

Kid's Box



English portfolios 3 & 4 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 3; Kid's Box 3 My English portfolio

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

Cover page: *Name, class and school.* Ask pupils to write the information in the spaces provided. If you can take pictures of your pupils in the classroom these could be printed out and stuck in the space below. Alternatively, pupils can draw and colour pictures of themselves at school or find a recent picture to put here. The picture activity could be set for homework.

Page 1: *Passport. About me.* Ask pupils to write their birthday and where they live on the lines. Then ask pupils what languages they speak at home. Show enthusiasm for other languages spoken by pupils, indicating that they are lucky to be able to speak them. When filling in *The language(s) I'm learning* section, it's important to note that the portfolio aims to encourage plurilingualism and an interest in learning new languages. *Write some sentences in the languages you know here* is likewise intended to encourage children to feel confident about learning languages and proud of their achievements. The sentences written by pupils do not need to be corrected.

Page 2: *Passport. My language skills.*

- 1 *Write the word in the spaces below.* Revise the four skills by playing an extract from the Kid's Box audio CD (listening) and a bring a book, perhaps a graded reader to class (reading). Play the recording, mime reading the book (or actually read it aloud to your class), get two pupils to speak to each other, and have the class do some writing in English. Draw the icons on the board as you go through these four skills so that pupils can think about how they feel about each one. Pupils write listening, reading, speaking and writing in the boxes corresponding to the icons.

Key: listening,
reading,
speaking,
writing.

- 2 *Do you like doing these things in English? Colour the faces.* Ask pupils to decide if they like doing the skills, or not. They colour the faces yellow, blue or green accordingly. Extend the activity by getting pupils to mime doing each activity as you say the words. Play Simon Says using *Simon says, read/write*, etc. along with other English verbs they've learned.

Page 3: *Biography. I can ... Units 1–2.* In order to complete the can-do statements on a page, you need to have covered both units in the Pupil's Book. The idea is to encourage self-reflection by having pupils assess how well they can listen, speak, read and write about

the topics covered in these units, and to give them the opportunity to ask for help if they're having difficulties.

Please note that the skills are always assessed in the same order; first pupils listen to you, then they speak, do a reading activity and finally some writing. This is because you need all the pupils' attention for the listening and speaking activities and can monitor while pupils work at their own pace for the reading and writing activities.

Pupils colour the smiley faces in the column on the right after completing each activity, or if you wish to do the page as a mini-test, you may want them to colour the faces after you have marked it.

If you have pupils who really can't do a task at all, tell them to practise with a parent or another pupil and come back to show you they are able to do the task. 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.

- 1 *Listen. What's Stella doing? Tick the boxes.* Drill the vocabulary in the pictures. Tell pupils you are going to read what Stella says. They listen and tick the boxes next to the pictures. Say *Hello! I'm Stella. I'm at home. I'm in the living room. Do you like reading? I'm sitting on the sofa, reading a good book – and I'm eating cake. Yum!*

Key: ✓ X X
✓ X ✓

- 2 *Say. This is Suzy's family. Who are they?* Ask pupils to point to Suzy. Model an answer by saying *This is Suzy's father*. Pupils point to the correct picture. In pairs or as a class, pupils point to and say who all the different family members are. Pupils colour the smiley face when you are happy with their speaking.

Key: father, mother, grandmother, grandfather, aunt, sister, (Suzy), brother.

Suzy and Stella are also daughters/granddaughters, and their brother Simon is a son/grandson.

- 3 *Read about the Star family's house. What do you think? Yes (✓) or no (X)?* Pupils read the sentences. If you've been using the Kid's Box course in previous years, they should know the answers (in fact, you are just checking that they can read and understand the text; whether they put a tick or cross is not so important). Pupils decide what they think the answers are and then they can check in one of two ways: If you have it, the most fun way is to let pupils navigate through the introduction to the Kid's Box 3 DVD. Alternatively read the following text aloud (or you could write it on the board):

The Star family live in a very big house, called a mansion. They've got a big garden with a swimming pool in it.

In the house, the living room, play room and music room are downstairs. Suzy, Simon and Stella's bedrooms are upstairs. They haven't got a lift so they walk up and down the stairs. The Star family love their house!

Pupils colour the smiley face when you're happy with their reading.

Key: a) ✗ b) ✓ c) ✓ d) ✗ e) ✓

- 4 *Write about your home.* Pupils can choose what they want to write or use exercise 3 as a model for their writing. Pupils colour the smiley face when you've checked their work.

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

- 1 *Listen and draw. What time is it?* Tell the pupils to draw hands while you say the times for each clock. Possible times are a) It's 6 o'clock (example); b) It's 1 o'clock; c) It's 12 o'clock; d) It's 8 o'clock; e) It's 9 o'clock; f) It's 3 o'clock. If you have a play clock, use it to check the answers by showing the pupils the times you have said.
- 2 *Talk about your school day.* In pairs pupils take turns giving simple information about their day; when they wake up, eat breakfast, go to school and so on. Model an answer by saying *I get up at 7 o'clock*. If you think your pupils will have difficulty, put prompts for general activities on the board, for example: get up, eat breakfast/lunch/dinner etc.
- 3 *Read and write the place.* Pupils read the descriptions and identify the places in a town.

Suggested key: a) park, b) music shop, c) bank, d) bus stop/station, e) restaurant/house, f) library/bookshop, g) swimming pool.

- 4 *Write about your favourite shop. What's it called? What can you buy there?* Tell pupils about your favourite shop. Depending on the level of your class, you might want to write a model answer for them on the board, so that they can fill the gaps with information about their favourite shop.

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

- 1 *Listen and point.* The boy in the pictures has different illnesses. Say *This boy's got a cough*. Pupils point to the correct picture and check their answers with a partner, or ask for hands up to give you the correct letter (b).

Key: a) a toothache, b) a cough, c) a stomach-ache, d) a temperature, e) a cold, f) a headache.

- 2 *Say. What's good for you?* Use the model shown in the speech bubble to talk about the healthy things that you do. Then ask pupils to speak in pairs telling each other about the healthy things they do. Ask for some whole class feedback at the end.

- 3 *Read and draw.* If you think your pupils might need some help with this activity, read the text to them while their portfolios are closed. Then ask them to open their portfolios and read the text quietly. As they read, they draw the picture with a pencil. Correct it together on the board. Choose pupils to come out and draw different parts of the picture.
- 4 *Write about you. Use four adjectives.* Introduce this activity by telling pupils about yourself using several different adjectives (you could write them on the board). Pupils can tell you which ones they think are true and which are false. They can be a mixture of personal qualities (tall, short hair, friendly, quiet) and feelings (happy, angry, cold, hot).

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

- 1 *Listen to the descriptions and point to the animal.* Pupils can also put their hands up to say the animal as you describe it. Say *This animal is very, very big and it lives in the sea. It's bigger than a shark or a dolphin. (whale); This animal is many colours and it can fly. It lives in trees. It's smaller than a monkey. (parrot); This animal is black or brown. It can fly. It lives in trees and caves. It can be very small. (bat); This animal is grey. It eats fish and it lives in the sea. It's friendlier than a shark. (dolphin); This animal is black and white. It eats leaves and fruit and it lives in China. It's bigger than a monkey. (panda); This animal can jump higher than a frog. It has its baby with it. It eats grass and it lives in Australia. (kangaroo); This animal can swim very fast. It eats fish and it can be dangerous. It's smaller than a whale. (shark); This animal can run fast. It lives in Africa and it eats meat. It's more dangerous than a dog. (lion).*
- 2 *Say. Look at the pictures of the animals above. Describe them to your partner. Take turns.* In pairs, the pupils take turns describing the animals while their partner points to them. Don't worry about what language they use, as long as it's English and they're being communicative. Set a short time limit and tell pupils when to change.
- 3 *Read and draw.* Pupils read the text and then complete the picture, adding a hat, scarf and mouth to the child. They draw rain and wind in the box, fill in the thermometer to indicate a low temperature, and draw a house and hot chocolate in the thought bubble. If you need to model this, write about a hot, sunny day and draw a corresponding picture on the board. For example, the child could be wearing a T-shirt and a hat or sunglasses and want an ice cream.
- 4 *Write. What do you wear?* Pupils complete the sentences so that they're true for themselves. You may need to model this, or ask for feedback when the pupils have finished checking their answers.

Page 7: *Learning English.* This activity helps pupils think about their personal experiences of learning English. For questions 1–4, ask pupils to tick the boxes showing what they do and how often. In question 5, let pupils write about any places they've been regardless of whether they are out of the country or not, so that all pupils can participate. If pupils have been to English-speaking countries or spoken English to foreigners or relatives in the places they have visited, they can either tick the 'a lot' or 'sometimes' box in question 6.

Page 8: *Dossier. My family.*

Please note that all the dossier activities can be done as a class, be given to early finishers, or set for homework. Pupils draw a picture of their family; it can be one or more family members, or they might want to stick a photograph here. They answer the questions below, writing who is in their picture and what they're doing together. If the activity is done in class, early finishers could colour in the picture frame while you monitor and ask pupils simple questions about their pictures and their families.

Page 9: *Dossier. My home.* Pupils draw pictures of their homes, a floor plan of their house, or a room in it, or they might want to stick a picture of their home here. Pupils tick the box and complete the sentences.

Page 10: *Dossier. My school day.* Pupils draw pictures or clocks in the squares. They write about six activities they normally do in a day underneath. If setting this activity for homework, pupils could glue pictures in the squares to make a collage representing a typical school day. Pupils write about their favourite day of the week.

Page 11: *Dossier. Being healthy.* Ask pupils to tell you about the healthy things they do. e.g. sports, walking, cycling, eating salads and vegetables, drinking water and being happy and relaxed. Pupils then draw a picture of one of the things they do, or stick a photograph of themselves doing something healthy. They then answer the questions. Pupils could ask you the questions before filling in the information for themselves.

Page 12: *Dossier: Outside.* Talk about your favourite places outside as a class. If pupils are doing this for homework, they may have a photograph of themselves on holidays etc, to stick here. They could also use magazine or holiday brochure pictures to show the kinds of places they like best. If there's time, pupils could present their picture to the class or in groups, using what they have written below as the basis for describing their favourite place outside.

Page 13: *Dossier: A weather report.* Pupils draw pictures of the weather. If setting this for homework, you might like to ask your pupils to write the day that they completed it so that you can compare answers as a class. Pupils may need help to draw thermometers and fill them in to indicate cold, cool, warm or hot. Pupils then write about their picture and their favourite weather. Ask different pupils to tell you what weather they like best.

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

Teacher's Notes for Level 4; Kid's Box 4 My English portfolio

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

Cover page: *Name, class, and school.* Ask pupils to write the information in the spaces provided. If you can take pictures of your pupils in the classroom these could be printed out and stuck in the space below. Alternatively, pupils can draw and colour pictures of themselves at school or find a recent picture to put here. The picture activity could be set for homework.

Page 1: *Passport. About me.* Pupils write their date of birth, where they live and then complete the table with all the languages they know. Express interest in other languages spoken by pupils. Sometimes 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.

Page 2: *Passport. My English language skills.*

- What do you do in English? Complete the sentences.* Revise the four skills by asking pupils for examples of using each skill, in or out of the classroom. Pupils complete the sentences. You may wish them to do this individually, in pairs or as a class.
- Do you like doing these things in English? Colour the faces.* Ask pupils to colour the faces depending on how they feel about the skills. This may help you to see if there are pupils who have difficulties in particular areas. There are no right or wrong answers; the exercise aims to give pupils insight into ways they can improve their English and the role attitude plays in learning.

Pages 3: *Biography. I can ... Units 1–2.* In order to complete the can-do statements on a page, you need to have covered both units in the Pupil's Book. The skills are always assessed in the same order. First pupils listen and speak because you need the whole class's attention for these activities. Pupils then complete the reading and writing tasks alone (these can even be set for homework).

The aim of these activities is to encourage self-reflection and recognition of the need for skills development. Pupils assess how well they can listen, speak, read and write about the topics in the units. After doing the tasks, pupils tick the columns on the right hand side of the page. Ask, *Was it easy for you to do this? Did you need help?* Note that pupils are probably still new to self assessment and may need your guidance. 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.*

- Listen and number.* Describe the people while pupils listen and number the boxes. Say, *1. This person has got short curly hair. He's got big eyes and he's very angry. 2. This person is young. She's sad today. She's got long hair. 3. This person has got long hair too, but she's happy. She's got glasses and she's listening to music. 4. This person is old and she's got glasses. She's got short curly hair and she's happy.*

Key: a) 2, b) 4, c) 1, d) 3

- Say. Tell your friend about someone in the class. Don't say their name. Can they guess who it is?* As a class, elicit words to describe people and write them on the board for pupils to use as prompts. Describe someone in the room, perhaps yourself, and ask the class to guess who it is. Put pupils into pairs. Pupils take it in turns to describe or guess who is being described. You could put pictures cut out from magazines on the board for pupils to describe as an alternative to asking them to describe each other.
- Read and match. Write the numbers.* Pupils choose from the three options to make correct short answers to the questions.

Key: a) 2, b) 3, c) 1, d) 2, e) 1, f) 3

- Write about you. What do you look like? What have you got? What do you like? What can you do?* Using the questions above as a guide, pupils write sentences that are true for themselves.

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

- Listen and say.* Pupils listen and say the letter or the illnesses as you describe why the children in the pictures are feeling ill. Say, *This child went out yesterday without a coat on. It was cold and wet and now they are ill. (b. he's got a cold). This child didn't eat breakfast before they came to school. (d. he's hungry). This child ate three ice creams and now they're feeling ill. (a. he's got a stomach-ache). This child went to bed very late last night. (c. she's tired).*

Key: 3, 2, 4, 1

- Ask your friend the questions.* Have pupils ask you the questions first. In pairs, pupils ask each other the questions. Feedback some of the answers to the class.

Key:

- Did you play a game yesterday?
- Did you eat fruit and vegetables yesterday?
- What did you do after dinner yesterday?
- Read about the school club. Answer the questions.* Pupils work individually to answer the questions. Ask pupils to compare their answers in pairs.

Key: a) in the library, b) from 4.30 to 6.30 on Fridays, c) your camera, d) £2.00.

4 *Write about your club.* Tell pupils about a club you belong to or invent one as a class for pupils to use as a model. Sports clubs are a popular choice to write about. Ask pupils to think about what they do and who goes to their club. If they don't belong to one, they can use their imagination!

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

1 *Listen and tick (✓). What did Sam do?* Pupils listen to the story about Sam and tick the boxes showing what he did. Say, *Sam had a fantastic weekend. On Saturday he took the bus to the mountains with his parents. They put up a tent and cooked dinner over a fire. Then they went to bed in the tent. On Sunday it was hot so they swam in the river and had a picnic.*

Key: a) ✓ b) ✓ c) ✓ d) ✗ e) ✓ f) ✓

2 *Say. Compare two things.* Draw the table below on the board. Elicit sentences from the pupils describing why one option is better than the other, e.g. *A sunny day is better than a rainy day because we can play outside. A rainy day is better than a sunny day because we can watch TV inside.* Then do the same for car and bicycle. Go through the table in the portfolio as a class, or put pupils in pairs to speak together about some or all of the options and feedback their answers at the end. Don't worry about grammatical accuracy; look for meaningful communication of ideas.

a sunny day	a rainy day
car	bicycle

3 *Read and complete.* Pupils work alone or in pairs to fill the gaps. Read the example together as a class.

Key: 1) world, 2) clean, 3) train, 4) walk, 5) off, 6) paper

4 *Write about your last English class. What activities did you do? What did you learn?* Ask pupils to tell you about the last English lesson, perhaps by opening their books and verbally revising before they write. During class feedback, check their use of the past tense and write corrections on the board.

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

1 *Listen to the descriptions and say the names.* Pupils put up their hands as you say sentences comparing the different people. Ask pupils to confirm the answers given by their classmates. Say, *This person is the youngest. (Jack) This person is the most intelligent. (Laura). This person has got the biggest eyes. (Jack). This person has the longest nose. (Laura). This person is the most beautiful. (Kate). This person has got the shortest hair. (Jack) This person has got the curliest hair. (Laura).*

2 *Say. Tell your partner what you did yesterday. Use the words in the speech bubbles.* Provide a model by telling the class what you did yesterday, using the prompts in the speech bubbles and adding more activities. Put pupils into pairs and give each pupil a time limit of about 45 seconds to speak. Use class feedback to check the correct use of the past tense.

3 *Read the recipe for a cheese and ham sandwich. Order the sentences.* Pupils work alone or in pairs to put the instructions in order. Extend this activity if you wish by asking pupils in pairs to write a recipe for another sandwich or food that is simple to prepare.

Key: 5, 2, 4, 1, 3

4 *Write a party invitation.* As a class, write an invitation on the board for an event coming up (e.g. Christmas, Easter, end of term or year). Then ask pupils to write an invitation to their birthday party in their portfolios. Encourage pupils to send the invitations to their next party in English.

Page 7: Learning English. This activity aims to personalise the English learning experience for your pupils and helps them see that their classmates may have similar and different preferences. It also gives them ideas for learning English independently in an enjoyable way.

1 *What do you like doing in English classes? Write yes, no or sometimes in the boxes under the pictures.* Do this as a whole class discussion, asking pupils to write yes, no or sometimes and give reasons for their answers. Remind them of examples of each of the activities you've done in class and ask them to provide examples as well. As this is an authentic communicative activity, you can ask for clarification of their ideas, but don't correct their grammar.

Continue the discussion by asking different pupils when and where they have used English, asking them to give examples of and feelings about their experiences.

Page 8: Dossier. My interests. 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, have pupils work in pairs or groups. They are ideal for presentations; with large classes you could do this in groups or as a class at the beginning and end of a series of lessons.

Pupils draw a picture of one of their interests (a sport or a hobby) and complete the information. You may wish pupils to share their interests as mini-presentations.

Page 9: Dossier. Our Club. Ideally pupils work in pairs or groups for this task since clubs are social groups formed around an interest. This will make this mini-project more authentic. However, it can also be set as an individual or

homework activity. Pupils draw a picture of their club and answer the questions.

Page 10: *Dossier: A short story. Write and draw a story. It can be about something that happened to you or you can use your imagination.* Tell pupils a story, write one together on the board, or do this activity after a Lock and Key adventure from the Kid's Box Pupil's Book to provide them with a model. Discuss good introductions, middles and endings to stories. Suggest characters if necessary. Kings, queens, animals and superheroes are favourites with some children. A day out, a party, or the birth of a sibling will be more appropriate subject matter for others.

Page 11: *Dossier: What's the best invention?* Use the illustrations in the border of the picture frame to elicit possible favourite inventions. Describe your favourite invention to the class and answer the questions verbally to give them ideas (you could do this as a guessing game, with them deciding what your favourite invention is if it's not something too obscure). For homework pupils could find a picture of their invention in a magazine or catalogue to stick in the frame. Pupils complete the information.

Page 12: *Dossier: A place I like.* Talk about your favourite places as a class. If pupils are doing this for homework, they could stick photos of themselves in the frame or find pictures in magazines. Pupils answer the questions. The task is helpful in personalising the use of the past tense so pupils should be encouraged to share their work.

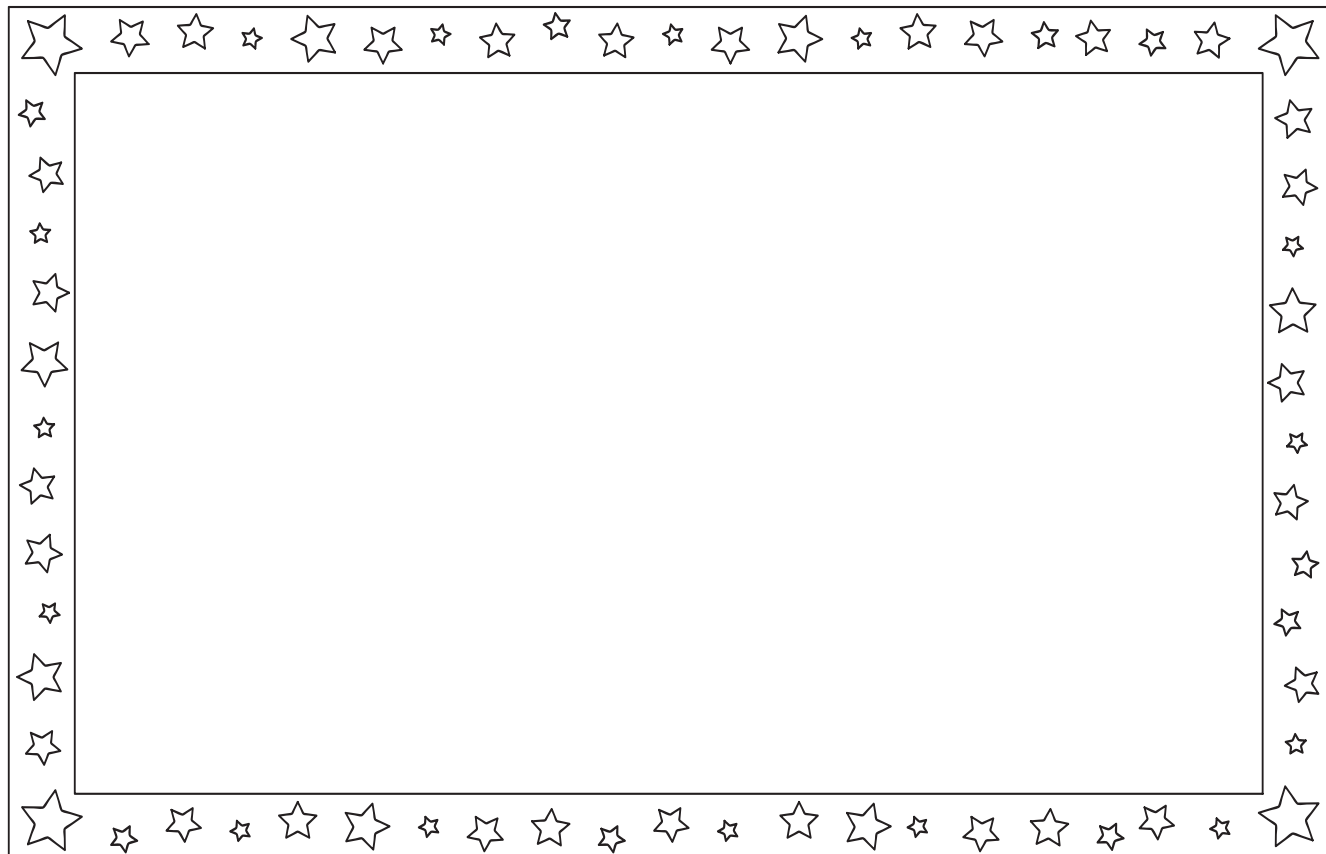
Page 13: *Dossier: A special event.* Describe a special event you have been to recently, using the text as a basis. Ask pupils for a show of hands as you go through the list of possible events described on the worksheet. Pupils choose an event to write about; sticking photos or drawing pictures in the frame would be an ideal homework task. Pupils answer the questions.

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



A book review

Draw a picture from the book.



Title

Author

The main characters

.....

The best page is

because

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





Two animals

Draw two animals and then compare them.

Animal 1 Animal 2

Big/Small:

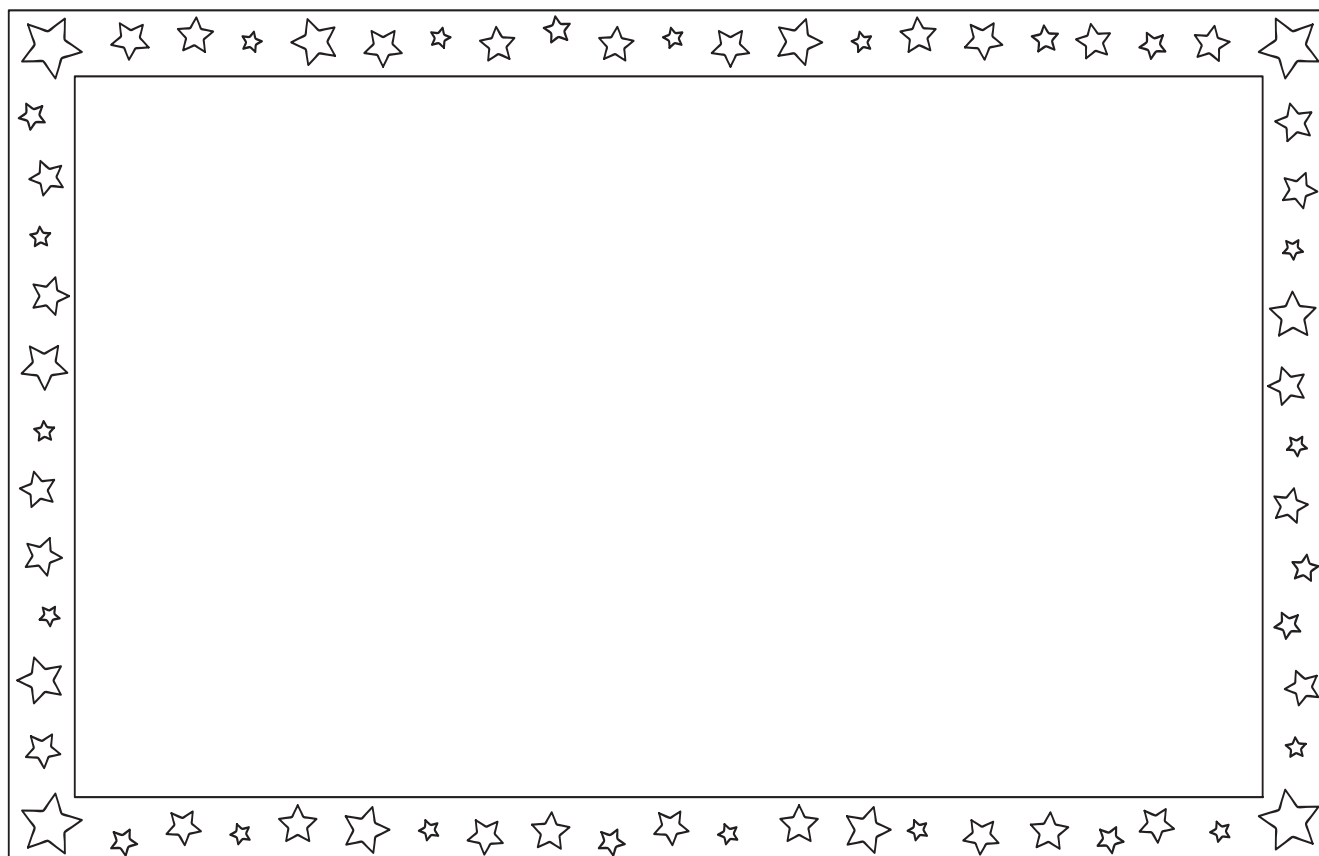
Fast/Slow:

.....
.....



Protect the world

A picture of something I do to protect the world.



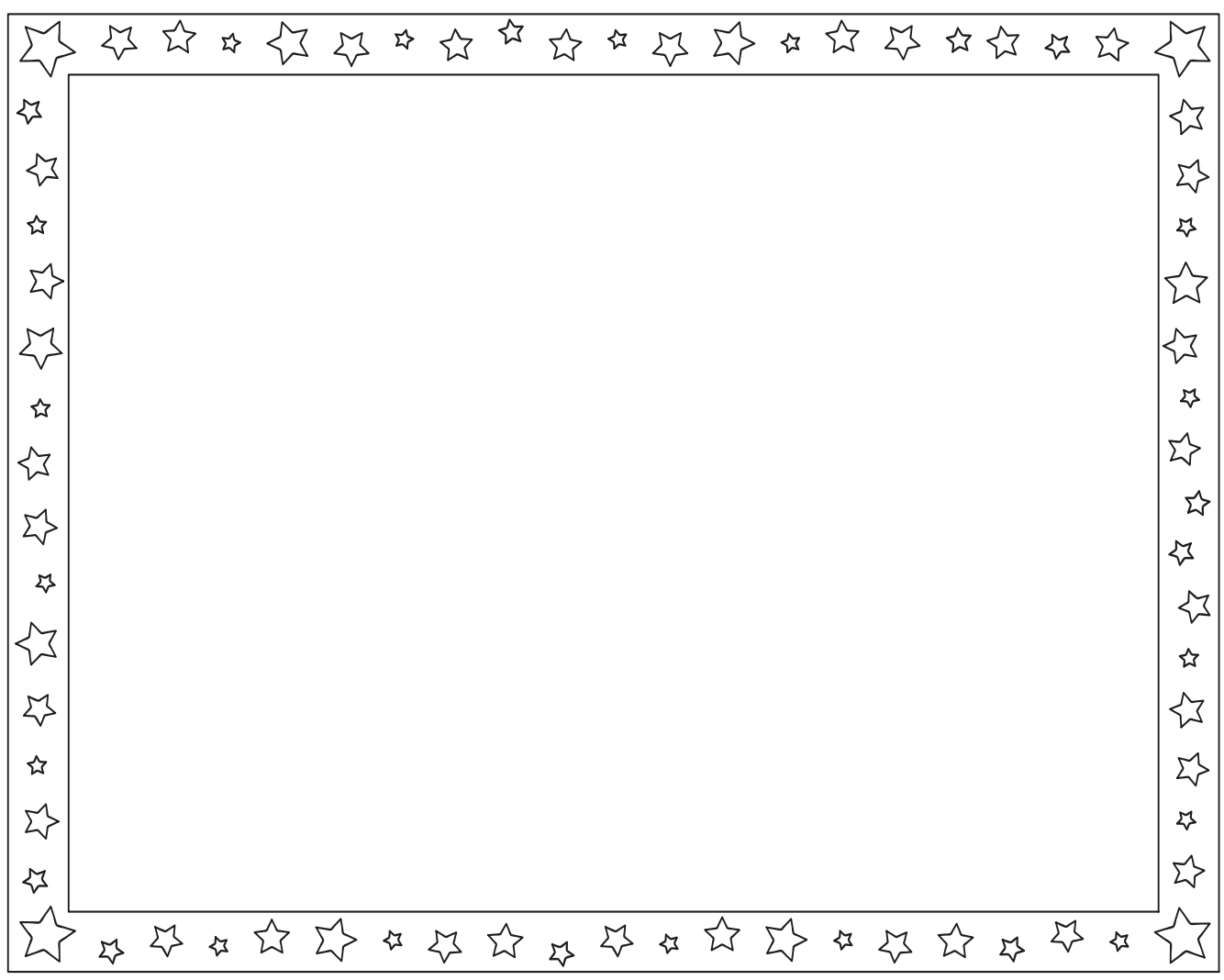
What I do:

Four horizontal dashed lines for writing.

Other things we can do to protect the world:

Four horizontal dashed lines for writing.

A recipe for ...



How to make my recipe

- 1
- 2
- 3
- 4
- 5
- 6



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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