**MINISTRY OF PUBLIC EDUCATION**

**TECHNICAL EDUCATION DEPARTMENT**

**TECHNICAL HIGH SCHOOL ……………**

Portfolio of Evidence

**Curricular Structure: “English for Tourism”**

**11 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 Tourism | | | | | | |
| **Study Unit 1:** Front Desk | | | | | | |
| **Purpose 1:** **Registering/ checking out**. | | | | | | |
| **Linguistic Competencies** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Initiate, hold and end up a conversation. | Listen for a gist. |  |  |  |  |  |
| Listening for relevant information |  |  |  |  |  |
| Responding to specific requests. |  |  |  |  |  |
| Communicate instructions, detailed product specifications, and standards for internal operations. | Selecting written material that is appropriate to the situation. |  |  |  |  |  |
| Perform factual communication to start a conversation. | Making themselves understood with little or no difficulty. |  |  |  |  |  |
| Perform in written English by using types of writing devices | Writing pieces of various lengths to complete tasks such as: registration forms, check in/out forms. |  |  |  |  |  |
| **Student´s name and signature:** | | | | | **Date** | |
| **Teacher´s name and signature:** | | | | |
| **Parent`s name and signature:** | | | | |

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| **SUB -AREA:** English for Tourism | | | | | | |
| **Study Unit 1:** Front Desk | | | | | | |
| **Purpose 2:** Booking / Buying Tickets (for a Show, for a Trip) | | | | | | |
| **Linguistic Competencies** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Perform in English with a general commitment to understand and be understood by others. | Discussing alternative possibilities and their consequences. |  |  | . |  |  |
| Speaking with intelligible pronunciation and intonation. |  |  |  |  |  |
| Identifying the purpose of short messages. |  |  |  |  |  |
| Understand inquiries, and complains to complete a task. | Understanding specific information in authentic documents. |  |  |  |  |  |
| Producing electronic documents |  |  |  |  |  |
| Use the language to apologize and provide a solution. | Comprehending language spoken at normal speed with some interference. |  |  |  |  |  |
| Identifying specific details. |  |  |  |  |  |
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| **SUB -AREA:** English for Tourism | | | | | | |
| **Study Unit 2:** Tourist Attractions | | | | | | |
| **Purpose 1:** General Information about Conservation Areas | | | | | | |
| **Linguistic Competencies** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Describe a place, characteristics, and others. | Identifying the purpose of short messages. |  |  |  |  |  |
| Noting key items or interpreting the gist in messages, dialogues and conservation areas |  |  |  |  |  |
| Drawing conclusions from texts about Conservation Areas. |  |  |  |  |  |
| Understanding ideas and information about descriptions by making inferences. |  |  |  |  |  |
| Choose a variety of possible alternatives to suit a demand. | Responding to messages and dialogues in short simple sentences in a rage of context |  |  |  |  |  |
| Speaking with intelligible pronunciation and intonation. |  |  |  |  |  |
| Making suggestions. |  |  |  |  |  |
| Identifying the main points or important information in a piece of discourse. |  |  |  |  |  |
| Perform in English with a general commitment to understand and be understood by others. | Giving advice. |  |  |  |  |  |
| Using reference sources to achieve greater accuracy precision and variety of expressions. |  |  |  |  |  |
| Sequencing events |  |  |  |  |  |
| Distinguishing the main idea from supporting details. |  |  |  |  |  |
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| **SUB -AREA:** English for Tourism | | | | | | |
| **Study Unit 2:** Tourist Attractions | | | | | | |
| **Purpose 2 :** Costa Rican Beaches | | | | | | |
| **Linguistic Competencies** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Summarize information to provide alternatives to clients. | Interviewing people to collect information about different expectations and preferences. |  |  |  |  |  |
| Making suggestions according to specific requirements, specifications, and others. |  |  |  |  |  |
| Making comparisons. |  |  |  |  |  |
| Understanding a variety of registers. |  |  |  |  |  |
| Talk about similarities and differences of places. | Tracing the development of arguments. |  |  |  |  |  |
| Listening between lines information about the topic. |  |  |  |  |  |
| Choose a variety of possible alternatives to suit a demand/ a complaint / an inquiry. | Offering advice about tourist information, prices, locations, and others. |  |  |  |  |  |
| Interpret and clarify expectations prepared by others. | Identifying the main points or important information from magazines, brochures, and others. |  |  |  |  |  |
| Distinguishing the main idea from supporting details. |  |  |  |  |  |
| Drawing conclusions from extended texts, passages, articles, and others. |  |  |  |  |  |
| Keep a pleasant attitude when dealing with peers/customers. | Developing contexts of what they have read, seen or heard. |  |  |  |  |  |
| Researching travel opportunities. |  |  |  |  |  |
| Editing and redrafting their work. |  |  |  |  |  |
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| **SUB -AREA:** English for Tourism | | | | | | |
| **Study Unit 2 :** Tourist Attractions | | | | | | |
| **Purpose 3:** Tours / Group Operator | | | | | | |
| **Linguistic Competencies** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Follow instructions to complete a task, a procedure, cause and effects. | Drawing conclusions from descriptions/ directions/procedures. |  |  |  |  |  |
| Giving directions to carry out a task. |  |  |  |  |  |
| Identifying the purpose of short messages. |  |  |  |  |  |
| Formulating propositions, advice and answering questions. |  |  |  |  |  |
| Describe procedures to guarantee safety on a tour. | Speaking with intelligible pronunciation and intonation. |  |  |  |  |  |
| Distinguishing the main idea from supporting ideas in manuals, guides, and others. |  |  |  |  |  |
| Responding to messages and dialogues in a range of context. |  |  |  |  |  |
| Understand the situation and workplace background to solve problems. | Formulating propositions, advice and answering questions. |  |  |  |  |  |
| Developing context of what they have read, seen or heard. |  |  |  |  |  |
| Transcoding information from signs, warns, and others to carry out a task. |  |  |  |  |  |
| Give reasons for the choices made. | Interpreting material that contains complex sentences. |  |  |  |  |  |
| Producing longer sequences in which grammar and spelling are generally accurate. |  |  |  |  |  |
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| **SUB -AREA:** English for Tourism | | | | | | |
| **Study Unit 3:** Pollution | | | | | | |
| **Purpose 1:** Causes and Effects / Prevention of Pollution. | | | | | | |
| **Linguistic Competencies** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Describe causes and effects and measures of prevention about pollution. | Discussing alternatives and their consequences. |  |  |  |  |  |
| Formulating propositions and possible solutions. |  |  |  |  |  |
| Use variety communication exchanges to solve a problem. | Understanding ideas and information in the text through making inferences. |  |  |  |  |  |
| Identifying the purpose of short messages. |  |  |  |  |  |
| Identifying text types |  |  |  |  |  |
| Reviews procedures, work instructions and makes recommendations. | Selecting material that is appropriate to their competence to read independently. |  |  |  |  |  |
| Redrafting writing tasks already given, with support guidance. |  |  |  |  |  |
| Analyze and troubleshoot process related to problems. | Expressing and justifying ideas, opinions or personal points of view and seeking the views of others. |  |  |  |  |  |
| Understanding a range of material that includes some complex sentences and unfamiliar languages |  |  |  |  |  |
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| **SUB -AREA:** English for Tourism | | | | | | |
| **Study Unit 3:** Pollution | | | | | | |
| **Purpose 2** **:** Local and International Agreements. | | | | | | |
| **Linguistic Competencies** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Transfer information to different forms. | Appreciating / evaluating the content of previously received information. |  |  |  |  |  |
| Reacting to different points of view. |  |  |  |  |  |
| Choose a variety of possible alternatives to suit a demand/ a complaint / an inquiry. | Assessing the implication of content. |  |  |  |  |  |
| Define situations, facts, and others. | Understanding a wide range of factual texts. |  |  |  |  |  |
| Ask for opinions, preferences, and desires. | Tracing the development of an argument. |  |  |  |  |  |
| Making effective use of technology resources to vary the styles and scope of writing. |  |  |  |  |  |
| Reporting information gathered from a text, a web site or a discussion |  |  |  |  |  |
| Engage listeners’ attention verbally and non-verbally | Tracing the development of an argument. |  |  |  |  |  |
| Understanding a wide range of factual texts. |  |  |  |  |  |
| Clarify and restate information as needed | Drawing conclusions from extended texts about Political Ecology topics |  |  |  |  |  |
| Editing and redrafting their work |  |  |  |  |  |
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| **SUB -AREA:** English for Tourism | | | | | | |
| **Study Unit 4:** Safety at work | | | | | | |
| **Purpose 1:** Safety at work: procedures and rules | | | | | | |
| **Linguistic Competencies** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Understand and apply safety rules at work. | Producing sets of rules or instructions for preventing, avoiding, and improving. |  |  |  |  |  |
| Identifying signs and regulations. |  |  |  |  |  |
| Describe a procedure to guarantee safety at work, at home, and others. | Listening for details. |  |  |  |  |  |
| Reading for specific information. |  |  |  |  |  |
| Manage own initiatives for making decisions. | Transmission of information. |  |  |  |  |  |
| Use the language correctly to apologize and provide a solution. | Transmission of information. |  |  |  |  |  |
| Discussioning consequences, possibilities, and others. |  |  |  |  |  |
| Understand the situation and workplace background to solve problems. | Editing sets of rules or instructions. |  |  |  |  |  |
| **Student´s name and signature:** | | | | | **Date** | |
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