**MINISTRY OF PUBLIC EDUCATION**

 **TECHNICAL EDUCATION DEPARTMENT**

 **TECHNICAL HIGH SCHOOL ……………**

Portfolio of Evidence

**Curricular Structure 6.4.2 “English for Communication” 12 th Grade**

**STUDENT:**

**DATE AND PLACE:**

**GENERAL INFORMATION**

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| STUDENT`S NAME: |  |
| PROGRAM: |  |
| LEVEL: X ( ) XI ( ) XII ( ) |  |
| Birth date: |  |
| Address:  |  |
| Phone #: |  |
| E- mail: |  |

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| **SUB -AREA:** English for Communication |
| **Study Unit 1:** Day to Day Work |
| **Purpose:** Exchanging information about: day to day work. |
| **Linguistic Achievements**  | **Evidence** | **Achieved** | **Strategies to improve and Observations** |  **Competent** |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Asking and giving information about working routines. | Asking questions regarding working routines. |  |  |  |  |  |
| Talking about your daily working schedule. |  |  |  |  |  |
| Describing times and conditions of my job. | Examining job skills and qualifications. |  |  |  |  |  |
| Expressing likes and dislikes in my daily life. | Describing likes and dislikes. |  |  |  |  |  |
| Reading an advertisement about a new product. | Making wise choices |  |  |  |  |  |
| Writing a plan to improve safety in your home. | Describing about safety at home. |  |  |  |  |  |
| **Student´s name and signature:** | **Date** |
| **Teacher´s name and signature:** |
| **Parent`s name and signature:** |

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| **SUB -AREA:** English for Communication |
| **Study Unit 2:** Costumer Service |
| **Purpose:** : Interprets and communicates information about: customer service |
| **Linguistic Achievements**  | **Evidence** | **Achieved** | **Strategies to improve and Observations** |  **Competent** |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Understanding specifications about the elements of effective telephone communications. | Identifying elements of effective telephone communication. |  |  |  |  |  |
| Managing to ensure courtesy in business telephone contacts. |  |  |  |  |  |
| Applying techniques to improve effectiveness as a listener. | Asking the customer to repeat if the message is not clear. |  |  |  |  |  |
| Defining the importance of proper telephone techniques in providing excellent service to customers. | Smiling before you pick up the phone. |  |  |  |  |  |
| Letting customers know you want to help. |  |  |  |  |  |
| Understanding details from text, passages and others. | Identifying elements of effective communication. |  |  |  |  |  |
| Stating the importance of attitude and creativity in providing high quality customer service. | Leaving a good last impression. |  |  |  |  |  |
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| **SUB -AREA:** English for Communication |
| **Study Unit 3:** Stand for excellence |
| **Purpose:** Exchanging information about: the ability to work cooperatively with others as a member of a team. |
| **Linguistic Achievements**  | **Evidence** | **Achieved** | **Strategies to improve and Observations** |  **Competent** |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Listening to a conversation between coworkers**.** | Stating work communication. |  |  |  |  |  |
| Discussing about adult education. |  |  |  |  |  |
| Expressing encouragement when having a conversation. | Defining feelings. |  |  |  |  |  |
| Describing types of coursework |  |  |  |  |  |
| Reading and discussing about job skills. | Identifying job skills. |  |  |  |  |  |
| Defining job training |  |  |  |  |  |
| Organizing information regarding options between job benefits and personal qualities. | Defining feelings. |  |  |  |  |  |
| Stating work communictaion |  |  |  |  |  |
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| **SUB -AREA:** English for Communication |
| **Study Unit 4:** Travel |
| **Purpose:** Interprets and communicates information about travelling**.** |
| **Linguistic Achievements**  | **Evidence** | **Achieved** | **Strategies to improve and Observations** |  **Competent** |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Listening about what do you do in Costa Rica to thank people. | Thanking |  |  |  |  |  |
| Explaining leisure and entertainment possibilities to a visitor. | Travelling for business and pleasure. |  |  |  |  |  |
| Doing flight reservation. |  |  |  |  |  |
| Renting a car. |  |  |  |  |  |
| Discussing about weather concerns when travelling. | Copying with difficult travel situations. |  |  |  |  |  |
| Reading a map from another country to find out cities and places. | Giving and asking for directions. |  |  |  |  |  |
| Finding out about a city. |  |  |  |  |  |
| Reading about environmental issues to take into account to visit a foreign country. | Making recommendations. |  |  |  |  |  |
| Revising a business plan to propose to an international company | Attending business events. |  |  |  |  |  |
| Developing writing skills in making, accepting or declining an offer. | Making offers. |  |  |  |  |  |
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| **SUB -AREA:** English for Communication |
| **Study Unit 5:** Astounding Future Career |
| **Purpose:** : Interprets and communicates information about: applying or transferring skills learned in one job situation to another. |
| **Linguistic Achievements**  | **Evidence** | **Achieved** | **Strategies to improve and Observations** |  **Competent** |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Listening a discussion between two managers. | Defining the strengths and weaknesses. |  |  |  |  |  |
| Recognizing work standards. |  |  |  |  |  |
| Discussing community problems and solutions by interviewing classmates. | Participating a in job interview. |  |  |  |  |  |
| Attending to a job fair. |  |  |  |  |  |
| Talking about life in a city and contrasting it with life in the country side. | Talking about life in the city and life in countryside. |  |  |  |  |  |
| Comparing and contrasting the lives and goals of people regarding working conditions. | Describing future plans. |  |  |  |  |  |
| Identifying career skills. |  |  |  |  |  |
| Developing consciousness about my skills, achievements and awards. | Identifying personal career skills. |  |  |  |  |  |
| Organizing ideas to design an improvement plan to change in life. | Recognizing work standards. |  |  |  |  |  |
| Expressing emotions |  |  |  |  |  |
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| **Parent`s name and signature:** |