**MINISTRY OF PUBLIC EDUCATION**

 **TECHNICAL EDUCATION DEPARTMENT**

 **TECHNICAL HIGH SCHOOL ……………**

Portfolio of Evidence

**Curricular Structure 4.2.2 “English for Communication”**

**X 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:** Building personal interaction at the company  |
| **Purpose:** Exchanging information about personal interaction at the company, ways of interacting meetingpeople, ethics, personal skills, cultural aspects. |
| **Linguistic Achievements** | **Evidence** | **Achieved** | **Strategies to improve and Observations** |  **Competent** |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Understanding simple familiar phrases and short statements. | Asking for and giving information about occupations. |  |  |  |  |  |
| Predicting meaning through the use of context  | Solving problems |  |  |  |  |  |
| Asking and responding to questions in clearly defined situations. | Agreeing and disagreeing. |  |  |  |  |  |
| Reading personal information forms.Reading a personal letter. | Expressing opinions and concerns. |  |  |  |  |  |
| Writing about occupations and writing the name and address on an envelope. | Approving or disapproving different practices in a working environment. |  |  |  |  |  |
| **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:** Daily life activities |
| **Purpose:** Interprets and communicates information about: daily activities at home, school and job. |
| **Linguistic Achievements**  | **Evidence** | **Achieved** | **Strategies to improve and Observations** |  **Competent** |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Making appointments for personal business. Welcoming a new partner. | Making appointments.  |  |  |  |  |  |
| Communicating schedule information at home, school and work. |  |  |  |  |  |
| Describing my personal schedule | Interpreting and communicating information. |  |  |  |  |  |
| Welcoming a new partner schedules. | Participating as a member of a team.  |  |  |  |  |  |
| Talking about daily routines at home, at school and at work. | Acquiring and evaluating information. |  |  |  |  |  |
| Predicting the content of a story from the title. | Interpreting and communicating information. |  |  |  |  |  |
| Writing about daily routine. | Responding to basic information in the target language.  |  |  |  |  |  |
|  | Identifying and listing daily activities |  |  |  |  |  |
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| **SUB -AREA:** English for Communication |
| **Study Unit 3:** Working conditions and success at work |
| **Purpose:** Interprets and communicates information about: someone ´s job, working tasks, and job positions, responsibilities  |
| **Linguistic Achievements**  | **Evidence** | **Achieved** | **Strategies to improve and Observations** |  **Competent** |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Asking and answering about job positions | Exchanging information about the company structure and working conditions |  |  |  |  |  |
| Expressing opinions about work and respond to job interview questions | Expressing likes, dislikes, preferences and personal qualities in a professional environment |  |  |  |  |  |
| Describing someone ´s job | Describing facts and situations |  |  |  |  |  |
| Reporting completed and uncompleted work tasks | Solving problems  |  |  |  |  |  |
| Scanning a form to find specific information | Contrasting and comparing information |  |  |  |  |  |
| Reading and interpret a job application | Describing facts and situations |  |  |  |  |  |
| Reading a magazine article | Identifying important issues |  |  |  |  |  |
| Writing a paragraph describing a job I would like to have | Contrasting and comparing information |  |  |  |  |  |
| Filling out a job application | Describing facts and situations |  |  |  |  |  |
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| **SUB -AREA:** English for Communication |
| **Study Unit 4:** Describing a company, equipment and tools |
| **Purpose:** Interprets and communicates information about: company furniture, equipment and tools |
| **Linguistic Achievements**  | **Evidence** | **Achieved** | **Strategies to improve and Observations** |  **Competent** |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Asking for and give information on companies and products, furniture | Identifying, classifying, and locating furniture, equipment |  |  |  |  |  |
| Communicating messages with little or no difficulty about equipment and tools | Describing Measurements |  |  |  |  |  |
| Describing types of tools, ergonomics, processes and operations |  |  |  |  |  |
| Expressing and seeking ideas and opinions about a company | Asking for and giving information about company furniture, equipment and tools |  |  |  |  |  |
| Reading and interpreting companies descriptions | Identifying, classifying, and locating furniture, equipment |  |  |  |  |  |
| Writing lists of equipment and tools from different companies | Describing items used in a company: carbon copy, notations |  |  |  |  |  |
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| **SUB -AREA:** English for Communication |
| **Study Unit 5:** Talking about plans, personal and educational goals |
| **Purpose:** Exchanging information about: leisure activities, holidays and special occasions. Planning educational and personal goals |
| **Linguistic Achievements**  | **Evidence** | **Achieved** | **Strategies to improve and Observations** |  **Competent** |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Describe leisure activities by planning long and short term future activities | Planning for the immediate future. |  |  |  |  |  |
| Talking about holiday celebrations | Setting a schedule for leisure activities with friends and family |  |  |  |  |  |
| Describing the steps to fill out college application, student loans and financial aid | Applying for enrollment in college |  |  |  |  |  |
| Stating personal goals | Setting personal and professional goals |  |  |  |  |  |
| Reading a personal letter | Applying for enrollment in college |  |  |  |  |  |
| Reading news article about people ´s plans | Applying for enrollment in college |  |  |  |  |  |
| Listing possible weekend activities | Setting a schedule for leisure activities with friends and family |  |  |  |  |  |
| Organizing your writing by using a chart | Planning for long term future activities |  |  |  |  |  |
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| **SUB -AREA:** English for Communication |
| **Study Unit 6:** Communicating Effectively |
| **Purpose:** : Interprets and communicates information about: daily activities at home, school and job. Daily routines |
| **Linguistic Achievements**  | **Evidence** | **Achieved** | **Strategies to improve and Observations** |  **Competent** |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Solving problems by phone and making telephone arrangements | Distinguishing speeches for different occasions |  |  |  |  |  |
| Taking messages effectively from recorded announcements | Responding to criticism when giving a presentation |  |  |  |  |  |
| Describing what makes a good communicator | Getting people ´s attention and introducing a speaker |  |  |  |  |  |
| Evaluating the effects of stress factors and get advice on presenting | Making a short speech |  |  |  |  |  |
| Avoiding misunderstandings based on the cultural background | Responding to criticism when giving a presentation |  |  |  |  |  |
| Describing facts that affect the success of a presentation | Talking about improving English skills when giving a speech |  |  |  |  |  |
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| **SUB -AREA:** English for Communication |
| **Study Unit 7:** Raising Economic Success |
| **Purpose:** Using appropriate language for comparing goods, discussing advertisements, describing products and your preferences |
| **Linguistic Achievements**  | **Evidence** | **Achieved** | **Strategies to improve and Observations** |  **Competent** |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Discussing about advertisements from different means of communication | Interpreting job ads |  |  |  |  |  |
| Talking to a salesclerk about a faulty appliance | Shopping for appliances |  |  |  |  |  |
| Comparing goods and services, and explaining the reasons why I like a product | Examining alternatives and choosing. |  |  |  |  |  |
| Describing product characteristics by contrasting and comparing different goods or services | Examining alternatives and choosing |  |  |  |  |  |
| Discussing every day risk and risk in business | Discussing advantages and disadvantages of borrowing money to different sources |  |  |  |  |  |
| Describing the different ways of raising money | Discussing advantages and disadvantages of borrowing money to different sources |  |  |  |  |  |
| Developing reading skills by reading a formal letter of complaint | Writing complaint and formal letters |  |  |  |  |  |
| Expanding reading skills by reading job ads from newspaper or magazines | Interpreting job ads |  |  |  |  |  |
| Writing a formal letter of complaint, completing a product comparison chart and writing an advertisement | Writing complaint and formal letters |  |  |  |  |  |
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| **Teacher´s name and signature:** |
| **Parent`s name and signature:** |