**MINISTRY OF PUBLIC EDUCATION**

**TECHNICAL EDUCATION DEPARTMENT**

**TECHNICAL HIGH SCHOOL ……………**

Portfolio of Evidence

**Curricular Structure: English for Tourism**

**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 Tourism | | | | | | |
| **Study Unit 1:** Reservation and Booking | | | | | | |
| **Purpose 1:** Making Reservations at a Restaurant, at a Hotel or at a Travel Agency | | | | | | |
| **Linguistic Competencies** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Perform factual communication to start, maintain and end up a conversation | * Identifying the purpose of short messages |  |  |  |  |  |
| Keep a pleasant attitude when dealing with peers/customers | * Responding to messages and dialogues in short situations in context |  |  |  |  |  |
| Communicate with customers to confirm specifications and requirements | * Understanding short and factual expressions |  |  |  |  |  |
| Know the real situation to offer services | * Completing written forms to record expressions |  |  |  |  |  |
| **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:** Reservation and Booking | | | | | | |
| **Purpose 2:** Making Reservations by phone | | | | | | |
| **Linguistic Competencies** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Listen carefully to give the appropriate response by phone | Understanding different types of phone conversations |  |  |  |  |  |
| Identifying speakers’ nationalities by listening to phone conversations carefully |  |  |  |  |  |
| Identifying the purpose of the call |  |  |  |  |  |
| Understand language varieties to complete a task | Asking for repetition normally |  |  |  |  |  |
| Completing paper and digital forms |  |  |  |  |  |
| Spelling words, names and other expressions |  |  |  |  |  |
| Use basic communication exchanges to complete a procedure | Speaking with intelligible pronunciation |  |  |  |  |  |
| Responding to messages with the appropriate expression |  |  |  |  |  |
| Perform factual communication to start a conversation | Selecting the appropriate information from catalogues, manuals, brochures, and others. to respond to a request. |  |  |  |  |  |
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| **SUB -AREA:** English for Tourism | | | | | | |
| **Study Unit 1:** Reservation and Booking | | | | | | |
| **Purpose 3:** Making Reservations by E-mail, letters / fax | | | | | | |
| **Linguistic Competencies** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Use basic written exchanges to complete a booking task | Understanding a variety of forms to complete a task |  |  |  |  |  |
| Copying with unfamiliar, names, expressions, and places to complete a database |  |  |  |  |  |
| Understand written forms ( recipes, faxes, e-mails, telegrams, order and others) | Reporting information to complete a task  Informing others the real situation |  |  |  |  |  |
| Follow instructions to complete a task | Interpreting digital information |  |  |  |  |  |
| Producing digital response for confirmation |  |  |  |  |  |
| Write papers or electronic documents | Producing a digital database with the correct information |  |  |  |  |  |
| Complete written forms with the appropriate information ( application-registrations- messages, and others) | Writing digital response to clients and confirmation |  |  |  |  |  |
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| **SUB -AREA:** English for Tourism | | | | | | |
| **Study Unit 2:** : Food and Drinks | | | | | | |
| **Purpose 1:** Procedures | | | | | | |
| **Linguistic Competencies** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Follow instructions to complete a procedure | Interpreting the gist of oral messages |  |  |  |  |  |
| Copying with language spoken at normal speed with some interference |  |  |  |  |  |
| Evaluating the content in terms of previously received information |  |  |  |  |  |
| Describe procedures to complete a task | Naming and describing recipe procedures |  |  |  |  |  |
| Discussing alternative possibilities and choices about recipes |  |  |  |  |  |
| Follow procedures | Identifying main points from pieces of discourse |  |  |  |  |  |
| Formulating propositions and procedures |  |  |  |  |  |
| Interpret and clarify specifications prepared by others | Writing tasks involving a number of 5 or 6 simple statements describing how something is done |  |  |  |  |  |
| Confirm actions taken | Understanding relations between ideas about procedures and processes |  |  |  |  |  |
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| **SUB -AREA:** English for Tourism | | | | | | |
| **Study Unit 2:** Food and Drinks | | | | | | |
| **Purpose 2:** Types of Food and Drinks | | | | | | |
| **Linguistic Competencies** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Describe textures, mixtures, causes and effects of food and drinks | Identifying the purpose of short descriptions |  |  |  |  |  |
| Noting key items or interpreting the gist of descriptions in messages, dialogues and other aural inputs |  |  |  |  |  |
| Follow procedures | Formulating propositions and doubts and answering questions |  |  |  |  |  |
| Making themselves understood with little or no difficulty.  Justifying and defending a point of view |  |  |  |  |  |
| Suggest customers / clients the best alternative | Identifying the main point or important information in a piece of discourse |  |  |  |  |  |
| Distinguishing the main idea from supporting details |  |  |  |  |  |
|  | Transcoding information to diagrammatic display |  |  |  |  |  |
| Summarize information to provide to provide alternatives to clients | Drawing inferences |  |  |  |  |  |
| Producing longer sequences in which spelling and grammar are generally accurate |  |  |  |  |  |
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| **SUB -AREA:** English for Tourism | | | | | | |
| **Study Unit 2:** Food and Drinks | | | | | | |
| **Purpose 3:** Types of Menus | | | | | | |
| **Linguistic Competencies** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Talk about similarities and differences about menus | Identifying the purpose of messages, conversations and other aural inputs |  |  |  |  |  |
| Drawing inferences from descriptions of menus |  |  |  |  |  |
| Distinguishing differences and similarities from oral texts to fill in charts, grids, and others |  |  | . |  |  |
| Describe textures, mixtures, causes and effects of foods and drinks. | Summarizing the gist of new items, messages and narratives |  |  |  |  |  |
| Understand differences and similarities about dishes to make a suggestion. |  |  |  |  |  |
| Identifying details in menus |  |  |  |  |  |
| Choose a variety of possible alternatives to suit a demand. | Discussing alternative possibilities and their consequences |  |  |  |  |  |
| Understanding different aspects related to food to make decisions |  |  |  |  |  |
| Taking notes about details and specification about food and drinks |  |  |  |  |  |
| Criticizing |  |  |  |  |  |
| **Student´s name and signature:** | | | | | **Date** | |
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| **SUB -AREA:** English for Tourism | | | | | | |
| **Study Unit 3:** Special Events | | | | | | |
| **Purpose 1:** Conferences, Seminars and Presentations | | | | | | |
| **Linguistic Competencies** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Choose a variety of possible alternatives to suit a demand | Interpreting the gist of oral messages |  |  |  |  |  |
| Copying with language spoken at normal speed with some interference |  |  |  |  |  |
| Describe places and events | Responding with the appropriate response or solution to the problem |  |  |  |  |  |
| Speaking with intelligible pronunciation and intonation |  |  |  |  |  |
| Understanding the communicative function of the sentence |  |  |  |  |  |
| Keep a pleasant attitude when dealing with client / customers | Developing context of what they have read, seen or heard |  |  |  |  |  |
| Understanding the communicative function of the sentence |  |  |  |  |  |
| Respond politely to requests, complains and inquiries | Getting the gist of a text |  |  |  |  |  |
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| **SUB -AREA:** English for Tourism | | | | | | |
| **Study Unit 3:** Special Events | | | | | | |
| **Purpose 2:** New Types of Tourism | | | | | | |
| **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 | Listening for a gist |  |  |  |  |  |
| Identifying texts types |  |  |  |  |  |
| Understanding ideas and information in the text through making inferences |  |  |  |  |  |
| Describe places, events, objects and others | Discussing possibilities |  |  |  |  |  |
| Reading for the gist |  |  |  |  |  |
| Talk about similarities and differences of something (a procedure, a place, and others.) | Summarizing the gist of new items, messages and narratives |  |  |  |  |  |
| Identify characteristics and categories | Reading for specific information |  |  |  |  |  |
| Summarize information to provide alternatives | Producing coherent pieces of writing |  |  |  |  |  |
| **Student´s name and signature:** | | | | | **Date** | |
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| **SUB -AREA:** English for Tourism | | | | | | |
| **Study Unit 4:**  Types of Hotels | | | | | | |
| **Purpose 1:** Classification of Hotels | | | | | | |
| **Linguistic Competencies** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Identify characteristics and categories about accommodation | Understanding relations between sentences within a text, passage, article, and others |  |  |  |  |  |
| Assessing the implication of content in different descriptions/ oral information display |  |  |  |  |  |
| Summarize information  to provide alternative to clients | Discussing alternative possibilities and their consequences |  |  |  |  |  |
| Appreciating the content in terms of categories, features, and others |  |  | WRITING |  |  |
| Copying with unfamiliar, names, expressions, features, places to complete a database / an inform, and others |  |  |  |  |  |
| Criticizing |  |  |  |  |  |
| Offer the right answer for a special request. | Understanding details and important points from texts |  |  |  |  |  |
| Define situations, facts, and others | Justifying and defending a point of view |  |  |  |  |  |
| Give reasons for the choices made | Extracting information from brochures, ads, and others to summarize it |  |  |  |  |  |
| Using reference sources to achieve greater accuracy and precision and variety of expression (the meaning is clear and there may be some mistakes) |  |  |  |  |  |
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| **SUB -AREA:** English for Tourism | | | | | | |
| **Study Unit 4:**  Types of Hotels | | | | | | |
| **Purpose 2:** Facilities and Services Offered by Hotels | | | | | | |
| **Linguistic Competencies** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Describe facilities and services offered by hotels | Identifying the purpose of messages in descriptions |  |  |  |  |  |
| Drawing inferences |  |  |  |  |  |
| Know the real situation to offer services | Understanding ideas and information from texts |  |  |  |  |  |
| Formulating propositions, suggestions and answering questions about services and facilities |  |  |  |  |  |
| Speaking with intelligible pronunciation and intonation to customers |  |  |  |  |  |
| Summarize information to provide alternatives to clients | Reporting information gathered from brochures, ads, and others. or discussion |  |  |  |  |  |
| Understanding conceptual meaning from services and facilities: spa, swimming pool, Jacuzzi, and others |  |  |  |  |  |
| Handle language varieties to complete a task successfully when dealing with customers | Understanding a variety of written materials for personal interest and for information |  |  |  |  |  |
| Describe places, events, objects, textures, mixtures, causes and effects,and others | Making use of new vocabulary and structures in their reading to respond in writing |  |  |  |  |  |
| Identifying details in familiar material about prices, offers, discounts, and others |  |  |  |  |  |
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| **SUB -AREA:** English for Tourism | | | | | | |
| **Study Unit 4:**  Types of Hotels | | | | | | |
| **Purpose 3:** Locations and Addresses | | | | | | |
| **Linguistic Competencies** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Follow addresses / directions to complete a task | Noting key or interpreting the gist in messages, dialogues and directions |  |  |  |  |  |
| Responding to messages dialogues and basic information about location |  |  |  |  |  |
| Produce clear pieces of speech to be understood by the interlocutor in their workplace/ in class | Copying with language spoken at normal speech with some interference |  |  |  |  |  |
| Identifying the relationships between ideas within the text |  |  |  |  |  |
| Discussing alternative possibilities to get somewhere |  |  |  |  |  |
| Follow instructions to complete a task, procedure, and to reach a final product | Formulating statements about short simple directions with the support of visual aids |  |  |  |  |  |
| Extracting information from familiar materials |  |  |  |  |  |
| Describe places, events, objects, textures, mixtures, causes and effects, and others | Redrafting/writing tasks already given, with the support, guidance of reference materials |  |  |  |  |  |
| Following and executing clear directions to get somewhere |  |  |  |  |  |
| Talk about similarities and differences of something: a procedure, a place, and others | Producing longer sequences following directions, steps, procedures, which grammar and spelling are accurate and appropriate to the content |  |  |  |  |  |
| **Student´s name and signature:** | | | | | **Date** | |
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