**MINISTRY OF PUBLIC EDUCATION**

**TECHNICAL EDUCATION DEPARTMENT**

**TECHNICAL HIGH SCHOOL ……………**

Portfolio of Evidence

**Curricular Structure 0.2.4 “English for 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:** English for Communication | | | | | | |
| **Study Unit 1:** Safe work | | | | | | |
| **Purpose:** Exchanging information about: safe and unsafe driving, accidents and job benefits**.** | | | | | | |
| **Linguistic Achievements** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Understanding people´ s description of a traffic accident. | Distinguishing safe and unsafe driving. |  |  |  |  |  |
| Giving reasons for being late at work, school or meeting. | Acquiring and giving information. |  |  |  |  |  |
| Identifying different signs and prevention procedures. | Avoiding dangerous situations at work. |  |  |  |  |  |
| Talking to a manager about a workplace accident. Creating dialogues between a police officer and a driver. |  |  |  |  |  |
| Describing consequences of accidents and prevention procedures at work. |  |  |  |  |  |
| Identifying special clothes and equipment used at work. | Conveying ideas in writing. |  |  |  |  |  |
| Scanning for specific information related to safety at work. | Interpreting and communicating information |  |  |  |  |  |
| Reading stories about accidents at work and prevention measures. |  |  |  |  |  |
| Describing the advantages of working in a company. |  |  |  |  |  |
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| **Study Unit 2:** : Introductions in the business activities. | | | | | | |
| **Purpose:** Interprets and communicates information about: business activities. | | | | | | |
| **Linguistic Achievements** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Identifying future business companies by listening to different people. | Performing given instructions. |  |  |  |  |  |
| Comparing the increasing profitability of department stores in our country. | Dealing with numbers.  -millions  -billions  -trillions |  |  |  |  |  |
| Discussing conditions for starting new business in public and private sector companies. | Discussing about this topic |  |  |  |  |  |
| Making predictions about products or services of the future. | Listen to descriptions and dialogues about people ´s future businesses. |  |  |  |  |  |
| Providing advice for people who are starting new business by writing a letter. | Giving advices. |  |  |  |  |  |
| Talking about a future business trip. | Choosing a location for a new factory. |  |  |  |  |  |
| Reading about the development of industries. | Reading about history of some industries or companies |  |  |  |  |  |
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| **Study Unit 3:** Regulations, rules and advice**.** | | | | | | |
| **Purpose:** Interprets and communicates information about: workplace rules and following them. | | | | | | |
| **Linguistic Achievements** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Understanding conversations about workplace rules. | Understanding rules. |  |  |  |  |  |
| Discussing situations when foreign business people make a “cultural mistake. | Distinguishing cultural patterns |  |  |  |  |  |
| Talking to a manager about not following rules by performing a conversation. | Speaking clearly. |  |  |  |  |  |
| Comparing companies´ regulations and giving advice. | Acquiring and evaluating information. |  |  |  |  |  |
| Learning about dress code in my country to put it into practice at school or work. | Reading with understanding. |  |  |  |  |  |
| Writing employee dress-code rules to be applied in a company. | Writing clearly about the topic. |  |  |  |  |  |
| Writing a list of company regulations taking the position of an owner. | Writing using and following instructions |  |  |  |  |  |
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| **Study Unit 4:** : Complaints and solving problems | | | | | | |
| **Purpose:** Exchanging information about: making complaints, apologizing and solving problems. | | | | | | |
| **Linguistic Achievements** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Distinguishing between making a complaint and discussing ideas. | Interpreting and communicating information. |  |  |  |  |  |
| Learning how to deal with a complaint by voice mail and automated telephone information. |  |  |  |  |  |
| Apologizing when it is required. |  |  |  |  |  |
| Solving problems at the office. | Applying technology to a task |  |  |  |  |  |
| Talking about problems at home and work. | Maintaining and troubleshoots technology. |  |  |  |  |  |
| Dealing with problems, clients complains and giving apologizes. | Interpreting and communicating information |  |  |  |  |  |
| Comprehending the usage of items in a first-aid kit. | Choosing the correct action to respond to an emergency. |  |  |  |  |  |
| Describing ways to improve your life by writing a paragraph. | Applying technology to a task. |  |  |  |  |  |
| Choosing the correct action to respond to an emergency. |  |  |  |  |  |
| Writing about solutions to a problem at work or school. | Applying technology to a task. |  |  |  |  |  |
| Understanding systems. |  |  |  |  |  |
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| **Study Unit 5:** Following instructions from manual and catalogs. | | | | | | |
| **Purpose:** Interprets and communicates information about: technical vocabulary related to manuals and catalogues instructions. | | | | | | |
| **Linguistic Achievements** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Understanding or using appropriate language for informational purposes. | Identifying equipment from technical catalogues. |  |  | . |  |  |
| Comparing equipment used in a job taken from different catalogues. | Identifying components from technical catalogues |  |  |  |  |  |
| Identifying or using strategies for communicating more successfully. | Advantages and disadvantages in the field. |  |  |  |  |  |
| Identifying different equipment and components in catalogues used in a specific field of study. | Comparing different equipment at work. |  |  |  |  |  |
| Following and direct someone to read information from a specific catalogue. | Directing how to perform a task based on catalogues´ instructions |  |  |  |  |  |
| Interpreting written instructions from a technical manual in a specific field of study. | Directing how to perform a task based on catalogues´ instructions. |  |  |  |  |  |
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| **Study Unit 6:** Making telephone arrangements | | | | | | |
| **Purpose:** Exchanging information about: telephone calls and arrangements**.** | | | | | | |
| **Linguistic Achievements** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Making a call to arrange a business meeting. | Arranging a business meeting. |  |  |  |  |  |
| Exchanging information in telephone conversations. | Exchanging information by telephone. |  |  |  |  |  |
| Answering your mobile phone. |  |  |  |  |  |
| Expressing fluently to leave and take a message. | Answering the phone when you are at work, at home, at a hotel room. |  |  |  |  |  |
| Responding accurately to telephone messages. |  |  |  |  |  |
| Making an appointment by telephone. | Making appointments. |  |  |  |  |  |
| Comparing the different ways of communication people use in one culture such as expressions or gestures that people from another culture might not understand. | Comparing caller and calls from /and in different cultures |  |  |  |  |  |
| Responding to telephone messages. |  |  |  |  |  |
| Writing a paragraph about how culture affects business life. | Writing about telephone calls from/in different cultures. |  |  |  |  |  |
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| **Study Unit 7:** Entertaining | | | | | | |
| **Purpose:** : Demonstrate ability to work cooperatively with others. | | | | | | |
| **Linguistic Achievements** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Promoting socializing by greeting and small talk. | Greetings and small talk. |  |  |  |  |  |
| Listening to information about TV schedule | Listening information about entertaining, events, and food. |  |  |  |  |  |
| Entertaining guests and promote leisure activities. | Taking a guest to dinner. |  |  |  |  |  |
| Describing food. |  |  |  |  |  |
| Discussing about corporate entertaining. | Making invitations |  |  |  |  |  |
| Organizing a conference and choosing the best location. | Organizing types of events. |  |  |  |  |  |
| Showing a good sense of humour and telling anecdotes. | Entertaining people. |  |  |  |  |  |
| Reading a journal about a trip on magazine descriptions. | Reading magazines about trips. |  |  |  |  |  |
| Organizing a conference at another country including a variety of aspects. | Organizing types of events. |  |  |  |  |  |
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