

## 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 Foundation writing task

### Teachers' feedback form

Please use this feedback form to help students identify their strengths and weaknesses.

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

|  | Very good √√,<br>good √ | You need to look<br>at this again |
|--|-------------------------|-----------------------------------|
| <b>How did you do?</b>   |                         |                                   |
| 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 <i>and, but</i> and <i>because</i>         |                         |                                   |
| There's a good beginning, middle and end                         |                         |                                   |
| There's a range of vocabulary                                    |                         |                                   |
| The spelling of everyday words is generally correct              |                         |                                   |
| There's simple punctuation in the text                           |                         |                                   |
| This is well presented and easy to read                          |                         |                                   |
|  |                         |                                   |
| <b>Action plan</b>   |                         |                                   |
| Find more ideas for the text                                     |                         |                                   |
| Learn to organise ideas in a text                                |                         |                                   |
| Practise your grammar  |                         |                                   |
| Practise the word order in the sentences                         |                         |                                   |
| Learn new words  |                         |                                   |
| Practise spelling  |                         |                                   |
| Practise punctuation   |                         |                                   |
| <b>Other comments:</b>   |                         |                                   |

**Students' check list**

Make sure students always use the checklist when they have completed their writing. This will help them evaluate their own work and identify possible areas for improvement.

|   |   |
|---|---|
| <b>I can...</b>   | √ |
| 1 write an email/a letter/etc                           |   |
| 2 write between 70 and 100 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 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. Match the questions to the information.**

You're staying with your cousins for the summer holidays. Write an email to your friend in England and tell him /her what you are doing and why you like/don't like it.

1. What information do I give?

2. Who am I writing to?

3. What am I going to write?

**2 Read the tasks. In each one underline and write the letter A, B or C next to each:**

A. what you are going to write (email, note etc)

B. the information you must give

C. who you are going to write to or for

1.

Last week you went to a new restaurant. Your friend wants to go to the same restaurant. Write a description of the restaurant and say what you ate there. Say why you liked/didn't like the restaurant.

2.

Your town has a magazine with information about places people can visit. Write an article for the magazine about a park in your town. Describe the park. Say what you can do there and who goes to the park.

3.

Last week you went on holiday and stayed in a hotel. Write a review of the hotel for a holiday website. In your review describe the hotel, say what is good and bad about the hotel and say why people should visit this hotel.

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

*What words and phrases can I use?*

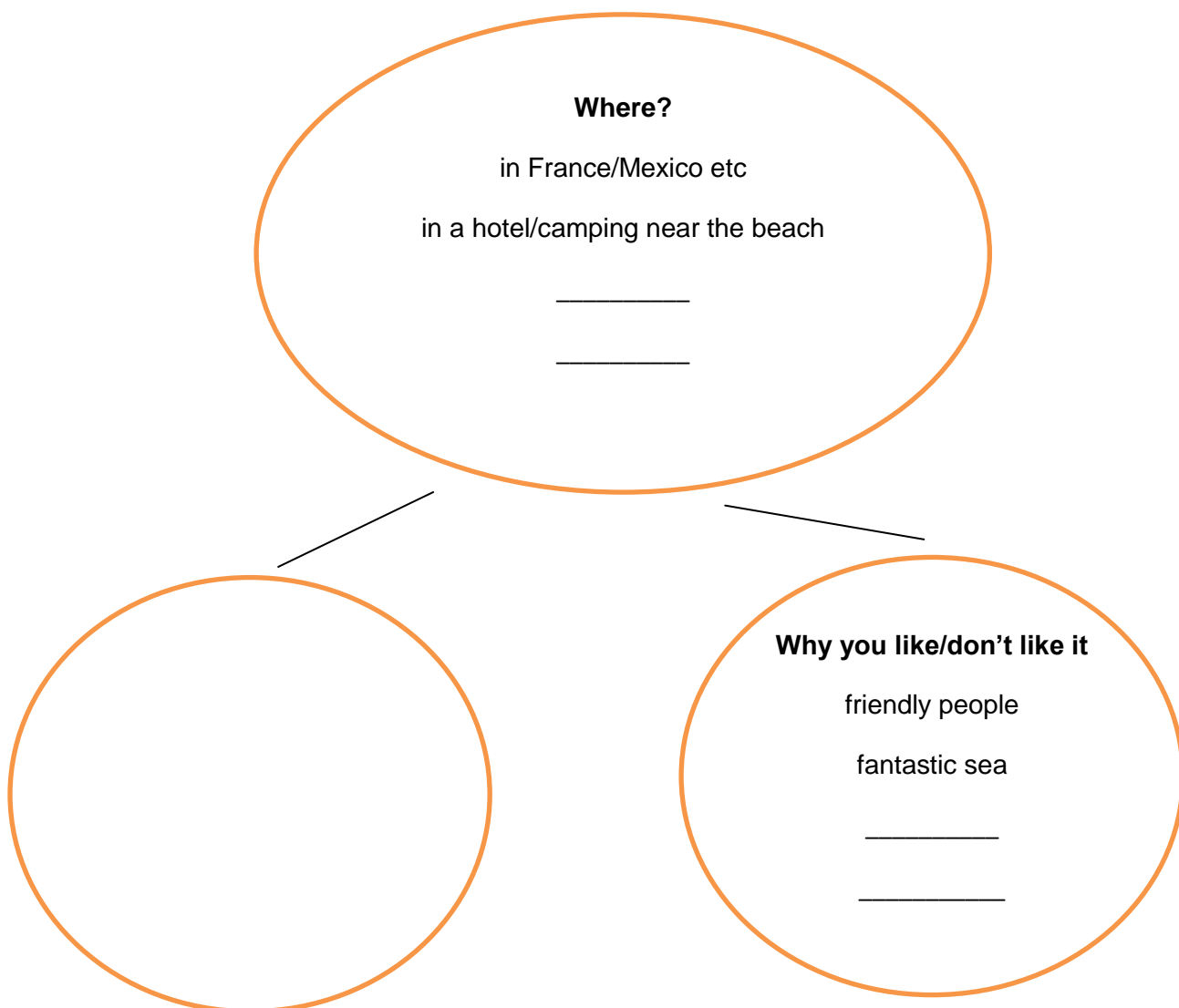
**Activity 3**

Getting your ideas

With a partner, read the instruction. Write your ideas.

You're staying with your cousins for the summer holidays. Write an email to your friend in England and tell him /what you are doing and why you like/don't like it.

**Add bubble about relationship to reader? Ideas: writing to best friend – Zoe, she likes camping too**





**Activity 4**

Planning your text

Put the email phrases into the correct place.

***How do I start and finish?***

***What goes in the middle?***

I'm on holiday in ...

Bye for now...

Love...

We're camping near the beach...

See you soon...

The sea/hotel/town is fantastic.

Hi...

I hope to see you soon.

To...

From...

**Beginning**

( Dear )

**Middle**

( )

**End**

( )

## Activity 5

*Writing your text*

**1 Now write your email. Write 70-100 words. Use the ideas and phrases from Activities 3 and 4.**



**Don't forget to  
count the  
words!**

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### Model text

Hi Sam

I'm on holiday with my friends in Mexico and I'm having a great time. We're camping near the beach. I love sleeping in the tent but sometimes it's very hot. Every day I go swimming or surfing. The sea is fantastic and it's never cold. In the evenings we watch films or we play music. This is a great holiday because there are lots of exciting things to do. You can also meet people from other countries. Everybody is very friendly and I've made lots of new friends.

Bye for now

Rachel

**(99 words)**



**Activity 6**

***Checking your text***

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

| <b>I can...</b>   | ✓ |
|---|---|
| 1 write an email/a letter etc                           |   |
| 2 write between 70 and 100 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 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

### Sample 1

Last week you went to a new restaurant. Your friend wants to go to the same restaurant. Write a description of the restaurant and say what you ate there. Say why you liked/didn't like the restaurant.

### Sample 2

Your town has a magazine with information about places people can visit. Write an article for the magazine about a park in your town. Describe the park. Say what you can do there and who goes to the park.

### Sample 3

Last week you went on holiday and stayed in a hotel. Write a review of the hotel for a holiday website. In your review describe the hotel, say what is good and bad about the hotel and say why people should visit this hotel.

### Sample 4

At the weekend you left your mobile phone on a train. The person at the train station was very helpful. Write a letter to the station manager saying what happened and how she/he helped you.

### Sample 5

Your town has a new magazine about things to do and see. Write an article for the magazine about the local sports centre. Describe where the sports centre is, when it is open and what sports you can do there.

### Sample 6

Your friend wants to visit you at the weekend. Write some directions for your friend saying how to get to your house. Say what you can do and where you will go.

**Extra activities: Handout 1**

**Make your writing more interesting.**

**1 Find adjectives that describe:**

a present

a place

an event

a film

the weather



**2 With a partner, add more words.**

**3 Complete the email using adjectives from Activities 1 and 2.**

Hi Ben

Thanks for my 1 \_\_\_\_\_ present. It arrived this morning and it was a 2 \_\_\_\_\_ surprise. I love the hat and it's 3 \_\_\_\_\_ for winter because it's very 4 \_\_\_\_\_ at the moment. I'm having a 5 \_\_\_\_\_ birthday party tomorrow. This afternoon I'm meeting some friends at a 6 \_\_\_\_\_ restaurant and then we're going to watch a 7 \_\_\_\_\_ film. What are you doing on Saturday? Would you like to come here for lunch?

Bye

Rachel

**4 Follow-up activity.**

**Write an email thanking a friend for a present. Describe the present and invite your friend to do something at the weekend.**

## Background information: The written task

At ISE Foundation 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 some vocabulary that deals with everyday needs

## Task types

- Descriptive essay
- Article (magazine or online)
- Informal email
- Informal letter
- Review

**Refer to document called Guidance with Genres**

## A2 CEFR

|   |
|---|
| Can write very simple personal letters expressing thanks and apology.   |
| Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.                             |
| Can write about everyday aspects of his environment eg people, places, a job or study experience in linked sentences.                         |
| Can write very short, basic descriptions of events, past activities and personal experiences.   |
| Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. |

## Topic areas

Holidays  
 Shopping  
 School and work  
 Hobbies and sports  
 Food  
 Weekend and seasonal activities  
 Jobs  
 Places in the local area  
 Place of study  
 Home life  
 Weather  
 Free time  
 Times and dates

**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**

Ex 1

- 1 what you are doing/why you like/don't like it
- 2 a friend
- 3 an email

Ex 2

1 Last week you went to a new restaurant. Your friend wants to go to the same restaurant. Write a description of the restaurant and say what you ate there. Say why you liked/didn't like the restaurant.

2 Your town has a magazine with information about places people can visit. Write an article for the magazine about a park in your town. Describe the park. Say what you can do there and who goes to the park.

3 Last week you went on holiday and stayed in a hotel. Write a review of the hotel for a holiday website. In your review describe the hotel, say what is good and bad about the hotel and say why people should visit this hotel.

**Activity 3**

[students own ideas]

**Activity 4**

Beginning: To.../ Hi...

Middle: I'm on holiday in .../ The sea/hotel/town is fantastic./ We're camping near the beach...

End: Bye for now../ Love.../ I hope to see you soon./From../ See you soon,

## Activity 5

### Model text

Hi Sam

I'm on holiday with my friends in Mexico and I'm having a great time. We're camping near the beach. I love sleeping in the tent but sometimes it's very hot. Every day I go swimming or surfing. The sea is fantastic and it's never cold. In the evenings **we watch films** or we play music. This is a great holiday because there are lots of exciting things to do. You can also meet people from other countries. Everybody is very friendly and I've made lots of new friends.

Bye for now

Rachel

**(99 words)**

### Handout 1

#### Possible answers – ss can add their own

a present: huge, fantastic, awful, new, beautiful, long

a place: beautiful, fantastic, awful, huge

an event: boring, awful, fantastic, huge

a film: new, boring, awful, fantastic, long

the weather: cold, beautiful, fantastic, awful

#### 3 [possible answers – students can add their own]

Hi Ben

Thanks for my **1 beautiful/amazing** present. It arrived this morning and it was a **2 fantastic/huge** surprise. I love the hat and its **3 fantastic** for winter because it's very **4 cold** at the moment. I'm having a **5 huge/fantastic** birthday party tomorrow. This afternoon I'm meeting some friends at a **6 new/beautiful** restaurant and then we're going to watch a **7 new** film. What are you doing on Saturday? Would you like to come here for lunch?

Bye

Rachel

