**MINISTRY OF PUBLIC EDUCATION**

**TECHNICAL EDUCATION DEPARTMENT**

**TECHNICAL HIGH SCHOOL ……………**

Portfolio of Evidence

**Curricular Structure 4.4.4 “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 meeting  people, 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** | |
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| **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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| **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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| **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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| **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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| **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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| **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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