

# Kid's Box



## English portfolios 1 & 2 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.

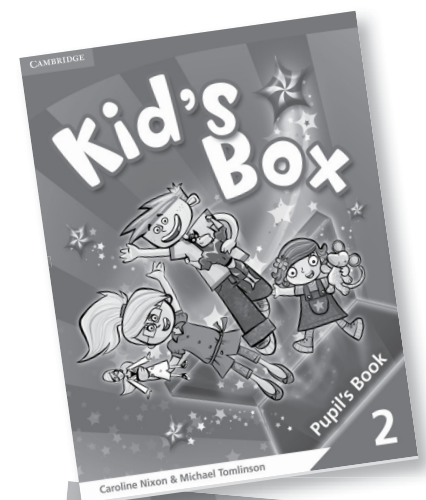
If you only wish to print out the Teacher's notes for the level you're teaching and have not used language portfolios before, we recommend that you also read *Using language portfolios in the classroom*. This will give you an idea of how portfolios are divided and some tips for using them successfully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

- You may need to use L1 when discussing what languages the pupils speak at home, as some pupils may be uncomfortable saying that they speak a different language at home than the others. 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 1; Kid's Box 1 My English portfolio

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

**Cover page:** *Name, age and self-portrait.* Pupils draw their self-portraits using the head and shoulders outline. First ask children to write their name and age in the spaces provided. As an example, draw the head and neck outline on the board and draw yourself. Monitor your pupils' progress, asking them questions or commenting on likenesses, for example hair and eye colour. Fast finishers can be encouraged to add their T-shirt or their favourite team's T-shirt, as well as favourite food and animal, etc. around their picture. If cutting the page off the portfolio in order to expand the portfolios, you could use the portraits for a class display before the pupils make their files. You could also ask them to show the class their picture, or hold them up one by one to ask the pupils to guess which portrait belongs to which pupil. You will need to cover their names with one hand if you do this!

**Page 1:** *Passport. About me.* Ask pupils to write the name of their school and the class they are in. You may want to write the words on the board for them to copy into the gaps. Ask pupils to tell you the names of the Star family children (Stella, Suzy and Simon). Write *hello* on the board and ask pupils what it is in their language(s). Encourage those that have more than one language to write *hello* in them all. Extend the activity with role plays to practise English greetings. Pupils say: *Hello, what's your name/how are you?* etc.

**Page 2:** *Passport. My language skills.* Pupils learn about the four skills needed to learn languages by matching the icons for listening, reading, speaking and writing to the pictures. If possible, provide examples of each skill: play a recording of people speaking English and ask pupils to listen, bring in a book to show reading, ask pupils to speak to you and each other, and to write something in their notebooks or on the board. In the pupils' L1, you could explain that these are the four things you must do in a language in order to learn it. You could also discuss in L1 which activities they like doing in their mother tongue. Extend the activity by getting pupils to colour in the pictures and to mime each activity as you say the words. Play *Simon Says*. Say *Simon says, read/write,* etc.

**Key:** reading,  
writing,  
listening,  
speaking.

**Page 3:** *Biography. I can ... Units 1–3.* Note that the can-do statements always follow the same pattern; first pupils listen to you, then they speak, followed by a reading activity and finally some writing. This is because you need all the pupils' attention for the listening and speaking activities, and will need to monitor and allow pupils to 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 choose to do the page as a mini-test, you may wish them to colour the faces after you have marked it.

- 1 Listen and point.** Say the numbers, first in order so that pupils understand that they are to point to a number when you say it. Then say the numbers randomly, checking around the class to make sure the pupils are able to understand the numbers one to ten in English. When you're satisfied that the pupils are able to do this, ask them to colour the smiley face numbered 1. Do not worry too much if the pupils make some mistakes; the idea here is to encourage them to feel that they can do all these things and that they understand that each point represents a different skill they need to develop. However, if you have pupils who really can't do the task at all, tell them to practise the numbers at home with a parent, or in the break with another pupil, and come back to show you they are able to understand the numbers. In this way, you are helping pupils to take responsibility for their learning and to spend extra time on a language item if they need it.
- 2 Say the words.** Point to the objects around the room, asking pupils to say the words. In pairs, pupils could take turns pointing to the pictures on the page, saying what they are as you monitor. They colour the face when you are happy with their speaking.

**Key:** bag, table, chair, pen, book, pencil.

- 3 Read and match.** Say *Three bicycles*. Pupils point and draw a line with their fingers to the number 3. Pupils match the cars, balls and books to the numbers while you monitor and then colour the smiley face.

**Key:** 3 bikes, 4 books, 5 cars, 6 balls.

- 4 Write.** Ask *What's your name?* Pupils tell you and you indicate that they need to complete the sentence. Ask *How old are you?* Get several answers before getting pupils to complete the second sentence. To extend the activity, ask pupils to read their sentences to each other or to the class. Pupils colour the smiley face when you've checked their sentences. To extend the activity while you're checking, ask pupils to colour the numbers and pictures on the page.

**Page 4: Biography. I can ... Units 4–6.**

- 1 *Listen and point.* Pupils look at the picture of the family. Say *This is Millie. Millie has a heart on her T-shirt. Point to Millie. Now point to Millie's sister. Where's Millie's brother? Point to Millie's brother. Now point to Millie's mother, father and grandmother. What about her pets? Point to Millie's cat and her dog.*

**Key:** Millie's family, from left to right: grandmother, father, sister, Millie, brother and mother.

- 2 *Say the words.* In pairs or as a class, pupils take turns saying the names of the different animals.

**Key:** dog, cat, horse, fish, bird, mouse.

- 3 *Read and draw.* Read the sentences in the boxes as a class. Pupils draw a small fish in the first box and a big fish in the second. Point to the two sentences as you monitor and ask some pupils to read you the sentences.
- 4 *Write the words.* Point to the parts of your face and ask pupils to tell you what they are. Do *nose* together as the example, writing the words on lines on the board. Pupils work independently or in pairs to fill the other gaps while you monitor.

**Key:** nose, eyes, mouth, ears.

**Page 5: Biography. I can ... Units 7–9.**

- 1 *Listen and point.* Say the names of the animals while pupils point to the pictures. You could extend this activity by asking pupils to do the same in pairs.

**Key:** hippo, crocodile, giraffe, elephant, monkey, tiger.

- 2 *Say the words.* Point to parts of your body and ask pupils to say the names. Then in pairs or groups, pupils take turns saying the parts of the body seen on the monster.

**Key:** arm, hand, leg, foot, tail.

- 3 *Read and colour.* Read the sentences below the pictures as a class. If you have a strong class, you may want to write a sentence about what you or another pupil is wearing on the board (e.g. *I'm wearing a green shirt and black trousers*). Pupils colour the clothes as you monitor. Point to the two sentences and ask some pupils to read them.
- 4 *Write what you can do.* Write some sentences of things that you can do on the board (e.g. *I can swim, I can play the guitar*). Ask pupils as a class what they can do. Write some examples on the board. Pupils write sentences that are true for them in the space provided. Ask some pupils to read you their sentences as you monitor, and ask others questions e.g. *Can you speak English, Maria? Can you swim, Jon?*

**Page 6: Biography. I can ... Units 10–12.**

- 1 *Listen and point.* What are they doing? Say *Suzy's riding a bike. Jack's playing football. Jill's watching TV. Sam's reading a book.* Pupils point. Ask individuals to say sentences while the class points to the correct picture.

- 2 *Say the words.* Choose two or three of the pictures to do as a class, asking pupils to point to the pictures, then ask pupils to do the activity in pairs while you monitor.

**Key:** boat, car, helicopter, plane, bus, motorbike, train, lorry.

- 3 *Read and draw.* Mime making and eating cake, a sandwich and pizza. Write: *I'm eating cake*, etc. on the board. Ask pupils to read the sentences as a class and draw the food items in the pictures. Pupils colour the pictures while you monitor, asking some individuals to say the sentences.
- 4 *Write three foods you like.* On the board, write three foods you like to make a sentence like the one on the page. Ask pupils what they like and don't like. Pupils write the foods they like in the spaces provided to complete the sentence. Ask some pupils to read their sentences to the class. Extend the activity by asking others: *Do you like chicken? Do you like chocolate?* etc.

**Page 7: Biography. English and me.** This page is to help pupils think about how they feel about English, and their personal experiences of the language. You could start by saying that you think English is fantastic! Go through the meanings of OK, good, great and fantastic and then ask pupils to colour the smiley face which expresses their feelings about English. Personal differences will account for different choices; it may be interesting to compare your pupils' enthusiasm with their feelings about the language.

Pupils then write an English song they can sing (anything from Happy Birthday to a Pupil's Book song, to a pop song they know some of the words to), and an English book they can read (a graded reader, a story you've told them in class or their Pupil's Book are possibilities).

Finish the page by brainstorming words that they know in English, writing some on the board and asking pupils to copy them and add some of their own. Ask pupils to say some of the words they've written in class feedback time. You could extend the activity by making posters in groups of all or some of the elements on this page.

**Page 8: Dossier. My classroom.** As with all dossier activities, this page can be done as a class or for homework after the topic in question has been covered. All the activities can be used as the basis of project work, such as making posters, bringing photos to class and doing mini-presentations. All work reflects the stage of the individual pupil and does not need to be



corrected. It should celebrate the child's progress and always bring a sense of achievement to the owner of the portfolio.

Pupils start by drawing a picture of their classroom; it could be of you at the board, their group or themselves sitting at their desk, or even a floor plan. Then get your pupils to look at their bag, table, pencil case and eraser and copy them as best they can into the appropriate box.

Early finishers can colour in the picture frame items while you monitor and ask pupils simple questions about their pictures or ask them to tell you the names of the items in the frame. Try to give descriptive praise rather than just saying *very good*, e.g. *You're happy in your picture, Maria. Your pencil case is the same colour as in your picture, Jon!*

**Page 9:** *Dossier. About me.* Start by looking at the page with pupils having their pencils down! This way you can turn the page into a class discussion based around the four questions: *What's your favourite number/colour/toy/animal?* Pupils answer questions at random until everyone has had a turn. Then you will be able to see how many are able to read the different sentences, and help them to draw and colour the correct items in each box. Don't worry if they want to put more than one item in each box!

**Page 10:** *Dossier. My pet.* Ask different pupils to tell you their favourite pet (check that they know the difference between a favourite pet and a favourite animal, but let those who don't have pets use their imagination as well – if they want to put a green and purple monster called Moglish, that's fine!). Again, you may find pupils draw more than one animal. Encourage them to personalise their page, perhaps by using the animal/name/colour prompts in columns to write about each pet they've drawn. A pet should have a name, unlike a favourite animal, so if they're inventing a pet, get them to invent a name as well.

**Page 11:** *Dossier. Fun time.* Tell pupils to guess what activities you like doing. Mime activities you like doing (e.g. reading, watching films, doing aerobics, etc.). Ask pupils to tell you what activities they like doing. Pupils then draw pictures in the frame (if you set this part for homework, pupils could stick a photo of themselves doing something they like here). Write: *Can you ... ?* on the board. Ask different pupils if they can do the activities illustrated, and get them to tick the boxes. Extend the activity by playing charades. Demonstrate by saying: *I can ...* and then mime one of the activities above. The pupil that guesses then comes in front of the class and mimes an activity they can do. If you have a large class, divide them into groups so they have more chance to speak and mime.

**Page 12:** *Dossier. My house.* Mime yourself doing things in different rooms in a house (e.g. brushing your teeth = bathroom; cooking = kitchen; planting flowers = garden; watching TV = living room, etc.). Pupils guess. Ask *Do you live in a house or a flat?* You may have to draw a house and a block of flats on the board. Ask *Is your house/flat big or small?* Pupils now draw a picture of their house or flat in the frame. They can draw it from the outside or a room they like inside – whatever most represents their house to them. Give them a time limit as you will need to tick the boxes below together unless you have a strong class. Go through each sentence below asking for a show of hands for each possibility (e.g. *My house is big. How many pupils?* *My house is small. How many pupils?* *Tick the box. Have you got a kitchen? Tick the box,* etc.). Children can colour the border of the frame and mime rooms of a house for each other to extend the activity.

**Page 13:** *Dossier. Food.* Tell pupils to guess which food and drinks you like and don't like. Get pupils to say food they like and don't like. Then they draw pictures or write the words in the appropriate columns. Pupils can also stick pictures from magazines or stickers in the columns, and early finishers can colour the border. To extend the activity, you could play *hangman* using food words or even give a spelling test!

[Go to the Extra photocopiable materials page for more dossier activities.](#)

## Teacher's Notes for Level 2; Kid's Box 2 My English portfolio

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

**Cover page:** *Name, age and self-portrait.* Pupils draw their self-portraits using the head and shoulders outline. First ask children to write their name and age in the spaces provided. As an example, draw the head and neck outline on the board and draw yourself. Monitor your pupils' progress, asking them questions or commenting on likenesses for example, hair and eye colour. Early finishers can be encouraged to add their shirt or their favourite sports team's T-shirt, as well as favourite food, animal, etc. around their picture. If cutting the page off the portfolio in order to expand the portfolios, you could use the portraits for a class display before the pupils make their files. You could also ask them to show the class their picture, or hold them up one by one to ask the pupils to guess which portrait belongs to which pupil. You will need to cover their names with one hand if you do this!

**Page 1:** *About me.* Ask pupils to write their school, class and English teacher on the lines. Then ask pupils what languages they speak at home. Show enthusiasm for other languages spoken by the pupils, indicating that they are lucky to be able to speak different languages. When filling in *Other language(s)*, let children write any languages they know words in as a way to encourage plurilingualism and an interest in learning languages. *Write your favourite words in different languages.* Write *hello* on the board in a speech bubble under the word *English* and ask pupils what it is in their language(s). Pupils write their first language on the dotted line and write *hello* in their language in the speech bubble below. If pupils have a third language, get them to write the word for *hello* in the third column. Pupils work alone or in pairs to write other words they know in their languages to fill the speech bubbles. Pupils who only know two languages could draw a picture to represent each word in the third column of the speech bubbles.

**Page 2:** *My language skills.* 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 draw the icons for listening, reading, speaking and writing in the boxes corresponding to the words. Give pupils green and blue crayons. Ask them to decide if they like doing the skills or not, and colour the faces blue or

green accordingly. Encourage them to do this as they wish (pupils might choose to colour faces half of each colour). In the pupils' L1, you could explain that these are the four things you must do in a language in order to learn it. 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.

**Key:** ear,  
book,  
mouth,  
pen.

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

Note that the can-do statements are always presented 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 choose to do the page as a mini-test, you may wish 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 at home with a parent or in the break with 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 item if they need it.

- 1 Listen and colour.** Say the numbers and ask pupils to point to them, first in order and then randomly, checking around the class to make sure the pupils know the numbers 11–20 in English. Then ask pupils to colour the numbers. Say *11 – red; 17 – blue; 14 – yellow; 12 – green; 20 – pink; 16 – brown; 15 – white; 19 – black; 13 – grey; 18 – purple*. Alternatively, you may wish to do the colouring in order and then ask individual pupils: *What colour is 17?* etc. When you're satisfied with the majority of answers, ask pupils to colour the smiley face numbered 1. Do not worry too much if the pupils make some mistakes; the idea here is to encourage them to feel that they can do these things and that they understand that each point represents a different skill they need to develop.
- 2 How do you spell ... ?** Point to the objects around the room and ask pupils to say the words. Then ask them to spell the words. In pairs, pupils could take turns pointing to the pictures on the page and spelling the words to each other as you monitor. Pupils colour the face when you are happy with their speaking.

**Key:** teacher, board, pencil, eraser, desk.

- 3 *Read and match.* Say the words and ask pupils to point to the picture and word. Pupils draw lines matching the words to the pictures while you monitor, and then they colour the smiley face.

**Key:** robot, lorry, bike, kite, camera, computer game.

- 4 *Write.* Ask *What's your favourite toy?* Write the sentence: *My favourite toys are* on the board and as pupils tell you write them on the line. Add an *and* before you write the last toy. Ask pupils to choose three to four toys to complete the sentence. Pupils colour the smiley face when you've checked their sentences. To extend the activity while you're checking, you could ask pupils to colour the pictures on the page.

**Page 4: Biography. I can ... Units 4–6.**

- 1 *Listen and point.* Pupils look at the picture of the room. Say *Point to the door/window/table/telephone,* etc. You can ask other pupils to say sentences for the class.
- 2 *Tell your partner about your family.* In pairs pupils take turns giving simple information about their families. If you prefer to do this as a whole class activity, ask each pupil to say one thing about their family to the class.
- 3 *Read and match.* Say the words and ask pupils to point to the picture and word. Pupils draw lines matching the words to the pictures.

**Key:** chicken, rice, bread, juice, water, milk, chips, egg.

- 4 *Write about your favourite lunch.* Ask pupils what they like to eat for lunch. Write some examples on the board and then ask pupils to write a sentence on the lines provided. You may want them to copy the start of the sentence from the board: *My favourite lunch is ...*

**Page 5: Biography. I can ... Units 7–9.**

- 1 *Listen and point.* Say the names of the animals while pupils point to the pictures. You could extend this activity by asking pupils to do the same in pairs.
- 2 *Point and say.* Point to parts of the picture and say *The café is next to the toyshop. The toys are in the toyshop.* etc. Ask pupils to tell you where things are using *in, on, next to* and *between*. There will be a lot of repetition.
- 3 *Look at the picture. Tick or cross the boxes.* Read the first sentence as a class and decide whether it's true or not by looking at the picture. In pairs, pupils read and tick or cross the boxes.

**Key:** 1 X 2 ✓ 3 ✓ 4 ✓ 5 X 6 X

- 4 *Write about your favourite clothes.* Tell pupils what your favourite clothes are. Ask them to help you write

the sentence on the board. Ask them to tell you some of their favourite clothes before writing their own sentences in the space provided.

**Page 6: Biography. I can ... Units 10–12.**

- 1 *Listen. Say 'yes' or 'no'.* Say *Suzy likes painting.* Pupils look at the picture and say 'yes'. Say *Suzy doesn't like football.* Pupils say 'no' because Suzy likes football. Continue until you have made sentences using all the pictures. Extend by asking pupils to make true or false sentences for each other or the whole class.
- 2 *Point and say.* Choose two or three of the pictures to do as a class, asking pupils to point to the pictures as you say the food words, then ask pupils to do the activity in pairs while you monitor.
- 3 *Read and circle the pictures above.* Pupils read the speech bubble and circle the pictures in 2. Ask pupils to tell you what Ben wants.

**Key:** sausage, lemonade, watermelon.

- 4 *Write.* Draw a picture of some mountains and a beach on the board. Ask individual pupils what you can see in these places. Ask pupils to write their own sentences. Encourage them to put different things; don't worry too much about spelling if they are adventurous with their vocabulary!

**Page 7: English and me.** This activity helps pupils think about their personal experiences of learning English. Ask pupils to tick the boxes showing where they learn English – it may be helpful for you to see which pupils are getting extra tuition. Personal differences will account for different choices regarding favourite activities. Finally, ask pupils to tell you who they speak English to (you may be the only one – or you may be surprised to discover that some of your pupils have English-speaking relatives, etc. Pupils then write an English song they can sing (anything from Happy Birthday to a Pupil's Book song, to a pop song they know some of the words to), and an English book they can read (a graded reader, a story you've told them in class or their Pupil's Book are possibilities). Talk about countries where people speak English and find out if any of your pupils have travelled to different parts of the world.

**Page 8: Dossier. My school bag.** As with all dossier activities, this page can be done as a class or for homework after the topic in question has been covered. All the activities can be used as the basis of project work, such as making posters, bringing photos to class and doing mini-presentations. All work reflects the stage of the individual pupil and does not need to be corrected. It should celebrate the child's progress and always bring a sense of achievement to the owner of the portfolio. Pupils start by drawing a picture of their

school bag. Then get your pupils to look at and in their bags and write about; the colour, the size and what's inside.

Early finishers can colour in the picture frame items while you monitor and ask pupils simple questions about their pictures or ask them to tell you the names of the items in the frame.

**Page 9:** *Dossier. My bedroom.* Pupils draw pictures of their bedrooms or if setting this for homework, they could take or find a picture taken in their bedroom. Ask them to fill the gaps below depending on what they have, then they add other items to answer the final question.

**Page 10:** *Dossier. My family.* Pupils draw pictures of their family or if setting this for homework, they could find a picture or pictures to stick into the frame. They write the family members in the spaces below and finish by saying how old different members of the family are. The two bottom lines can be used to add other family members' ages or for other information.

**Page 11:** *Dossier. Things I love.* Tell pupils to guess what you like. Choose a sport to mime, a food you like to prepare and eat, mime an animal you like, etc. Ask pupils to take turns doing the same for the class. If you have a large class, divide them into groups so they have more chance to speak and mime. When you have enough examples of favourite things, pupils draw pictures in the frame and complete the sentences below. Talk about things you really like, or love, and then get pupils to write a final sentence. If you set this for homework pupils could stick a photo of themselves doing something they like in the frame.

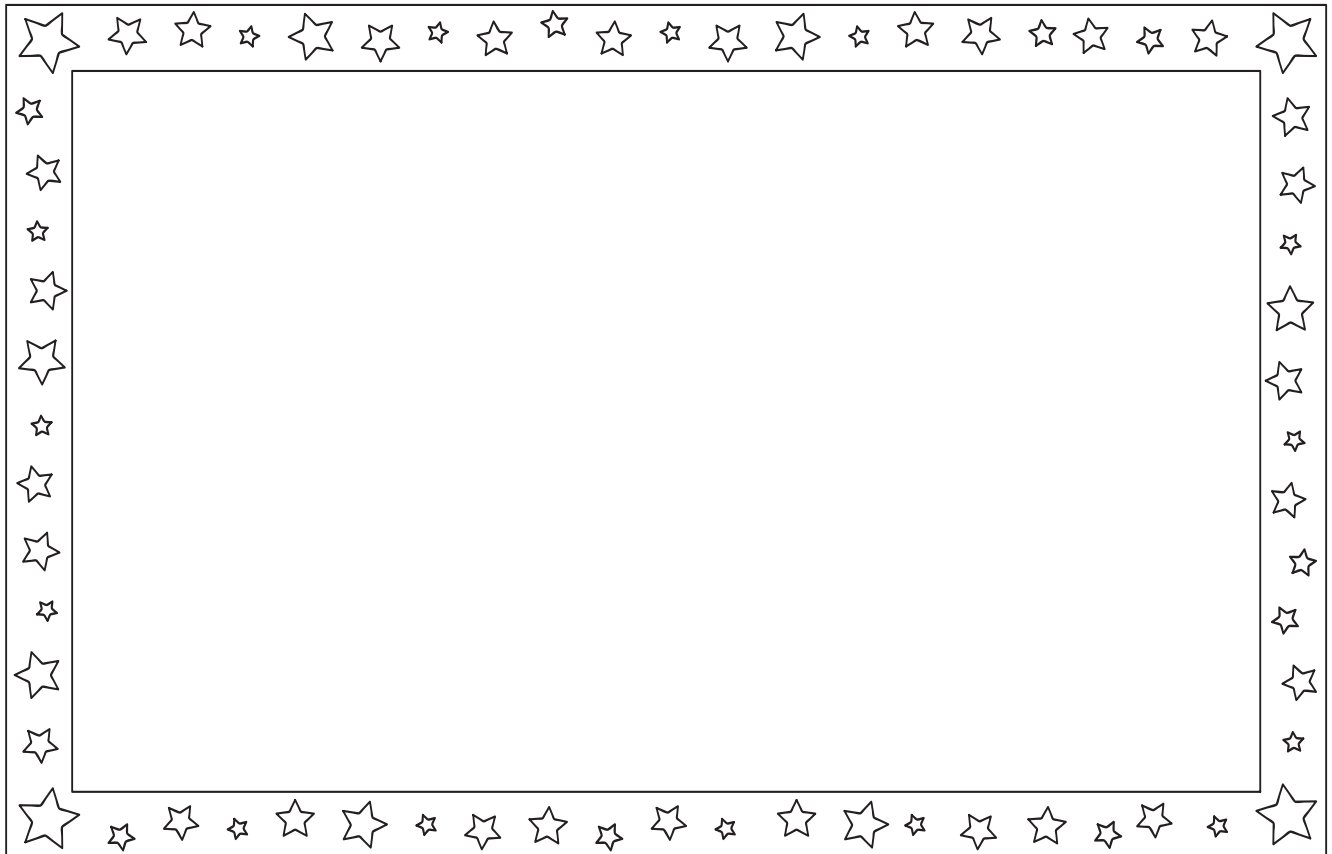
**Page 12:** *Dossier. My favourite clothes.* With their pencils down, ask pupils to tell you their favourite T-shirt, shoes, trousers, dress, hat, etc. Talk about your favourite clothes and draw pictures (an interesting hat or scarf, a ball gown or tuxedo would be nice!). Then get pupils to draw pictures of their favourite clothes in the boxes.

**Page 13:** *Dossier. A holiday.* If setting for homework, pupils can find a picture taken of or by them on a holiday if they would prefer that to drawing. Ask them to write the names of things in their picture (you may need to help as there could be items they haven't learned in class). Pupils finish by writing a short sentence about the holiday.

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

# My toys

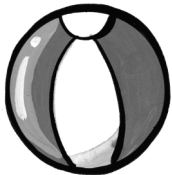



Draw your favourite toys.



My favourite toys are .....

.....

Write the words under the pictures.

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

# Transport

1 Draw the pictures.

bus	motorbike	plane	lorry

2 How do you come to school? Write 'yes' or 'no'.

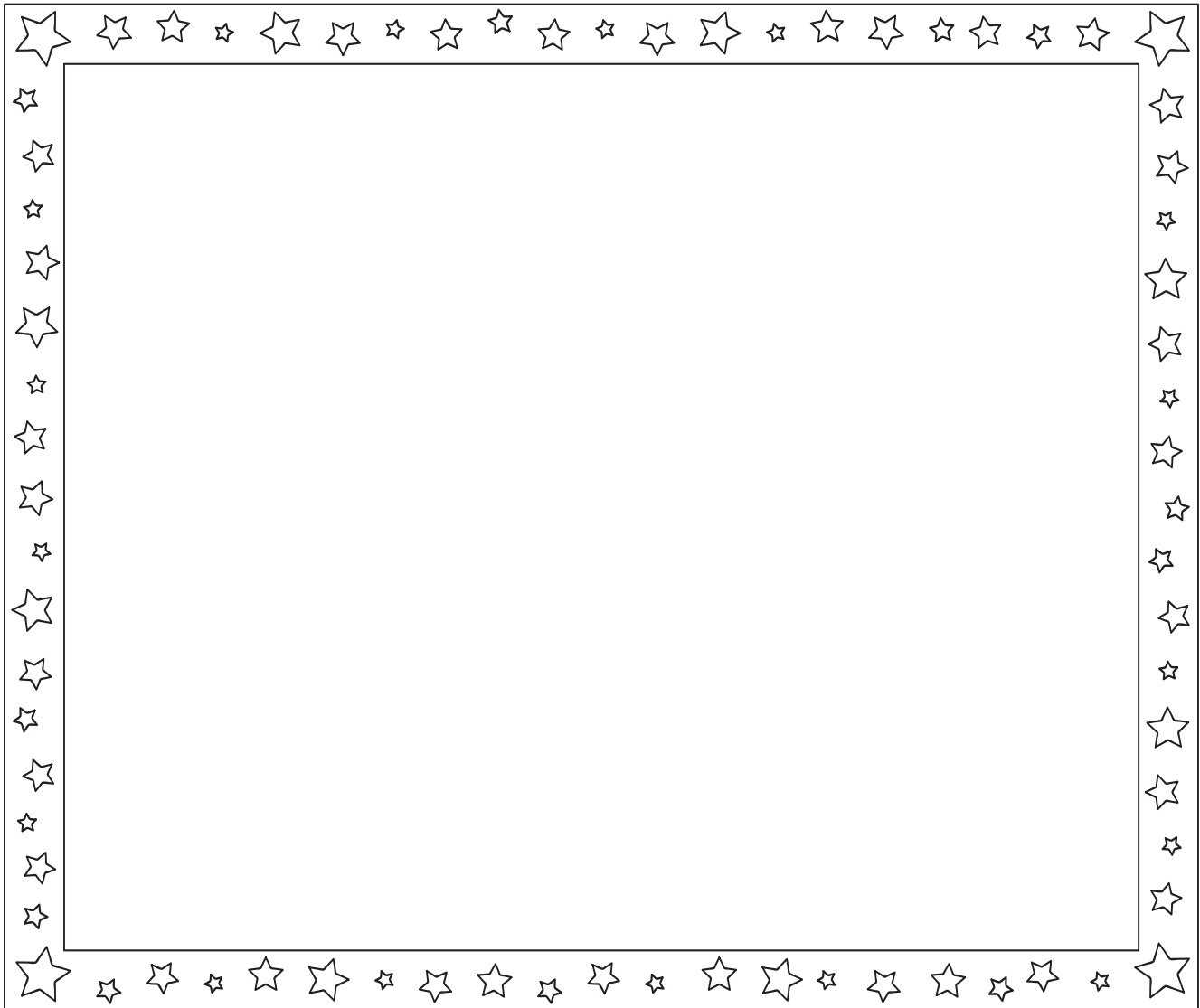
walk ..... bus ..... train .....  
 plane ..... car ..... bike .....

3 What's your favourite transport?  
 Draw a picture here.



# My favourite lunch

Draw your favourite lunch. Yum!



Write and tell your partner.

My favourite lunch is .....

.....

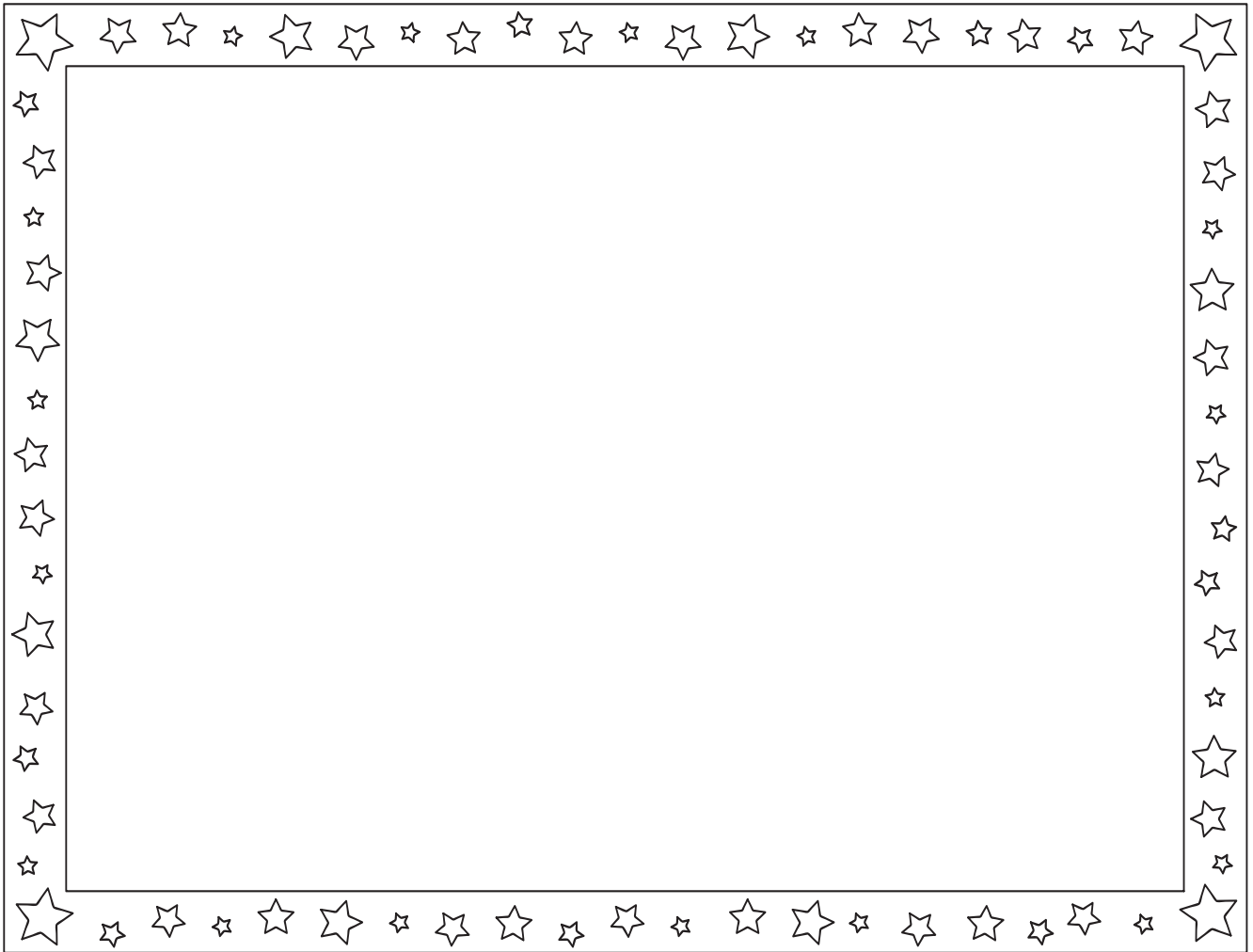
I don't like .....

.....



# My favourite animal

Draw your favourite animal.



Write about your favourite animal.

- 1 What is it? .....
  - 2 What colour is it? .....
  - 3 Is it big, medium or small? .....
  - 4 What has it got? .....
- .....





**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,

.....