

Kid's Box



English portfolios 5 & 6 Teacher's Guide

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Welcome to the Kid's Box English Portfolios Homepage!

Dear Teacher,

We hope you are enjoying using Kid's Box! If you are wondering what to do with the English portfolios which are enclosed with the Pupil's Books, these pages are here to help you.

The aim of our English portfolios is to involve children in the language learning process in an age-appropriate and meaningful way.

The activities in the portfolios introduce pupils to key language learning concepts: why we learn, the four skills involved and the cultural dimension of languages.

All eight sections found in the *Table of Contents* can be printed out as the *Kid's Box English Portfolio Teacher's Guide* (pdf). This will give you everything you need to use the portfolios with confidence in the classroom.

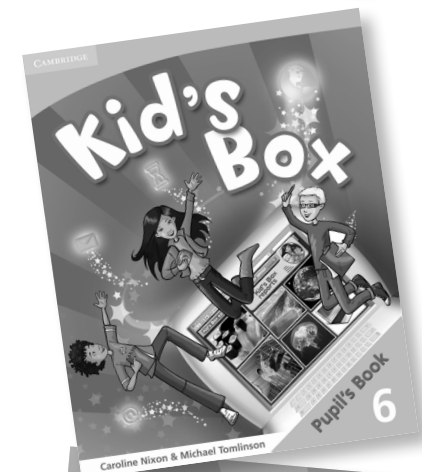
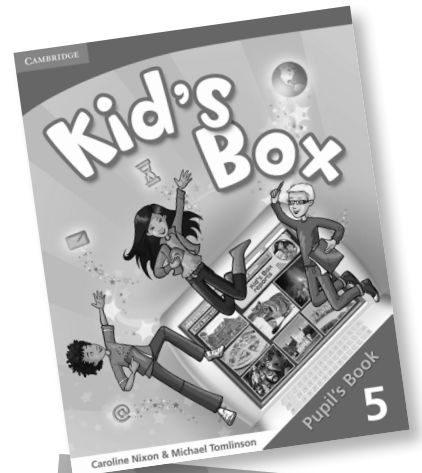
If you only wish to print out the Teacher's notes for the level you're teaching and have not used language portfolios before, we recommend that you also read *Using language portfolios in the classroom*. This will give you an idea of how portfolios are divided and some tips for using them successfully with your pupils.

You may find the information about the Council of Europe and a background to the CEFR and language portfolios interesting and useful.

Extra photocopiable material to go with each Kid's Box level, for those of you who would like to develop and extend the portfolios, is also provided.

We hope you and your pupils enjoy using our English portfolios.

Karen Elliott
with Caroline Nixon and Michael Tomlinson.



Using language portfolios in the classroom

What is a language portfolio?

The language portfolio is an educational tool which encourages pupils to become involved in the languages they are learning in a more personal way. It is a place where pupils record their achievements and experiences of learning languages. It helps pupils keep track of their progress and shows others what they are able to do in the languages they are learning.

Unlike an exam or other external assessment methods, the language portfolio reflects the pupil's progress on their own terms rather than in comparison with others. It aims to show pupils what they can do to improve their level by approaching language learning from a skills and task-based perspective.

Why use English portfolios in class?

Through portfolios, pupils are encouraged to take responsibility for their English learning from an early age. They are introduced to the four skills and asked to assess what they can do when listening, reading, speaking and writing. This also shows them how the activities they're doing in class help them to improve and gives them the tools they need to make progress independently.

Through discussing first languages and languages spoken, portfolios provide an opportunity to recognise cultural and language differences among pupils, promoting a pride in language identity and tolerance of diversity in the classroom. By giving pupils a place to record all the languages they know, portfolios also encourage them to be plurilingual.

Portfolios are helpful when discussing pupils' progress with them and their carers, and are also good indicators of what a child has learned if they change teachers or schools. The portfolio is owned by the pupil and since it is a highly personalised document, is likely to be kept for longer than textbooks or loose work.

About the Common European Framework of References for Languages (CEFR) and the European Language Portfolio (ELP)

The Council of Europe and the Common European Framework of References for Languages (CEFR)

Based in Strasbourg, France, the Council of Europe was founded in 1949 with the aim of achieving greater unity between its member states. Other aims include protecting human rights and pluralist democracy and encouraging the development of Europe's cultural identity and diversity. There are currently 47 member states from the Greater Europe region.

The Language Policy Division was set up to address the barriers to communication created by the presence of so many languages in Greater Europe. Their aim is to promote this language diversity as an asset in terms of the cultural diversity and opportunities for growth it represents. As part of its mission, the Language Policy Division set out to understand how languages are learned, and how the citizens of Europe could be encouraged to learn the languages of their neighbours and others as a way of increasing cooperation and cultural understanding.

This concept of plurilingualism led to the recognition of the need for a common framework by which all languages could be assessed using the same criteria. In 2001, the European Year of Languages, the Council of Europe introduced The Common European Framework of References for Languages (CEFR). This document outlines what language learners need to be able to do to use a language effectively at each stage. Progress is measured from the learner's point of view and is divided into three levels: the Basic User (levels A1–A2) Independent User (B1–B2) and Proficient User (C1–C2).

The CEFR allows language students, teachers, employers and other interested parties to assess language levels using a communicative, skills-based approach across many different languages. Schools, universities, language institutes and examination bodies are able to use this uniform criteria for the foundation of a transparent and transferable system of language assessment.

The European Language Portfolio (ELP)

The Council of Europe recognised the potential of language portfolios to help promote its linguistic and cultural aims. Complementing and incorporating the CEFR, the European Language Portfolio is an action-oriented document where language learners record all the languages they speak, chart their language learning

progress, set targets of achievement, show others what they can do, and reflect on cultural experiences gained through their learning.

The ELP is divided into three sections, each with a specific purpose:

- **The passport** is where pupils record the languages they speak, including their first languages and those they are learning. They evaluate their language level using the skills-based assessment framework shown above. Exam results, certificates of courses taken and attestations of countries visited for study, holiday or work purposes are also kept here.
- **The biography** contains documents which help pupils to assess their present listening, reading, speaking and writing level in the languages they are learning (the self-assessment checklists, also known as *can-do statements*). Pupils record cultural experiences they have had involving different languages, think about how they learn, and set personal goals.
- **The dossier** is where examples of the pupil's work is kept. The work helps the language student (and other interested parties) to recognise their achievements and provides evidence of their progress.

A summary of the ELP's approach to language learning

Language is about communication, and language portfolios help us to recognise our language identities and our efforts to communicate with others.

A **learner-centred** approach recognises that the student must take responsibility for their learning in order to progress. The student owns the portfolio and all the work in it. They assess their language levels and the content reflects their personal experience of learning languages.

The ELP is **action-oriented**. The assessments and checklists are written from the student's point of view: what they are able to do and what steps they need to take to improve. The steps are described as **tasks** which increase in complexity as learners move from A1 to C2 level.

The objectives and assessments are **skills-based**. We use language to communicate and interact by speaking, writing, listening and reading. Students and teachers can set achievable, measurable goals by completing tasks based on the learner's current level.

Tips for using the Kid's Box English portfolios with your pupils

- Please note that the portfolio pages are not completed in sequence. Activities are chosen from the Passport, Biography and Dossier sections throughout the year and are done as the units or topics are completed in the Kid's Box Pupil's Book.
- Should you wish, you can create an entire portfolio lesson by using a page from each of the three sections. Alternatively you can use the activities to follow on from the Pupil's or Activity Books. We recommend that it is better to use the portfolios in class a little, but often, so pupils get a sense of their English progress throughout the year.
- Many of the activities in the portfolio can be set for homework. The dossier activities in particular are ideal for pupils to work on independently. However they are also a good starting point for larger class projects such as posters, presentations, class surveys and so on.
- It is advisable to keep the portfolios in the classroom and send them home from time to time rather than asking pupils to remember to bring them to class. When sending them home for the first time, you may want to include the *letter to parents*.
- Do not feel that you have to correct mistakes in the portfolio. The portfolio reflects each pupil's individual progress; they are not meant to be perfect. Differences in ability allow you to assess each pupil's progress, and mistakes should not detract from a child's pride in their work.

Using each part of the portfolio

Tips for using the Passport

- Discuss what languages the pupils speak at home. Encourage children to be proud of speaking the languages they do by expressing interest in and a desire to speak other languages yourself.
- You can help pupils understand the concepts of the four skills by referring to them when doing activities and asking pupils to tell you what skill or skills are being practised. Descriptive praise – commenting on what a pupil has done well rather than simply saying well done can be based on successful completion of a task (*You talked about your hobbies very well, Maria*).

Tips for using the Biography

- The *Biography can-do* pages always follow the same order: pupils start by doing a listening task, then a speaking task, followed by reading and writing tasks. This is because you will need the whole class's attention to complete the listening; then pupils will be in pairs or speaking to you to do the speaking task. Reading and writing are completed individually and pupils will be able to work at their own pace to do these activities.
- When doing the *Biography can-do* statements as a class, it's very important that you don't get bogged down in asking every pupil every question. Choose pupils at random, and try to get each pupil to answer one question over a few pages. Pupils are encouraged to reflect for themselves if they can or cannot do the tasks.
- At such an early age pupils are just being exposed to the idea of self-assessment, and will probably colour all the smiley faces regardless of their strengths and weaknesses. You will get an idea of their level from observing them doing the tasks, which is useful for your assessment purposes.
- Remember that at this age the most important thing is a positive attitude to English as they will be learning it for years – encourage them to think they can do the tasks, and encourage them to colour the smiley faces in their favourite colours!
- The *English and me* page is to encourage pupils to reflect on English as a language and themselves as language learners. Show an interest in individual pupil's responses to the questions and encourage them to give independent answers as a way to promote diversity and acceptance of different opinions.

Tips for using the Dossier

- The Dossier activities can be used as whole-class mini-projects, or they can be given to early finishers to work on while you help others to complete class work. In this case, you could set the page as homework for the rest of the class.
- Some children like to draw and colour, while others are not so enthusiastic. You may want to bring in magazines with appropriate pictures so that pupils can make collages if they prefer. If pupils do the activities for homework, in many cases they will be able to stick in photographs if they wish.

Developing and extending the language portfolios

Pupils own their portfolios and can be encouraged to build them in their own ways; by adding photos of visits to other countries, tickets, English magazine cuttings, certificates from external language institutes and any other material which reflects the pupil's own language learning experiences.

By teaching them about the four skills and the communicative nature of language learning, we give our pupils the tools to learn for themselves by setting their own tasks, such as reading a book, listening to a favourite song, or taking opportunities to interact with English speakers. If they can then write about these things, or include the words of songs, or simple book reviews to add to the Dossier section, the portfolio has become an even greater learning tool.

To expand the Kid's Box English portfolio you can simply put it into a manila folder which the pupils can decorate. Alternatively cut up the pages, hole punch them and put them into a folder with fasteners, so that other handouts can be added to it. If you wish to do this, you may be interested in printing out the extra material for your level found on these web pages.

Teacher's Notes for Level 5; Kid's Box 5 My English portfolio

Please read the Tips for using the Kid's Box English language portfolios with your pupils.

Cover page: *Name, class, school and picture.* Tell pupils that the language portfolio belongs to them and is to help them assess their English progress. Pupils write the information in the spaces provided. Pupils draw and colour pictures of themselves or bring in a photo (some might have a photo of themselves in an English speaking country) to put in the space.

Page 1: *Passport. My languages.* Write the languages you know. Tick (✓) the boxes. This activity aims to promote plurilingualism and give children an insight into the way we use languages in our lives. Pupils are asked to think about language as a means of communication rather than a school subject. Discuss why speaking other languages is useful before pupils complete the table. Express interest in other languages spoken by pupils. Some children feel self-conscious about being different and need reassurance that all the languages they know are special. Ask if anyone in the class knows more than three languages. If so, ask them to copy the table on page 1 onto a separate piece of paper, then complete the information and add it to their Dossier.

Page 2: *Passport. My English language skills: my progress. What can you do in English in the classroom?* Revise the four skills by asking pupils for examples of using each skill, in or out of the classroom. Discuss each can-do statement, giving classroom activities you've done recently as examples. Pupils assess whether they can do the tasks easily, can do them, or if they want more practice. At assessment time you may wish to add your comments in the space provided.

Pages 3–6: *The Biography self-assessment checklists (can-do statements).*

In order to complete each page, you need to have covered both units in the Pupil's Book. The aim of these activities is to encourage self-reflection and recognition of the need to develop the four skills. Pupils assess how well they can listen, speak, read and write based on the exercises in the units. If you haven't covered a particular activity, you may want to substitute the can-do statement for another task related to the same skill.

Read the statements as a class and remind pupils of the activity you did. Ask, *Is it easy for you to do it? Can you do it? or Do you want more practice?* Pupils tick or put exclamation marks in the column on the right hand side of the page. If you have pupils who can't do a task, ask them to practise with a family member or friend and show you when they are able to do the activity. In this way, you are helping pupils to take responsibility for their learning and to spend extra time on a language area if they need it.

Page 3: *Biography. I can ... Units 1–2.*

- Listening. I can understand when someone tells me the time.* Focus pupils on the language in the speech bubbles and refer them to page 9 of the Pupil's Book (PB). Ask pupils to draw ten empty clock faces in their notebooks. Pupils work in pairs and draw the hands on the clocks as they listen to their partner say different times.
- Speaking. I can say what TV programmes I like and don't like. I can say why.* Focus pupils to the language in the speech bubbles and refer them to pages 10–11 of the PB. Alternatively, elicit TV programmes and words to describe them as a class. In pairs, pupils talk about the TV programmes they like and don't like, giving reasons.
- Reading. I can understand the Diggory Bones comic in the Kid's Box Pupil's Book.* By the end of Unit 2 pupils have listened to and read three episodes of the story. Ask some questions about the characters and what has happened so far. Encourage pupils to ask additional questions in pairs. Pupils decide how well they are following the story.
- Writing. I can write about my plans for the weekend (with going to).* Focus pupils on the example text, then ask them to look at their writing on page 20 of the PB and assess how well they are able to use 'going to' to talk about future events. Ask pupils to write another short paragraph about the coming week and think about their progress. Pupils can compare their plans with a partner.

Page 4: *Biography. I can ... Units 3–4.*

- Listening. I can understand directions to get to a place on a map (turn right / left / go straight on ...).* Focus pupils on the language in the speech bubbles and elicit additional language for giving directions. Play the game on page 27 of the PB again as a mini-test. You could enlarge the game and put it on the board, asking pupils to come to the board in pairs while you and the other pupils give them directions to get to places on the map as a way of assessing their listening skills.
- Speaking. I can find the differences between two pictures and say what they are.* Focus pupils on the language in the speech bubbles and ask them what the boy in the picture is doing. If you have access to several spot-the-difference pairs of pictures, you could do this activity as a mini-test in pairs, where pupils try to find the differences between two pictures without showing each other their picture. They assess their success by how many differences they are able to find. Alternatively, if you have time ask pupils to create their own picture differences activity using the one on page 30 of the PB as a model.

3 *Reading. I can read about the first cities and answer the questions.* Refer pupils to page 32 of the PB. Pupils assess how well they were able to answer the questions related to the text. Ask them to read about a city of their choice for homework and tell their partner what they can remember about it in the following class.

4 *Writing. I can write about what happened to me last week in my diary.* Focus pupils on the example text, then ask them to look at their writing on page 38 of the PB and assess how well they are able to use the past. Ask pupils to write another diary for a week. Encourage those who need more practice to keep a 'past' diary for a further week.

Page 5: Biography. I can ... Units 5–6.

1 *Listening. I can understand when people help me spell English words.* Focus pupils on the language in the speech bubbles. You could do this as a mini-test, spelling ten words for pupils from units 5–6 of the PB (include a few difficult ones!). They can tick or put exclamation marks in the self-assessment box depending on their mark. In the following lesson, ask pupils to work in pairs and do a second mini-test, using words from units 1–4 of the PB.

2 *Speaking. I can say what some things are made of.* Focus pupils on the language in the speech bubbles. If possible show pupils flashcards (or pictures from a catalogue or magazine) with objects made of different materials. Pupils take turns talking about the objects. Alternatively, use page 61 of the PB as the basis for pairs asking each other what different things are made of while you monitor.

3 *Reading. I can understand a recipe and use it to make some food.* Refer pupils to page 55 of the PB. They read the song and gap fill and decide if they could make the pizza or the pasta by following the recipes. Ask them to find a recipe for their favourite dinner for homework and share it with their partner in the following class.

4 *Writing. I can write about my plans for a party, giving all the important information.* After pupils have completed the writing on page 56 of the PB, write the following checklist on the board: What? Why? When? Where? What to bring? Pupils assess their writing by ticking each question they have answered. Ask pupils to work in groups and plan a class party for the end of term.

Page 6: Biography. I can ... Units 7–8.

1 *Listening. I can listen to a song and write the words in the spaces.* Pupils assess how well they were able to complete the gap-fill on page 63 of the PB. If you have time ask pupils to work in pairs and make their own gap-fill, using a song from units 1–6 of the PB.

Collect and photocopy the gap-fills, so that you are able to do them with the class when you have time at the end of future lessons.

2 *Speaking. I can say some things we should and shouldn't do to be healthy and help the planet.* Focus pupils on the language in the speech bubbles. This assessment would work well as a presentation. Divide the class into groups and get each group to write about a different aspect of being healthy and helping the planet (e.g. nutrition, daily routines, saving the planet at home and things we can do outside of the home). Pupils present their ideas to the class, with each member of the group contributing some ideas. If appropriate, encourage pupils to bring things in to show to the class.

3 *Reading. I can read and answer questions about different sports.* Pupils assess how well they were able to correct the sentences by reading the text on page 72 of the PB. Ask them to read about a sport of their choice for homework and tell their partner what they can remember about it in the following class.

4 *Writing. I can write about the sports people in my class do.* This self-assessment refers to the task on page 74 of the PB. Pupils fill in the questionnaire and then use the information to write a report. If you have time, brainstorm ideas for a new questionnaire with the class and then ask pupils to prepare six questions in pairs. Pupils interview the class and write about what they find out in a new report.

Page 7: Learning English: outside the classroom.

These activities aim to make pupils aware of their role in their progress and to help them recognise the importance of English as a global language. Encourage them to look for and try to understand the English they come across in their daily lives.

1 *Do you do these things to improve your English? Write 'yes' or 'no' under the pictures.* As a class discuss what pupils can do in their free time to help them learn English. Encourage them to find enjoyable activities, perhaps by giving personal examples of the things you do in your free time.

2 *Look for English around you! Tick (✓) the boxes when you find the information in English. What else can you find? Put the information in your Dossier.* Set this task for homework (give pupils a few weeks to find the literature or set it over a holiday period such as Easter) and collect the information as it comes in, so that you can spend some time looking through the material pupils have collected. Pupils who go abroad on their holidays will particularly enjoy showing their classmates what they have found. Make posters or ask pupils to stick the information on paper, label it and add the work to their Dossiers.

Pages 8–13: *The Dossier.* The dossier activities can be done as a class, given to early finishers, or set for homework. If you want to use them as the basis for project work, ask pupils to work in pairs or groups. They are ideal for presentations. Choose a couple of pupils to present their work to the class. With large classes, pupils could present to each other in groups.

Page 8: *My Dossier.* The inclusion of a contents page where pupils record what's in their dossier aims to encourage them to personalise their portfolios further by adding their own work. This could include writing they've done, for example, those assessed in the Biography, diary entries and film and book reviews. Besides the mini-projects found on pages 9–13, pupils could also add class projects, information they've collected in English, photos and descriptions of holidays abroad, voice recordings, photos of class concerts and so on.

Page 9: *Dossier. About me.* Describe yourself, where you live and your favourite activities and subjects. Draw or stick pictures in the boxes. Set time in class to do this project or set it for homework. When pupils have completed the page they can speak about themselves in pairs or groups, or to the class.

Page 10: *Dossier. A city I know:* Describe your city or a city you have visited. Draw or stick pictures in the boxes. Using the place you live as an example, elicit the vocabulary needed to write about cities as a class. Pupils who have travelled can use this information as the basis of a composition about another city. Pupils can share their work with a partner.

Page 11: *Dossier. How* *is / are made. Do you know how paper is made? Do you know how cakes are made? Choose something we make. Draw pictures and write about it.* If you feel that your pupils will not be able to do this activity alone, do it as a class. The class choose what they want to describe, and with your help, work out the process as a group on the board. Pupils copy the sentences and draw pictures to illustrate the process they have written about. Pupils could then try their own for homework.

Page 12: *Dossier: An endangered animal. How many endangered animals do you know? Choose one to write about. Draw or stick pictures in the boxes.* Elicit a list of endangered animals and write them on the board. Pupils choose an animal and find out about it for homework. They find photos or draw pictures to illustrate their work. Pupils present their work to the class or in groups.

Page 13: *Dossier: A sport I like:* Write about a sport you like. Draw or stick a picture in the frame. Describe your favourite sport to the class, answering the questions on the page as you do so. Pupils choose a sport they like and answer the questions. Pupils draw or stick a photo in the frame to illustrate their work. If time, get pupils to ask and answer the questions in pairs after they have completed the page.

Go to the Extra photocopiable materials page for more dossier activities.

Teacher's Notes for Level 6; Kid's Box 6 My English portfolio

Please read the Tips for using the Kid's Box English language portfolios with your pupils.

Cover page: *Name, class, school and picture.* Tell pupils that the language portfolio belongs to them and is to help them assess their English progress. The caption below the space provided for the pupil's portrait, says *English and me* to encourage pupils to think about their relationship with the language. They may want to stick a picture of themselves in an English speaking country or draw a speech bubble of themselves speaking English next to their portrait. Alternatively, ask pupils to find a picture which, for them, symbolises or represents English to stick in the frame.

Page 1: *Passport. My languages. Write the languages you know. Tick (✓) the boxes.* This activity aims to promote plurilingualism and give children an insight into the way we use languages in our lives. Pupils are asked to think about language as a means of communication rather than a school subject. Discuss why speaking other languages is useful before pupils complete the table. Express interest in other languages spoken by pupils. Some children feel self-conscious about being different and need reassurance that all the languages they know are special and that speaking another language at home gives them advantages in their lives. Finally, ask pupils what other languages they might want to learn in the future. Ask them to explain why they are interested in those languages and how they might go about learning them.

Page 2: *Passport. My English language skills: My progress. What can you do with English in the classroom?* Revise the four skills by asking pupils for examples of using each skill, in or out of the classroom. Discuss each can-do statement, giving classroom activities you've done together as examples. Pupils assess whether the tasks are easy for them or if they need more practice. At assessment time you may wish to add your comments in the space provided.

Pages 3–6: *The Biography self-assessment checklists (can-do statements).*

In order to complete each page, you need to have covered both units in the Pupil's Book. The aim of these activities is to encourage self-reflection and recognition of the need for developing the four skills. Pupils assess how well they can listen, speak, read and write based on the exercises in the units. If you haven't covered a particular activity, you may want to substitute the can-do statement for another task related to the same skill.

Read the statements as a class and remind them of the activity you did. Ask, *Was it easy for you to do this? Did you need help from me or your partner?* Pupils tick or

put exclamation marks in the column on the right hand side of the page. If there are pupils who can't do a task, ask them to practise with a family member or friend and show you when they are able to do the activity. In this way, you are helping pupils to take responsibility for their learning and to spend extra time on a language area if they need it.

Page 3: *Biography. I can ... Units 1–2.*

- Listening. I can understand people when they're talking about something they're going to do.* Tell pupils what you're going to do at the weekend – you may want to make it quite detailed! Then ask pupils what you are going to do to see how well the class understood. Ask one or two volunteers to tell the class their plans for the weekend. The volunteers can then ask questions to see how well the class understood. Pupils decide how well they were able to understand the use of 'going to' to describe future plans.
- Speaking. I can talk about what I'm going to do next weekend.* Continue the activity above, with pupils in pairs telling each other their plans for next weekend or after school. Ask volunteers to relate what they've found out about their partners to the class.
- Reading. I can understand the Diggory Bones comic in the Kid's Box Pupil's Book.* By the end of Unit 2 pupils have listened to and read three episodes of the story. Ask some questions about the characters and what has happened so far. Encourage pupils to ask additional questions in pairs. Pupils decide how well they are following the story.
- Writing. I can write about my future using will.* Ask pupils to look at their writing (Pupil's Book, page 20) and assess how well they are able to use 'will' to talk about personal future events. Ask pupils to write another short paragraph about what their town/village will be like in 2050. Pupils can present these to a partner.

Page 4: *Biography. I can ... Units 3–4.*

- Listening. I can understand a story someone tells me using the past tense.* Write Who? What? When? Where? on the board and tell a story about something that has happened to you using the past tense, or use one of the stories in the Pupil's Book. In pairs, pupils answer the questions and retell the story to each other. They decide how well they were able to understand the story and give themselves ticks or exclamation marks.
- Speaking. I can ask and answer questions to find out what the people in my class were doing yesterday or last weekend.* This works well in conjunction with the speaking activity on page 30 of the Pupil's Book. Alternatively, ask pupils to draw a table in their notebooks with four columns and interview

each other in groups of three or four. The columns are labelled: Name, What, Where and What time. Volunteers tell the class what some of the group did yesterday and then pupils evaluate their own speaking.

- 3 *Reading. I can read about what people in different countries eat.* Ask pupils to look at the reading in the Pupil's Book, page 36 and to assess how much they understood by the number of correct answers they got in the yes/no reading comprehension activity. Ask them to read about a traditional food for homework and tell their partner what they remember about it in the following class.
- 4 *Writing. I can write about food. I can write a recipe, write a story about food or write about food in my country.* Choose one of the options as a class writing task, or ask pupils to do one of the options for homework. When you correct their work, they should be able to see how well they did the task. As a follow-up activity, pupils could write a food diary for a week.

Page 5: Biography. I can... Units 5–6.

- 1 *Listening. I can understand people talking about a recent event using the present perfect.* The Pupil's Book listening on page 44 works well as an introduction to the present perfect as used in newspaper articles, etc. You may want to bring in a newspaper and tell the pupils about some recent events or alternatively tell them about some events in your past. They will need to listen to / write down the past participles. Ask them to tell you the infinitives of the verbs that they hear as a means to assess their comprehension.
- 2 *Speaking. I can talk about important things that have happened in my life.* Ask pupils in groups to ask questions and tell each other three or four facts about their life. Use the Pupil's Book activities on pages 45 and 48 as models. Volunteers can say something about what each group has found out before the pupils assess themselves.
- 3 *Reading. I can read about people and their hobbies.* Use the Pupil's Book, page 54 for this activity. Pupils reread the ezine articles about the people and their hobbies. Then they tell their partner if they themselves do any of these hobbies and which of them they would most like to learn to do and why. They may also wish to explain which of the hobbies they would not like to do and why.
- 4 *Writing. I can write about my hobbies and what I like to do in my free time.* After pupils have finished writing about their hobbies, they can look at a checklist from the board to see if they have explained what they like to do, when they do it, and why they like it. Pupils assess how well they understand their classmates' writing and then assess their own writing.

Page 6: Biography. I can... Units 7–8.

- 1 *Listening. I can understand when people describe clothes.* Pupils assess how well they were able to understand their partner's descriptions of what people are wearing on page 65 of the Pupil's Book (or use other pictures as the basis for this assessment). For a follow-up exercise, divide the class into small groups. One pupil describes the outfit of another pupil in their group and the rest of the group guess who they're describing.
- 2 *Speaking. I can talk about the clothes I'm wearing and the clothes I wear for different activities.* This assessment could work well as presentations. Divide the class into groups and ask each pupil to tell the others about the clothes they wear a) to school, b) at home, c) when they play sport and d) when they go to a party or special event such as a wedding.
- 3 *Reading. I can read about different countries and find the important information.* Use the Pupil's Book, page 72 as a basis for this activity. Pupils decide if they are able to do the task by how well they were able to answer the reading comprehension questions. Alternatively, ask pupils to find information on the internet or in books to fill in a table with these headings over four columns: Country, Size, Population, Famous people, places or buildings. Pupils find the information and then assess how well they were able to do it.
- 4 *Writing. I can write about what I've done this year.* This self-assessment refers to the task on page 74 of the Pupil's Book. Pupils write a short composition about what they've done this year and when you have corrected it, they can assess how well they were able to do the task.

Page 7: My learning diary. What have you learned in class? Do this activity together as a class at the end of term or at the end of the year. Ask pupils to remember and write down the topics you've covered. Elicit new vocabulary, songs and stories, activities and so on, writing words on the board so that pupils can copy them onto the page or use them as the basis for their own preferences. Ask pupils what they enjoyed the most/least and why. Remind pupils of high points by replaying some of the songs or stories. The aim of this activity is to encourage pupils to remember what they have learned and to see how the activities done in class are designed to help them learn English.

Pages 8–13: The Dossier. The dossier activities can be done as a class, given to early finishers, or set for homework. If you want to use them as the basis for project work then pupils can work in pairs or groups. They are ideal for presentations. Choose a couple of pupils to present their work to the class at the beginning

or end of a lesson. With large classes, pupils could present to each other in groups.

Page 8: *My Dossier.* The contents page, where pupils record what's in their dossier, aims to encourage them to personalise their portfolios further by adding work of their own choosing. This could include writings they've done, for example, those assessed in the biography section, diary entries and film and book reviews. As well as the mini-projects found on pages 9–13 pupils, could also add class projects, information they've collected in English, photos and descriptions of holidays abroad, voice recordings, favourite songs, photos of class concerts and so on. Extra dossier activities are also included on these web pages.

Page 9: *Dossier. A mythical creature.* Pupils invent a creature or write about a mythical creature they know about. Even if they know what the creature looks like, they may have to invent some information to answer the questions. You may want to start by showing them pictures of mythical creatures and describing their characteristics.

Page 10: *Dossier. A typical dish from my country.* Talk about food that's popular or traditional in the country and help pupils to describe it. Alternatively, ask them to find pictures at home to bring to class. Use these as the basis for answering the questions in class time.

Page 11: *Dossier. My hobby or interest.* Start by telling the pupils about your hobbies and/or what you like to do in your free time. Elicit ideas about sports played, the things that children like to collect, and so on. Pupils write a paragraph and find or draw a picture to describe their hobby for homework.

Page 12: *Dossier: My school uniform design.* Start by asking pupils to imagine what their school will be like in the future (e.g. on a space ship). How will pupils work in the class? Will they need pens and pencils, or will everything be done on computers? Will they need oxygen masks and so on? Based on their suggestions, let pupils decide what kinds of things the school uniform of the future will include. Encourage your pupils to use their imagination.

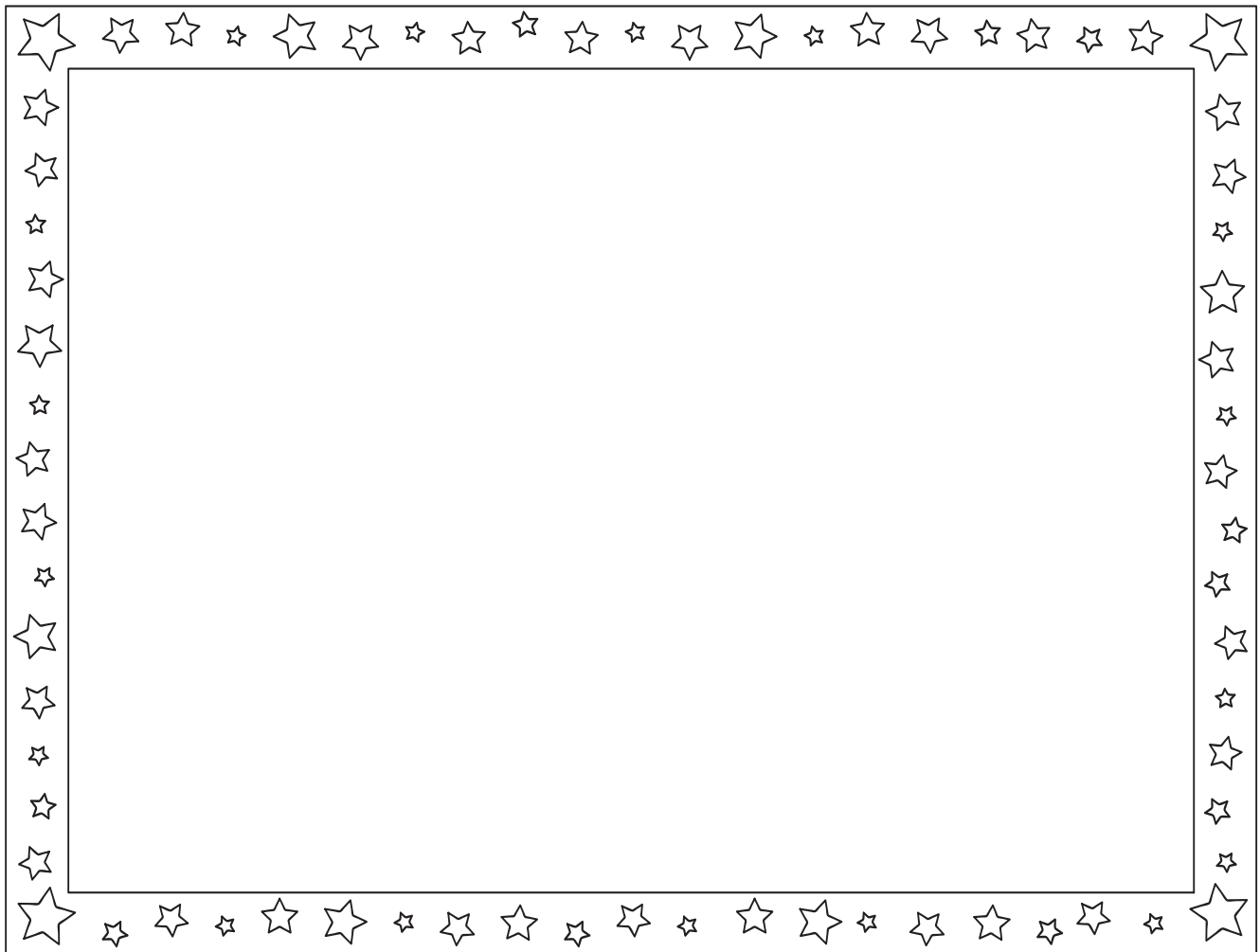
Page 13: *Dossier: At the travel agency.* Pupils enjoy writing and acting dialogues and the travel agency is a topic which also allows pupils to use their imagination (e.g. taking a trip to the moon, travelling on a pirate ship). You could ask pupils to make travel brochures, plane, train (or spaceship) tickets and money etc. In groups, pupils write their dialogues and if there is time, they could act them out for the class, or in larger groups using the props they have made.

Go to the Extra photocopiable materials page for more dossier activities.



A film review

Draw a picture from the film.



Title

Summary of the film

My favourite part of the film is

because

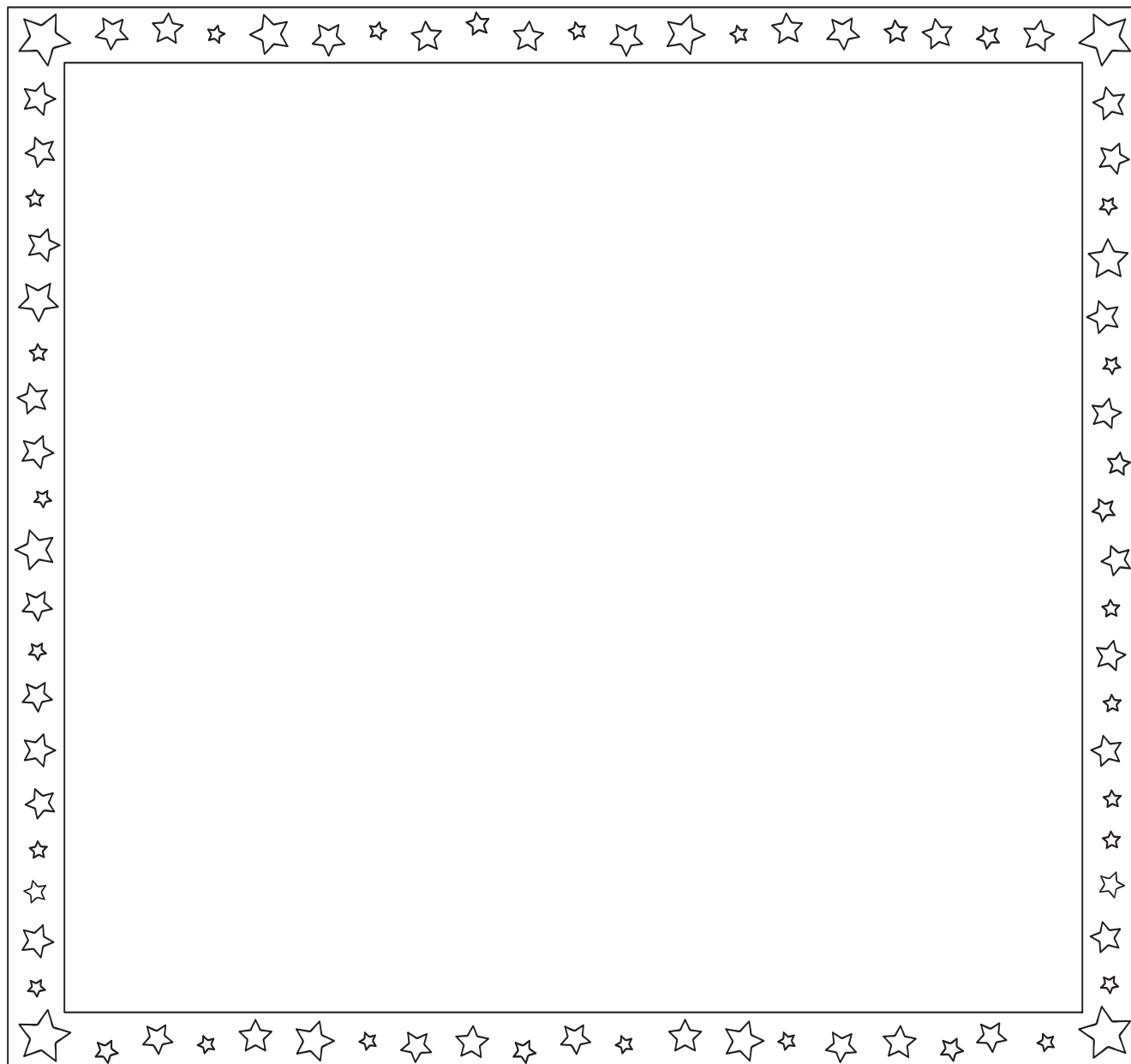
Circle the stars (1 = bad, 3 = good, 5 = fantastic!)





Our party

Draw a picture of the party.



Why?

Where?

When?

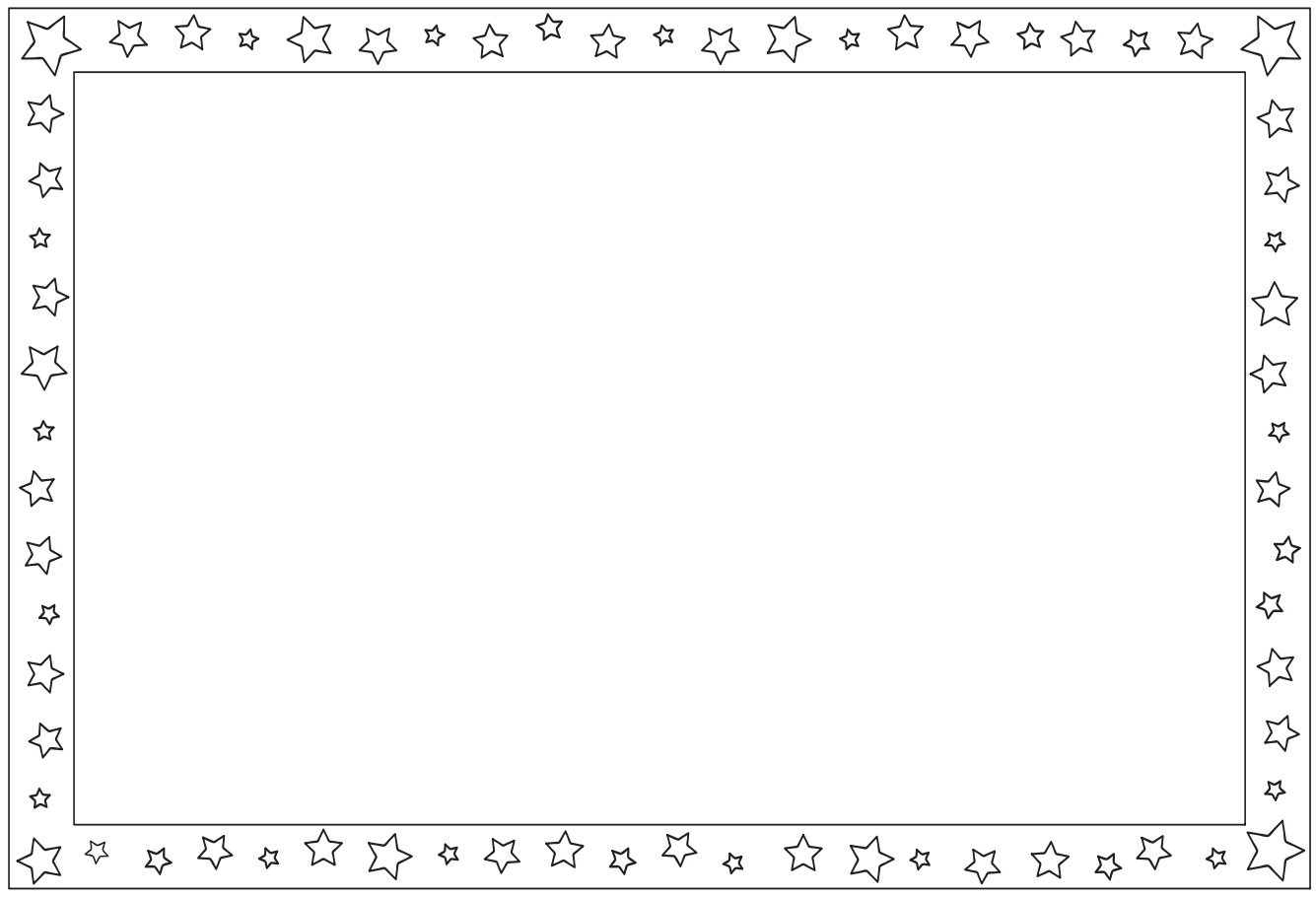
Food

Games



A website review

Draw a picture of the website.



Website address

The topic or topics

Some information I found here

Why I like the website

Colour the stars: 1 = it's okay 3 = it's good 5 = it's fantastic!





My Dossier: Reflections

Look at the work in your Dossier. Choose one of your pieces of work to write about here.

1 Title of work:

2 Skills used (tick ✓):

Listening Reading Speaking Writing

3 I did this work:

Alone With a partner In a group

Why I like this work

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.....
.....
.....

What I learned

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.....
.....
.....



Letter for parents

Note for teachers: Give this letter to your pupils the first time they take their portfolios home. You may wish to translate it into your pupils' first language before printing it out.

Date

Dear Parents and Carers,

This is’s Kid’s Box English portfolio. It contains your child’s experiences of learning English and shows you what they can do in the language.

Please look at it together with your child and ask questions about the work they have done. Let your child tell you what they can do in English!

Please make sure your child returns the portfolio to school by the

Yours sincerely,

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