**MINISTRY OF PUBLIC EDUCATION**

**TECHNICAL EDUCATION DEPARTMENT**

**TECHNICAL HIGH SCHOOL ……………**

Portfolio of Evidence

**Curricular Structure: Oral Communication**

**XI 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:** Oral Communication | | | | | | |
| **Study Unit 1:** Developing Communicative Competence in the English Language By Means Of Technical Topics | | | | | | |
| **Purpose 1:** **:** Job manufacturing and Job performance | | | | | | |
| **Linguistic Objectives** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Reacting to language spoken at normal speed in everyday life. | Asking for and giving specific information about job manufacturing and job performance. |  |  |  |  |  |
| Understanding ideas. |  |  |  |  |  |
| Understanding a variety of registers. |  |  |  |  |  |
| Listening between lines about the topic studied. | Accepting and refusing politely. |  |  |  |  |  |
| Talking in simple language about familiar and concrete situations of our own world. |  |  |  |  |  |
| Reporting information gathered from texts, web site, and others. | Solving problems. |  |  |  |  |  |
| Identifying the main rules of filing. | Asking for and giving specific information. |  |  |  |  |  |
|  |  |  |  |  |
| Speaking with intelligible pronunciation and intonation. | Speaking about Job manufacturing |  |  |  |  |  |
|  |  |  |  |  |
| Responding to a request with appropriate expressions. |  |  |  |  |  |
|  |  |  |  |  |
| **Student´s name and signature:** | | | | | **Date** | |
| **Teacher´s name and signature:** | | | | |
| **Parent`s name and signature:** | | | | |

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| **SUB -AREA:** Oral Communication | | | | | | |
| **Study Unit 2:** Developing Communicative Competence in the English Language By Means Of Technical Topics | | | | | | |
| **Purpose 1:** Routine Business Activities | | | | | | |
| **Linguistic Objectives** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Reacting towards instructions. | Asking for and giving instructions |  |  |  |  |  |
| Identifying details in familiar material. | Understanding, asking for, giving and responding to instructions. |  |  |  |  |  |
| Summarizing messages and narratives. |  |  |  |  |  |
| Responding and giving opinions about events and issues. |  |  |  |  |  |
| Responding to messages and dialogues in short situation context. | Reporting, requesting, giving information and suggesting someone to do something. |  |  |  |  |  |
| Reporting information to complete a task. |  |  |  |  |  |
| Asking for repetition / conformation. |  |  |  |  |  |
| Speaking with intelligible pronunciation and intonation. | Talking about special requests / something. |  |  |  |  |  |
| Discussing possibilities, probabilities, or capacities |  |  |  |  |  |
| **Student´s name and signature:** | | | | | **Date** | |
| **Teacher´s name and signature:** | | | | |
| **Parent`s name and signature:** | | | | |

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| **SUB -AREA:** Oral communication | | | | | | |
| **Study Unit 3**: Developing Communicative Competence in the English Language By Means Of Technical Topics | | | | | | |
| **Purpose 1:** Safety at work | | | | | | |
| **Linguistic objectives** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Identifying relevant information. | Identifying, analyzing, asking and giving information about causes, effects, and prevention of accidents. |  |  |  |  |  |
|  |  |  |  |  |
| Giving directions to carry out a task. |  |  |  |  |  |
| Expressing main points and personal responses. |  |  |  |  |  |
| **Student´s name and signature:** | | | | |  | |
| **Teacher´s name and signature:** | | | | |
| **Parent`s name and signature:** | | | | |