *too* and *also*.



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

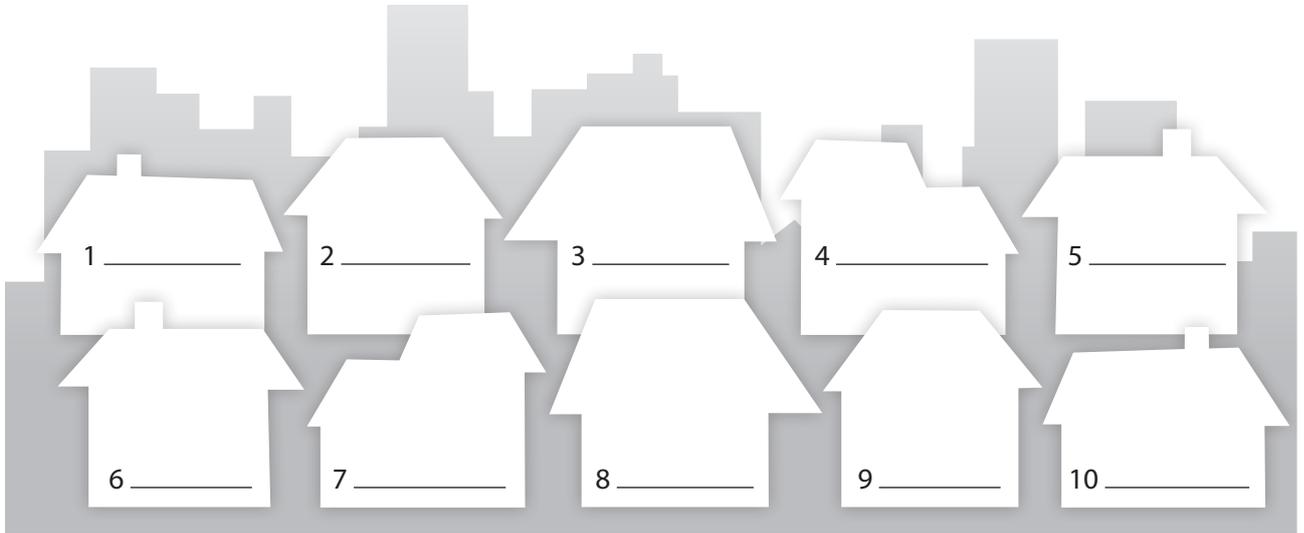
Your name and where you're from

Your hobbies

Your friends

My perfect high street

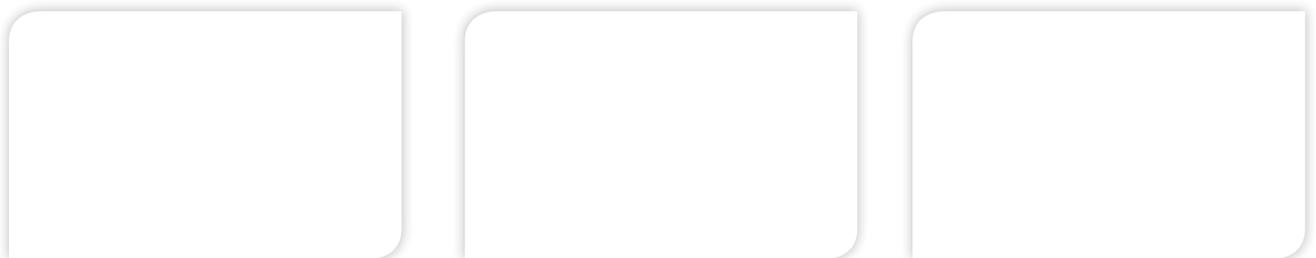
Write the types of shops you want on the high street.



Write two things you can buy in each shop.



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



1 _____ 2 _____ 3 _____

My free time

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*.



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.

Send Chat Attach Address Fonts Colours Save As Draft

To:

From:

His/her last email

Your favourite music

Another free-time activity

My transport diary

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 you use.



My city

Write about where you live. Use correct punctuation.



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

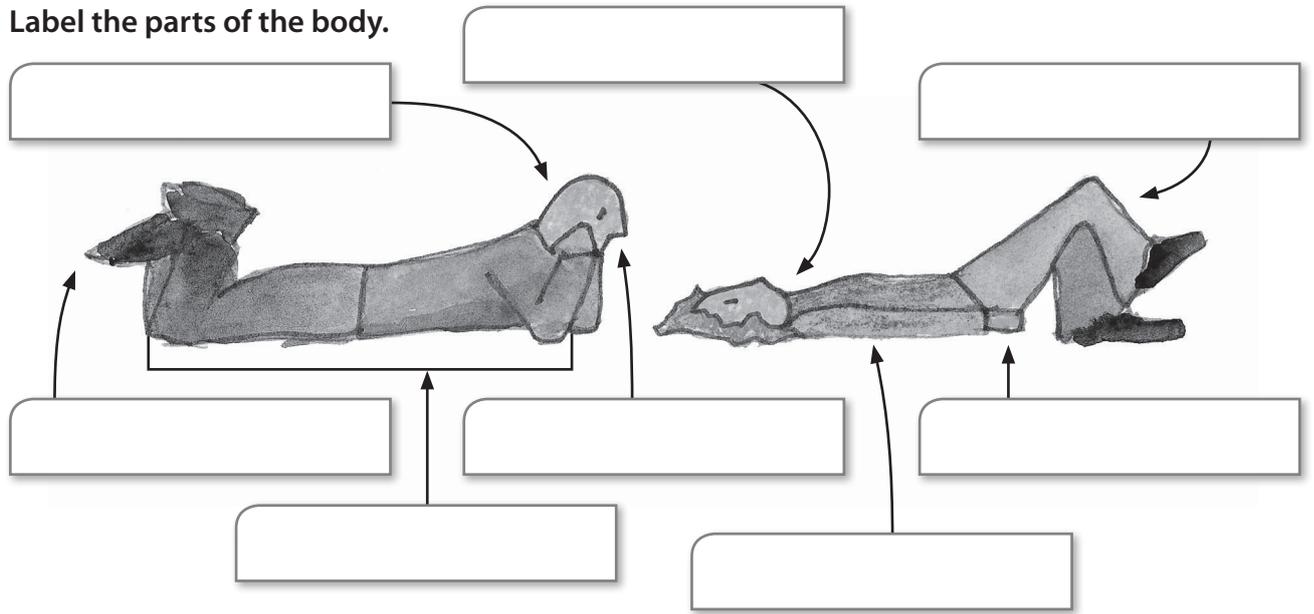
Places to visit, shopping areas, parks, food, festivals

Transport, weather

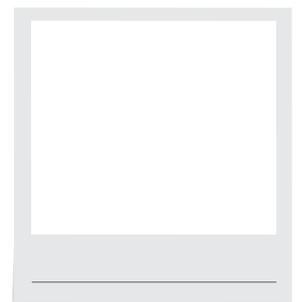
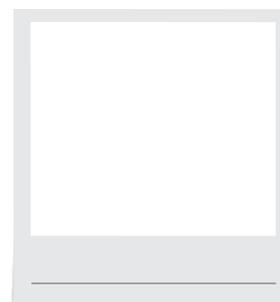
My Dossier

My body

Label the parts of the body.



Find pictures of famous people. Cut out parts of their bodies. Stick them in the portfolio and label them with the person's name and part of the body.



My family history project

Write about a person in your family. Use *before* or *after* + *-ing* form.



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

Free time

Physical similarities

My Dossier

My picture

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 time expressions.



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?.

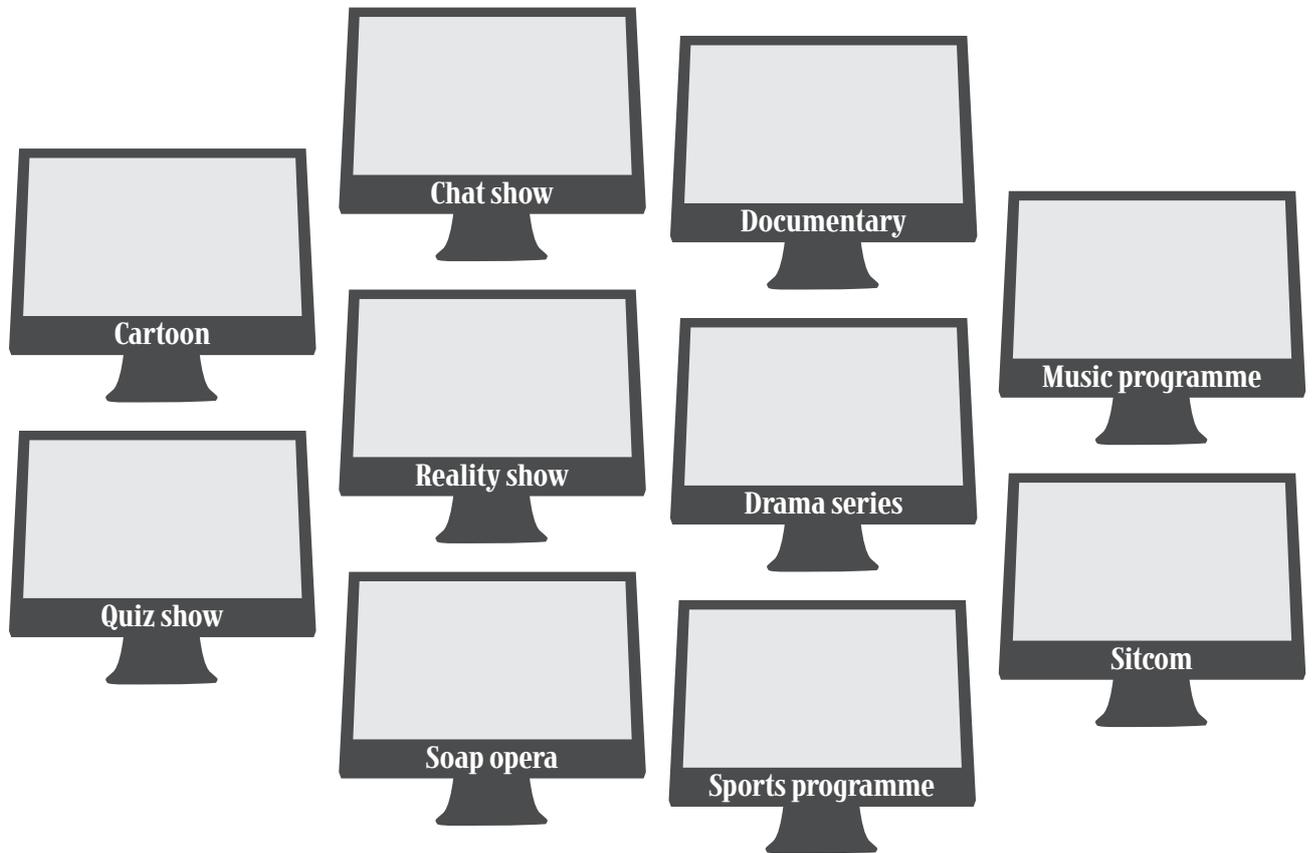
What happened next? What happened in the end?

Who did you tell? Did they believe you?



My TV schedule

Write the titles of TV shows you watch or know.



Plan your perfect TV schedule with your favourite TV shows.

Day and Time	Show title	Programme type

My favourite TV programme or film

Write about your favourite TV programmes or films. Use *because* and *so*.



Useful expressions

I don't watch ... DVDs on schooldays.

My favourite TV night is ... because

For me, ... is the best film of all time.

It's a ... about

My favourite character is

When do you watch TV or films? What type of programmes or 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 or film?

My Dossier

My weight and measurements

Complete your personal weight and measurements chart.

Today
Date _____
Time _____
Temperature _____

About me
Age _____
Height _____

My school journey
Approximate distance from home to school

Weight of school books

Journey time _____
Average journey speed _____

Write sentences using the information in the table.

My plans

Write an email to a friend saying why you can't meet this weekend and when you can meet. Use *both of*, *some of* or *all of*.



Useful language

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?

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

What are your plans for this weekend?

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

My lucky page

Write or draw the things that bring you luck.

A number

A day of the week

A colour

An object

Something I wear

Something I do

Write about superstitions in your country.

In my country it's good luck to _____

In my country it's bad luck to _____

My Cause

Write about your cause and add a picture.



Useful language

I want people to stop ...
If we don't ... we 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?

My Dossier

My opinion of jobs



What's your opinion of different jobs? Write four jobs for each adjective (you can repeat).

interesting	boring	well-paid (with a good salary)	stressful
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Write about the jobs of your family and friends.

A nomination

Write a nomination for a local hero and add a picture. Use *because* and *because of*.



Useful language

I'd like to nominate ...

I admire him/her because ...

And he's/she's more than just ...

He/She deserves the award because ...

Who do you want to nominate? What does he/she do? What is he/she like?

What has he/she done?

Why does he/she deserve the award?



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

Writing guide

Unit 1

► too and also

*I'm cheerful and 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** dance music.*
*I'm studying a lot right now **because** I have exams.*

We use *or* to join two or more alternative words or clauses.
We use *because* to give a reason for something.
We use *and* to join two or more words or clauses.
We use *but* to introduce a contrasting word, clause or statement.

Unit 3

► Punctuation

Chicago is my favourite city!
*You can see museums, parks and the **Sears Tower**.*
What about you?

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

Unit 4

► before or after + -ing form

***After leaving** school, he worked for a tea company.*
***Before opening** the shop, he saved a lot of money.*

We use *before* to say which action or event happens earlier.
We use *after* to say which action or event happens later.

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.*

We use past time expressions to say when something happened.

Unit 6

► because and so

*My favourite TV night is Tuesday **because** Heroes is on.*
*There are a lot of different characters and stories, **so** it's never boring.*

We use *so* to explain a consequence.
We use *because* to give a reason.

Unit 7

► both of, some of, all of

***Some of** them live in Derry.*
***Both of** us love spicy food.*
*Normally, **all of** us come back after the match.*

We use *some of* to talk about a number of people in a group.
We use *all of* to talk about every person in a group.
We use *both of* to talk about two people.

Unit 8

► Paragraphs

We use paragraphs to order information in a text. Each paragraph should contain one main idea.
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?

Unit 9

► because vs. because of

*He deserves the award **because** he's changed our lives.*
*I really admire her **because of** her energy.*

We use *because* + sentence.
We use *because of* + pronoun or noun.