

**A** **Teachers’** **guide** **to** **the** **Trinity** **portfolio** **toolkit**

**What** **is** **a** **portfolio?**

It’s a file or folder that contains a collection of your students’ work. Each portfolio should include at least one example of each task type that occurs in the written part of the exam.

The new portfolio will *not* be assessed by examiners but will be used as a tool for students to develop their writing skills at each level.

**Why** **keep** **a** **portfolio?**

 It **motivates** students as they are developing their writing skills.  It **helps** students to keep track of their progress.

 It **provides** a good point of reference when preparing for the written part of the exam.  It **supports** the development of process writing skills.

 It **encourages** students to be more in control of their learning and development.  It **enables** students to work on their own with the different task types.

 It **raises** students’ awareness of their strengths and weaknesses.

**How** **do** **students** **use** **the** **portfolio?**

Each time students produce a written text; the teacher will correct it and return it with the teachers’ feedback form. Students should be encouraged to study the feedback form, then correct and rewrite each task. The corrected texts are collated in the file or folder so that students can refer back to them when preparing for their exam.

**Guidelines** **for** **students** **and** **teachers**

 Each task **should** **be** **written** **by** **the** **student** and must not be copied from any other source.

 The tasks must be **selected** **from** **the** **appropriate** **ISE** **level** that students are taking. They must not be taken from a mixture of different levels.

 At the end of each task, **students** **should** **write** **the** **number** **of** **words** **used** to complete each task. Students must not exceed the stated maximum word length range.

 Students must **check** **each** **task** **against** **the** **checklist**. After correction, teachers should return the task to the student with a completed feedback form.

 Students should **read** **the** **teachers’** **feedback** **form,** **make** **any** **changes** and retain a rewritten version in their portfolio.

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**Activity** **2**

*Understanding the task*

**1** **With** **a** **partner,** **read** **the** **task.** **Answer** **the** **questions.**

There are plans for a new out-of-town shopping centre near where you live. Write an article for a local website describing what it will be like. Explain how you think the area and local people could benefit from the shopping centre.

A What type of text are you going to write (email, essay etc)?

B Who is the target reader (who is the text for)?

C Will the style be informal or formal?

D What will you write about?

**2** **Look** **at** **the** **tasks** **below** **and** **complete** **the** **table.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **What** **type of text** **are** **you** **going** **to** **write?** | **Who** **is** **the** **target** **reader?** | **Will** **the** **style** **be** **formal** **or** **informal?** | **What** **will** **you** **write about?** |
| **Task** **A** |  |  |  |  |
| **Task** **B** |  |  |  |  |
| **Task** **C** |  |  |  |  |

A

Your local government is planning to sell some of the land around your school or college to a local company to build a new car park. Write a letter to the local government explaining why you disagree with the plan and suggest another location for the car park.

B

Your class has been discussing whether it is important to keep national customs and traditions alive. Your teacher has asked you to write an essay giving your opinion.

C

An international magazine wants students around the world to write an article on their early memories of school life. In your article you should describe a favourite memory. Say how you felt at the time and why it is special to you.

**3** **With** **a** **partner,** **check** **your** **answers.**

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**Activity** **3**

Getting your ideas

***What*** ***words*** ***and***

***phrases*** ***can*** ***I*** ***use?***

**Look** **at** **the** **task** **again.** **With** **a** **partner,** **add** **your** **ideas.**

There are plans for a new out of town shopping centre near where you live. Write an article for a local website describing what it will be like. Explain how you think the area and local people could benefit from the shopping centre.

*modern*

the shopping centre

new roads will be built

benefits to the area

*can* *enjoy* *a* *better* *range* *of* *shops*

benefits to local people

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**Activity** **4**

***Planning your text.***

***How*** ***do*** ***I*** ***attract*** ***the*** ***attention*** ***of***

***the*** ***reader?***

There are plans for a new out of town shopping centre near where you live. Write an article for a local website describing what it will be like. Explain how you think the area and local people could benefit from the shopping centre.

**1** **A** **good** **article** **needs** **a** **title.** **Which** **is** **the** **best** **title** **and** **why?**

This town will have a new shopping centre.

Exiting plans for new shopping centre.

A new shopping centre will open next year.

**2** **Why** **is** **it** **a** **good** **idea** **to** **use** **a** **question** **at** **the** **beginning** **of** **the** **article?**

**3** **Plan** **your** **paragraphs.** **Match** **the** **paragraph** **to** **the** **function.**

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

A Say how local people could benefit and conclusion.

B Introduction. Begin with an interesting sentence or question.

C Say how the area could benefit.

D Describe the shopping centre.

**4** **The** **beginning** **of** **each** **paragraph** **is** **called** **a** **topic** **sentence.** **This** **must** **be** **clear** **and** **make** **the** **reader** **interested.** **Compare** **the** **two** **sentences** **for** **the** **beginning** **of** **paragraph** **2.** **Which** **is** **better** **and** **why?**

The plans for the shopping centre are impressive. There are plans for some new shops.

**5** **Think** **of** **a** **topic** **sentence** **for** **paragraph** **3** **and** **4.**

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**ISE** **Level** **II** **Writing** **task**

**Teachers’** **feedback** **form**

**Advice** **for** **students.** **Find** **out** **what** **you** ***can*** **do** **and** **what** **you** **can** **do** **better.**

|  |  |  |
| --- | --- | --- |
|  | Very good √√, good √ | You need to look at this again |
| ***How*** ***did*** ***you*** ***do?*** |  |  |
| It’s the right task eg an email, an essay |  |  |
| It has the correct information |  |  |
| It has the right number of words. |  |  |
| Appropriate style and register throughout the text. (*friendly/formal* *etc*) |  |  |
| Appropriate range of grammar with good level of accuracy. |  |  |
| Appropriate use of linking words and topic sentences. |  |  |
| There’s a good beginning, middle and end. |  |  |
| Appropriate range of vocabulary relating to the task. |  |  |
| Accurate spelling with occasional mistakes. |  |  |
| Good punctuation. |  |  |
| The text is interesting. |  |  |
| Clear and effective paragraphing and handwriting is easy to read. |  |  |
|  |  |  |
| ***Action*** ***plan*** |  |  |
| Practise your grammar |  |  |
| Learn new words |  |  |
| Practise different styles of writing |  |  |
| Find more ideas for the text |  |  |
| Learn to organise ideas in a text more effectively |  |  |
| Practise spelling and punctuation |  |  |
|  |  |  |
| ***Other*** ***comments:*** |  |  |

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**Activity** **6**

Checking your work

**1** **Check** **and** **improve** **your** **work.** **Use** **the** **checklist** **below** **to** **help** **you.**

|  |  |
| --- | --- |
| **I** **can…** | **√** |
| 1 write an email/a letter/a description etc |  |
| 2 write between 120 and 180 words |  |
| 3 give the correct information |  |
| 4 use simple, correct grammar |  |
| 5 plan and write a beginning, middle and an end |  |
| 6 connect short phrases with “and”, “but” and “because” |  |
| 7 use interesting vocabulary |  |
| 8 spell and punctuate correctly |  |

**2** **Give** **your** **work** **to** **your** **teacher.** **Your** **teacher** **will** **correct** **your** **work** **and** **give** **you** **a** **feedback** **form.**

**3** **Look** **at** **your** **feedback** **form.** **Make** **changes** **and** **write** **your** **text** **again.**

**4** **Put** **your** **corrected** **work** **in** **your** **file** **or** **folder.** **Then** **try** **another** **task.**

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**Trinity** **Portfolio** **Toolkit**

**Making** **writing** **matter**

**Robin** **Walker**

**1.** **What** **is** **a** **paragraph?**

**i)** Work with a partner and write a definition of a paragraph.

**ii)** Look at the following three texts. Which one(s) would you call a paragraph? What is wrong with the other(s)?

**b)**

**a)** **Asturias** **is** **in** **the** **north** **of** **Spain.** **Compact** **discs** **give** **really** **good** **sound** **quality.** **Paris** **is** **one** **the** **most** **important** **tourists** **destinations** **in** **the** **world.** **They** **played** **football** **all** **afternoon.** **Tourists** **want** **to** **enjoy** **themselves** **on** **holiday.**

Asturias is a relatively unspoilt part of the north of Spain. It is one of the regions which make up Spain’s famous ‘Green Coast’. Obviously, the weather in a region like this is less reliable than in the Mediterranean. However, in the hot summer months many tourists come to Asturias to escape from the intense heat of the rest of the country. What is more, a lot of outdoor tourist activities benefit from the climate Asturias offers.

**c)**

Asturias is a relatively unspoilt part of the north of Spain. A lot of outdoor tourist activities benefit from the climate Asturias offers. Asturias is one of the regions which make up Spain’s famous ‘Green Coast’. In the hot summer months many tourists come to Asturias to escape from the intense heat of the rest of the country. The weather in a region like Asturias is less reliable than in the Mediterranean.

**iii)** Think about what you have seen by studying the texts in section 2. Now go back to your initial definition of a paragraph and modify it if you need to.

**iv)** A paragraph generally has a clear structure which revolves around a main idea. Some structures are very common. Put sentences a–f in the correct order to make a paragraph with the *structure* in the diagram.

a Travel for reasons of tourism is easier today than it has ever been before. b The more people travel, the more de-humanised the process becomes.

c There is far more accommodation available today than in the past. d Masses of tourists mean less time for real contact with local people.

e Large numbers cause the hosts to see visitors simply as a source of easy money. f Transport is cheaper and faster than it has ever been.

**Main** **statement** **––**

**Supporting** **statements** **––**

**Qualification** **of** **the** **––** **main** **statement**

**Support/examples** **of** **––** **the** **qualification**

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**2.** **Selecting** **contents**

**i)** You have to write an email to somebody who is coming to visit your part of Andalucía. Work with a partner(s) and brainstorm all of the possible contents for your email. Use the space below to make notes.

**ii)** When you have enough possible contents, go back over your list and select the four most important.

**iii)** Now compare your four items with other people in the room. Have you chosen the same four things?

**3.** **Organizing** **contents**

**i)** What structure would you expect for the following pieces of writing?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Report** **comparing** **two** **products** | **A** **letter** **of** **complaint** | **For** **and** **against** **article** | **Article** **expressing** **an** **opinion** |
|  |  |  |  |  |

**Resources** **for** **teaching** **writing**

**1)** **Portfolio** **toolkit** **(B2)** **–** https://www.trinitycollege.com/site/?id=3195 (Portfolio Toolkit for teachers – ISE II)

**2)** **Writing** **genre** **(B2)** **–** https://www.trinitycollege.com/site/?id=3195 (Guidance on writing genres)

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**Self–directed** **task** **(2hrs)**

In order to complete 5 hours of training, you are required to complete another two hours of self–directed work, which you will have to send to the Asesor(a) of your local *Centro* *de* *Profesores.*

**Task:** Write a 180–220 word blog entry about being an English language teacher. The blog is going to be read by university students who are about to graduate in English, or by students doing their Masters in order to qualify as language teachers. Talk about your own experience (good and/or bad) and give them advice about how to get the best out of the future career as language teachers.

**Task** **requirements:** Use the process approach to writing that we have seen today in the workshop:

1. Find a colleague to work with. Exchange email addresses/contact details now.

2. Brainstorm ideas/contents by yourself or with your colleague.

3. Select and organize your ideas thinking about the readers of your blog. 4. Write a first draft and send it to your colleague.

5. Correct your colleague´s first draft using the Trinity Portfolio Teacher’s Feedback Form, and then send the draft and form back to your colleague. You can make your comments using Comment boxes in Word.

6. Improve your first draft based on the comments your colleague made.

7. Send your first draft, the Teacher’s Feedback Form and your final draft as a single document to your Asesor(a) for the correct accreditation of your 5 hours’ training.

8. The deadline for getting your draft, feedback form and final text to the Asesor(a) is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

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