**MINISTRY OF PUBLIC EDUCATION**

 **TECHNICAL EDUCATION DEPARTMENT**

 **TECHNICAL HIGH SCHOOL ……………**

Portfolio of Evidence

**Curricular Structure 2.2.2 “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. |  |  |  |  |  |
| Asking and responding to questions in clearly defined situations. | Agreeing and disagreeing. |  |  |  |  |  |
| Reading personal information forms. | Solving problems. |  |  |  |  |  |
| 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.  | Making appointments. Communicating schedule information at home, school and work.  |  |  |  |  |  |
| Describing my personal 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 and respond to job interview questions. | Expressing likes, dislikes, preferences and personal qualities in a professional environment. |  |  |  |  |  |
| Describing someone ´s job and uncompleted work tasks | Exchanging information about the company structure and working conditions |  |  |  |  |  |
| Reading and interpret a job application, and reading magazine article. | Contrasting and comparing information. |  |  |  |  |  |
| Writing a paragraph describing a job I would like to have. | Solving problems |  |  |  |  |  |
| Filling out a job application. | Identifying important issues.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.  | Asking for and giving information about company furniture, equipment and tools. |  |  |  |  |  |
| Communicating messages with little or no difficulty about equipment and tools. | Identifying, classifying, and locating furniture, equipment. |  |  |  |  |  |
| Reading and interpreting companies’ descriptions.  | Describing types of tools, ergonomics, processes and operations. |  |  |  |  |  |
| Writing lists of equipment and tools from different companies. | Describing items used in a company: carbon copy, notations.  |  |  |  |  |  |
| Describing Measurements |  |  |  |  |  |
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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** |
| Talking about holiday celebrations. And leisure activities. | Planning for the immediate future. |  |  |  |  |  |
| Describing the steps to fill out different type of forms by doing college enrolment. | Setting personal and professional goals. |  |  |  |  |  |
| Applying for enrollment in college. |  |  |  |  |  |
| Reading news and articles about people ´s plans.  | Planning for long term future activities. |  |  |  |  |  |
| Describing possible weekend activities. | Setting a schedule for leisure activities with friends and family. |  |  |  |  |  |
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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. | Getting people ´s attention and introducing a speaker**.** |  |  |  |  |  |
| Describing what makes a good communicator. | Talking about improving English skills when giving a speech. |  |  |  |  |  |
| Responding to criticism when giving a presentation. |  |  |  |  |  |
| Evaluating the effects of stress factors and get advice on presenting. | Making a short speech. |  |  |  |  |  |
| Describing the facts that affect the success of a presentation. | Distinguishing speeches for different occasions |  |  |  |  |  |
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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. | 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. | Discussing advantages and disadvantages of borrowing money to different sources.  |  |  |  |  |  |
| Expanding reading skills by reading job ads from newspaper or magazines. And reading formal letters of complaint. | Interpreting job ads |  |  |  |  |  |
| Writing formal letter of complaint, completing a product comparison chart and writing an advertisement. | Writing letters. |  |  |  |  |  |
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