

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.

ISE I 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.		
It's written in the correct style (<i>friendly/formal etc</i>)		
The grammar is simple and generally correct.		
There are examples of linking words e.g. <i>so, although</i> .		
There's a good beginning, middle and end.		
There's a range of vocabulary.		
The spelling of everyday words is generally good.		
Punctuation is generally correct.		
The text is interesting.		
There are paragraphs.		
Handwriting is easy to read.		
Action plan		
Practise your grammar		
Learn new words		
Practise word order in sentences		
Find more ideas for the text		
Learn to organise ideas in a text		
Practise spelling		
Practise punctuation		
Other comments:		

Students check list.

I can...	√
1 write an email/a letter/ a review etc	
2 write between 100 and 130 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 linking words e.g. so, although, because	
7 use a range of vocabulary	
8 spell words correctly	
9 use the correct punctuation	

Classroom Handouts

Activity 1

What do I do first?

1 You're going to do a written task. With a partner, put these actions in the best order. Discuss your answers.

Read what you have written and check it.	
Underline what you have to write and what information you need to give.	
Think of ideas.	
Plan the beginning, middle and the end.	
Write your task and count the words.	
Read the task – twice!	<i>(Example) 1</i>

Activity 2

Understanding the task

1 With a partner, read the task and circle the correct answer in questions A-C.

You have recently watched a film and decide to write a review of it for an English-language website. In your review, say what was interesting about the film, what was disappointing and who you think would enjoy the film.

A What kind of text do I need to write? article / email / review / letter

B Who is the text for? Friends / teacher / readers of a website / magazine readers

C What am I writing about? a book / a film / a café / a festival / a language course

2 Now read the task again and underline the three pieces of information you need to include in your review.

3 Look at these other tasks. In each one underline:

A what kind of text you are going to write

B who the text is for

C the information you need to include

1

Your friend is planning to visit your country for a holiday. Write an email to your friend and suggest two tourist attractions in your country. Explain why they are

2

Your college magazine is publishing articles on healthy living. You decide to write an article explaining how you keep fit and healthy and how you think the college could help students be healthier.

3

You recently went to a café with friends for lunch. You were unhappy with your visit to the café and decide to write a letter to the Manager of the café. In your letter explain why you were not happy with the food and service and say what you would

3 With a partner, check your answers.



*What words and
phrases can I use?*

Activity 3

Getting your ideas

Look at the film review task again. With a partner, put a tick (✓) next to the information (A-I) that could be in the review.

You have recently watched a film and decide to write a review of it for an English-language website. In your review, say what was interesting about the film, what was disappointing and who you think would enjoy the film.

A Where you watched the film

B A short description of an interesting part of the film.

C A short description of a disappointing part of the film

D the names of other films you really love

E who you think was the best/worst actor in the film and why

F How you travelled to the cinema

G A description of all the actors in the film

H A long description of the story of the film.

I the kind of people you think will like this film

Activity 4

Planning your text.

1 Put the different parts of the film review in the correct order.

- A who you think will enjoy the film
- B what was interesting about the film
- C what type of film it is and a short description of the story
- D what you found disappointing

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

2 Work with a partner and match the phrases below with the correct paragraph (1-4).

A I think people who like <i>action/horror/animals</i> will enjoy this film.	paragraph
B The main characters are	paragraph
C The <i>story/music</i> was <i>great/amazing</i> .	paragraph
D The most disappointing part of the film is when	paragraph
E I thought the <i>actors/characters</i> were <i>boring/terrible</i> .	paragraph
F The best part of the film is when	paragraph
G I think everyone will enjoy this film because	paragraph

Sample answer:

You have recently watched a film and decide to write a review of it for an English-language website. In your review, say what was interesting about the film, what was disappointing and who you think would enjoy the film.

Gravity

Gravity is a film about two astronauts in outer space. The two characters are Matt Kowalsky (George Clooney) and Dr Ryan Stone (Sandra Bullock). Kowalsky has been into space many times, but Dr Stone is on her first trip into space. Their space ship is damaged and they are the only two people alive. The story is about how they try to get back to earth.

The best thing about the film was the special effects. The first scene is amazing and you really feel you are in space.

Sometimes, the story was a bit slow and some scenes of space were a little boring.

In general, I think Gravity is a great film and I think anyone who loves a good thriller will enjoy this film.

(127 words)

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 review etc	
2 write between 100 and 130 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 linking words e.g. so, although, because	
7 use interesting vocabulary	
8 spell words correctly	
9 use the correct punctuation	

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.

Sample tasks



Remember to check your feedback form before you hand in your work.

Sample task 1

You recently went to a café with friends for lunch. You were unhappy with your visit to the café and decide to write a letter to the Manager of the café. In your letter explain why you were not happy with the food and service and say what you would like the café to do.

Sample task 2

Your friend is planning to visit your country for a holiday. Write an email to your friend suggesting two tourist attractions in your country and explaining why they are good places to visit.

Sample Task 3

Your college magazine is publishing articles on healthy living. You decide to write an article explaining how you keep fit and healthy and how you think the college could help students be healthier.

Sample task 4

Your class is doing a project on technology in everyday life. Your teacher has asked you to write an essay about whether you think students should be allowed to take mobile phones to school.

Sample task 5

Your class is doing a project on towns and cities. Your teacher has asked you to write an essay with the title, 'A good place to live'. In your essay you should explain what makes a town and city a good place to live and give reasons for your opinions.

Sample task 6

You recently went to a music festival and decide to write a review for a music website. In your review you should say what you enjoyed about the festival, what you found disappointing and suggest improvements for next year's festival.

Extra activities: Handout 1

1 Complete the sentences with the different types of film (A-F).

- 1 A _____ is a film about love between two people.
- 2 A _____ is a film that is funny.
- 3 A _____ is a film that shocks or frightens people.
- 4 An _____ film has lots of adventure.
- 5 A _____ film is about the future or other parts of the universe.
- 6 A _____ is a film with an exciting story.

A **horror**

B **science-fiction**

C **thriller**

D **romance**

E **comedy**

F **action**

2 Match the words with the correct meanings.

(verb = (v) noun = (n))

play (v)	audience (n)	scene (n)	special effect (n)
ending (n)	director (n)	set (v)	actor (n)

- 1 the last part of a film
- 2 to place a film in a particular location or time
- 3 to be a particular character in a film
- 4 someone whose job is to perform in a film
- 5 the people who sit and watch a performance in a cinema
- 6 someone who tells the people in a film what to do
- 7 a short part of a film in which the events happen in one place
- 8 an unusual piece of action in a film created by using particular equipment.

3 Read the text below about a student's favourite film. Choose the correct words to complete the text.

My favourite film is *The Amazing Spider-Man*. The story is **1 set/played** in New York and the **2 actor/director** Andrew Garfield **3 sets/plays** the main character, Spider-Man. The **4 scene/director** of the film is Marc Webb. The **5 special effects/audiences** in the film are amazing and you really believe Spider-Man's super powers. The **6 scene/ending** to the film is very interesting as there is an unexpected **7 scene/audience** with a mystery character after the film has finished. This is a clever idea as it makes the **8 actor/audience** want to come back to watch *Spider-Man 2*.

Background information: The written task

At B1 students need to show that they:

- understand the task and can give the right information
- can organise and structure their ideas in a simple way
- can use simple grammar correctly
- can use vocabulary that deals with everyday needs

Task types

Descriptive essay

Discursive essay

Article (magazine or online)

Informal email

Informal letter

Formal letter or email

Review

Refer to document called Guidance with Genres

B1 CEFR

Can convey information and ideas, check information and ask about or explain problems with reasonable precision.
Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important
Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.
Can write personal letters describing experiences, feelings and events in some detail.
Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.
Can write a description of an event, a recent trip – real or imagined. .
Can write short, simple essays on topics of interest.
Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence.
Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.
Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.
Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.

Topic areas

Travel
Money
Fashion
Rules & regulations
Health & fitness
Learning a foreign language
Festivals
Means of transport
Special occasions
Entertainment
Music
Recent personal experiences

Answer key:

Activity 1

- 1 Read the question – twice.
- 2 Underline what you have to write and what information you need to give.
- 3 Think of ideas.
- 4 Plan the beginning, middle and end.
- 5 Write your task and count the words.
- 6 Read your task and check it.]

Activity 2

1 A:review B:readers of a website C:a film

2

You have recently watched a film and decide to write a review of it for an English-language website. In your review, say what was interesting about the film, what was disappointing and who you think would enjoy the film.

3

Your friend is planning to visit your country for a holiday. Write an email to your friend suggesting two tourist attractions in your country and explaining why they are good places to visit.

Your college magazine (readers) is publishing articles on how healthy living. You decide to write an article explaining how you keep fit and healthy and how you think the college could help students be healthier.

You recently went to a café with friends for lunch. You were unhappy with your visit to the café and decide to write a letter to the Manager of the café. In your letter explain why you were not happy with the food and service and say what you would like the cafe to do.

Activity 3

1 B C E I

Activity 4

1 Paragraph 1:C Paragraph 2:B Paragraph 3:D Paragraph 4:A

2 A:4 B:1 C:2 D:3 E:3 F:2 G:4 H:1

Extra activities

1 1:romance 2:comedy 3:horror 4:action 5:science fiction 6:thriller

2 1:ending 2:set 3:play 4:actor 5: audience 6:director 7:scene
8:special effects

3 1:set 2:actor 3:plays 4:director 5:special effects 6:ending
7:scene 8:audience