

- *Tune in* is a two-level course for upper-secondary school students preparing for university entrance.
- *Tune in* extends students' knowledge of vocabulary and grammar in a clear and systematic way.
- *Tune in* focuses on the strategies students need for exam success and autonomous language learning.
- *Tune in* combines interesting and age-appropriate topics with extensive practice to develop students' ability in all four skills.

STUDENT'S BOOK

9 Core units
 3 Check and Test sections
 Pairwork activities
 Fine Tuning exercise bank
 On Air reference section
 Quick Reference Grammar Tables
 Tapescripts

LANGUAGE REFERENCE

Complete grammar guide with examples and illustrations
 Active vocabulary lists with phonetics
 Phonetic chart
 Irregular verbs chart

STUDENT'S CD AND CD-ROM

All Student's Book audio material
 Interactive Vocabulary and Grammar exercises

WORKBOOK

9 Core units
 9 Check and Test sections
 Tapescripts
 Phonetic chart
 Irregular verbs chart

LANGUAGE PORTFOLIO

Language Biography section
 Language Dossier section
 Language Passport section
 Linked to *Tune in 1* learning objectives

WORKBOOK CD

All Workbook audio material

TEACHER'S BOOK

Step-by-step lesson plans with answer keys and tapescripts
 Lead-in sections, background notes and extra activities
 Mock Exams including Listening and Speaking sections
 Workbook answer key

RESOURCE BOOK

Worksheets to develop Vocabulary and Grammar and consolidate Reading and Writing skills
 Discussion tasks on English-speaking Culture
 9 Unit Tests focusing on Vocabulary, Grammar and Reading
 3 Term Tests including Listening and Speaking sections
 Full teaching notes, tapescripts and answer keys

CLASS CDS

All Student's Book and Workbook audio material
 Audio material for Term Tests and Mock Exams
 Easy-to-use software to create customised Vocabulary and Grammar tests

2

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LANGUAGE PORTFOLIO



Michael Downie
 David Gray
 Juan Manuel Jiménez

CONTENTS

Introduction to the *Tune in Language Portfolio*Page 2

My Language BiographyPage 3

My linguistic experiencesPage 3

My contact with other cultures and languagesPage 3

My attitudes to learningPage 4

My approach to learningPage 4

Developing my learning skillsPage 5

Prioritising my course objectives: *Tune in 1*Page 6

Reading and Listening objectivesPage 6

Speaking and Writing objectivesPage 7

Language Analysis objectivesPage 8

My Language DossierPage 10

My Language PassportPage 11

My language learning and intercultural experiencesPage 11

My language skillsPage 12

Self-assessment chartPage 12

My exams and qualificationsPage 15

A My Language Biography

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* 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

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 2

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 answer comprehension questions.		
2	I can identify synonyms in a text.		
3	I can choose an appropriate reading technique.		
4	I can choose the correct summary of a text.		
5	I can recognise techniques to avoid repetition.		
6	I can answer true or false questions.		
7	I can rewrite sentences.		
8	I can answer questions in my own words.		
9	I can recognise question types.		

Listening

Unit	Objectives	Priorities	Self-evaluation
1	I can answer listening questions.		
2	I can listen globally for main events.		
3	I can complete gapped sentences.		
4	I can take notes and check them.		
5	I can answer multiple choice questions.		
6	I can identify speakers' opinions.		
7	I can identify speakers' intentions.		
8	I can understand informal English.		
9	I can take a listening exam.		



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 ask and answer quiz questions.		
2	I can show interest in people's news.		
3	I can help a friend with stress.		
4	I can explain mysterious events.		
5	I can take part in a debate.		
6	I can ask about accommodation.		
7	I can act out a film scene.		
8	I can compare jobs.		
9	I can prepare for an oral exam.		

Speaking: Production






Unit	Objectives	Priorities	Self-evaluation
1	I can describe places.		
2	I can tell a story.		
3	I can describe a weekend break.		
4	I can give a witness description.		
5	I can talk about an advertisement.		
6	I can describe homes.		
7	I can describe films.		
8	I can describe work routines.		
9	I can perform oral exam tasks.		






Writing

Unit	Objectives	Priorities	Self-evaluation
1	I can use adjectives in a description.		
2	I can write vivid narratives.		
3	I can write a for and against essay.		
4	I can write a summary.		
5	I can write a formal letter.		
6	I can give facts and opinions.		
7	I can write a film review.		
8	I can write a CV and covering letter.		
9	I can write essay plans.		

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.

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