



Primary Colours

Teacher's Book 3

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Contents

Map of the course	iv	Unit 5 The fifth question	56
Introduction	vi	5A How can we clean the world?	56
Project work	viii	5B What did we do?	58
Portfolio work	ix	5C www.cambridge.org/compo	60
Welcome back!	1	5D Storytime: How Rainbow Snake started the world	62
A Some new friends	1	Unit 6 The last question	65
B Hello, Compo!	4	6A How can we help in an accident?	65
Unit 1 The first question	6	6B Home!	68
1A Why are there no dinosaurs today?	6	6C www.cambridge.org/compo	70
1B Back in time!	9	6D Culture time: A day in an English school	72
1C www.cambridge.org/compo	11	Revision Units 5 and 6	75
1D Storytime: Monster in the lake	13	Richer classroom language	77
Unit 2 The second question	17	A–Z: teaching young learners	78
2A Who invented money?	17	Games extra	92
2B Where did they go?	20	Extra practice	94
2C www.cambridge.org/compo	23	Tests	108
2D Culture time: Earning money in the USA	26	Assessment sheet	113
Revision Units 1 and 2	30	Templates	126
Unit 3 The third question	32	Word lists	130
3A Is there a yeti?	32	Movers exam word list	132
3B The worst day	35	Movers exam set lists	133
3C www.cambridge.org/compo	37		
3D Storytime: Coyote girl	39		
Unit 4 The fourth question	44		
4A Does everyone eat the same food?	44		
4B I'm hungry	47		
4C www.cambridge.org/compo	49		
4D Culture time: What do they eat in Australia?	52		
Revision Units 3 and 4	55		

Map of the course

Welcome back!

Revision of language from *Primary Colours 2*

A Some new friends

4–5

can / can't What's ... got? He's / She's got ...

Nouns bar, chocolate, power pack

Verb go swimming

Pronoun everyone

B Hello, Compo!

6–7

I'm / He's / She's / You're ...ing. No, I'm not.

Nouns part, screen

Verb dance

Adjective complete

1 The first question

was / were, wasn't / weren't

1A Why are there no dinosaurs today?

8–9

It was ... They were ...

Nouns Art, English, Geography, History, Maths, Science, Social Studies, Sport dinosaur, subject, test, timetable

Verbs ask(ed), choose, reply (replied), say (said), shout(ed), travel, type(d)

Adjective first

Determiner each

1B Back in time!

10–11

It wasn't ... They weren't ... Hurry up!

Nouns meat eater, million, plant eater

Adjectives ago, different, slow

Preposition under

1C www.cambridge.org/compo

12–13

How many ... were there?

There were ...

Yum yum.

Nouns lake, lunch, meteorite, minute, weather

Verb cover

1D STORYTIME Monster in the lake

14–15

Nouns evaluation, fisherman / fishermen, fishing boat, hill, Loch Ness, monster, picnic, problem, project, Scotland, submarine

Verbs be on holiday, enjoy

2 The second question

Regular and irregular past simple

2A Who invented money?

16–17

What did she do? On Thursday she played football in the park.

Regular past simple

Nouns century, country, dinner, heads, money, music, pocket, purse, tails, week

Verbs buy, cook(ed), invent(ed), toss(ed), walk the dog

Adjectives 21st, frightening, horrible, second

2B Where did they go?

18–19

Where did the children go? They went to China. Did you go to the cinema? Yes, I did. / No, I didn't.

Regular and irregular past simple

Nouns camp, China, market, paper money

Verbs fill(ed), look(ed) for, pack(ed) up buy (bought), come (came), find (found), get (got) ready, give (gave), have (had), run (ran), sell (sold)

Adjective Chinese

Adverb next

2C www.cambridge.org/compo

20–21

Nouns bread, British, column, film, Lydia, Lydian, meal, restaurant, Roman, theatre, vegetable

Verbs exchange(d), make (made), start(ed), study (studied), win

Adjectives false, gold, heavy, silver

2D CULTURE TIME Earning money in the USA

22–23

How much ...?

Nouns bar chart, birthday present, CD, comic, dollar, fizzy drink, job, money box, pocket money, survey, table, the USA, ticket

Verbs clean (the kitchen), do the shopping, do the washing up, earn, make the beds, work in the garden

Adjectives alone, same

REVISION Units 1 and 2

24–25

3 The third question

Comparatives and superlatives

3A Is there a yeti?

26–27

Harry's boots are smaller / bigger / longer / shorter than Helen's. English is more difficult than Science.

Nouns flower, hour, power, scarf, sunshine, syllable, yeti

Verbs laugh(ed), prefer(red), remember, tell (told)

Adjectives adjectives + -er, more + adjectives, dark, important, third

3B The worst day

28–29

This is the coldest / the most beautiful place in the world.

Nouns footprint, fox, information, journey, rabbit, the UK, tomorrow

Verb drop(ped)

Adjectives adjectives + -est, most + adjectives, best, worst

Adverb suddenly

3C www.cambridge.org/compo

30–31

Nouns Africa, Asia, desert, encyclopaedia, group, village

Verbs believe, come out, describe, eat (ate), sleep (slept), take (took)

Adjective large

Preposition above

3D STORYTIME Coyote girl

32–33

Nouns chain story, cloth, coyote, cup, example, grandmother, maiden, pet, student, trick

Verbs catch (caught), correct, cry, discuss, drink (drank), fall asleep, look after, pass, play a trick, turn into, wake (woke) up

Adjectives kind, unkind

4 The fourth question

Some and any

4A Does everyone eat the same food? 34–35

Have you got any oranges?
 Yes, I have. / No, I haven't.
 I've got some apples.

Nouns basket, biscuit, crisps, pattern, pizza, rice, spaghetti, supermarket, tomato, type, yoghurt

Verb sit (sat)

Adjectives fourth, negative, positive

Determiners any, some

4B I'm hungry 36–37

What would you like to eat / drink?

Can I have some / a ... , please?

Sorry, we haven't got any ...
 Bye!

Nouns cheeseburger, chicken, chips, coffee, cola, curry, hot dog, lemonade, menu, milk shake, noodles, orange juice, pasta, potato, salad, spring roll, tea, waiter, waitress

Adjectives American, Indian, Italian

4C www.cambridge.org/compo 38–39

How much ...? How many ...?

Would you like any ...?

Anything else?

Anything to drink?

I'd like some ... , please.

Some ... , please.

Nouns breakfast, customer, evening, line, lunch time, peas, salt bowl (of rice), can (of fizzy drink), litre (of water), slice (of bread)

Adjectives other, wonderful

Pronoun none

Determiner every

4D CULTURE TIME What do they eat in Australia? 40–41

Nouns Australian, barbecue, celebration, dictionary, farmer, gold mine, grape, lorry, melon, role play, south, sugar cane, text, train

Verbs arrive(d), design, fish, kill, meet, prepare

Adjective easy

REVISION Units 3 and 4

42–43

5 The fifth question

Should / shouldn't, going to

5A How can we clean the world? 44–45

People should / shouldn't ...
 Are you ready?

Nouns bin, hygiene, kind, pollution, recycling bin, road safety, rubbish, shopping bag, smoke

Verbs recycle, reduce, reuse, throw (out)

Adjectives dirty, fifth, plastic

Adverb carefully

Determiner both

5B What did we do? 46–47

She's going to ride her bike.
 This person isn't going to play tennis.

Nouns battery, future, machine, past, person, smell, street, tip

Verbs fly (flew), separate

Adjectives bad, clean

Pronoun everything

5C www.cambridge.org/compo 48–49

Nouns bottom, compost bin, electricity, peel, rainwater, reeds, solar panel, tank, tin, wind generator

Verbs explain, finish, label

Adjectives better, neat

5D STORYTIME How Rainbow Snake started the world 50–51

Nouns dotted line, middle, thumb, tummy

Verbs hold, tickle

Adjective fat

Preposition along

Pronoun someone

6 The last question

Shall, like ...ing

6A How can we help in an accident? 52–53

Shall I / we ...?
 What's the matter?

Nouns accident, back, bandage, beach, bee sting, blood, choking, first aid, glass, hanky, ice, plaster, swim, thermometer, tweezers

Verbs choke, cut, hit, hurt, lie (down), meet (met), must

Adjectives clear, lovely, low

Preposition over

6B Home! 54–55

What do they like doing?

I like ...ing. Harry likes ...ing.

Noun email

Verb land

6C www.cambridge.org/compo 56–57

Nouns cut, dialogue

Adjectives awake, pleased

6D CULTURE TIME A day in an English school 58–59

Nouns assembly, break time, dining room, dinner lady, England, floor, hall, headteacher, library, pie, playground, size, skipping, snack, sound, uniform

Verb wear

Adjectives comfortable, English

Determiner own

REVISION Units 5 and 6

60–61

Songs

62–64

Introduction

Primary Colours is a course in English for children of primary school age, who may be learning English in school alongside other school subjects or in a language institute. The course includes a *Starter* level, for complete beginners who have not yet learned to read or write. *Primary Colours 1* can be used after *Primary Colours Starter*, or with complete beginners who are familiar with print. This level, *Primary Colours 3*, is for pupils who have finished *Primary Colours 2* or who have completed approximately two years of English and who are reasonably confident in all four skill areas in English: reading, writing, listening and speaking. The activities and content have been chosen to maintain pupils' fun in learning and to reflect the stage of their maturational development.

Each level of the course has these components:

- Pupil's Book
- Activity Book
- Teacher's Book
- Class cassettes / CDs
- Songs and / or Stories Cassette / CD
- Vocabulary Cards for *Starter* and level 1

Pupil's Book

In *Primary Colours 3*, the Pupil's Book contains the following work for classroom use:

- a *Welcome back!* unit with two sections.
- six further units, each with four sections. Sections A and B centre around a continuing story about four children who have a series of adventures while they try and find the answers to six questions they have asked. They travel to different places using power packs. The story is followed by practice exercises and, in section A, a song. Section C is called www.cambridge.org/compo and provides practice exercises, more information about the question and a song. Three of the section Ds are called *Storytime*. Each *Storytime* section contains a self-contained story followed by a related project activity. The other three sections Ds are called *Culture time*. These sections look at aspects of life in the USA, Australia and the UK and are also followed by a related project activity.
- Units 2, 4 and 6 are followed by *Revision* sections.

Activity Book

The Activity Book is in full colour. It contains:

- practice exercises for each unit, which the pupils can usually do either in the class or at home.
- six learning skills sections.

- three *Revision* sections which include self-assessment.
- a *Fun with Compo* section which provides one extra activity for each unit and is designed to be used for early finishers. The activities can also be given for extra homework, for revision or as part of a test.

Teacher's Book

This Teacher's Book contains:

- a map of the course.
- *Project work* and *Portfolio work* sections at the end of this *Introduction*. The section on project work gives more ideas about helping children write in English. The section on portfolio work suggests ways in which children can be encouraged to reflect on the work they have done throughout the year and can see clear improvements in their language.
- teaching notes, which provide guidance on each exercise, extra ideas, answers and tapescripts.
- a *Richer classroom language* section with classroom phrases in English.
- an *A–Z: teaching young learners* with many more ideas on teaching children.
- a *Games extra* section with additional games for practising new language.
- an optional photocopiable *Extra practice* section for each unit.
- photocopiable *Tests* for all units.
- a photocopiable *Assessment sheet*.
- photocopiable *Templates* for the project activities in the Pupil's Book.
- *Word lists* for each unit and a *Movers exam word list* and *set lists*.

Aims of the course

The main aims of *Primary Colours 3* are:

- to maintain the pupils' interest in and enjoyment of learning English.
- to broaden their lexical base.
- to develop grammatical competence.
- to increase confidence in communication.
- to improve reading, writing, listening and speaking skills.
- to develop awareness of effective learning strategies.
- to contribute to the pupils' education and understanding of the world around them.
- to encourage the transfer of thinking skills from first language to English.

Key features of *Primary Colours 3*

The key features of this level of *Primary Colours* take into account the importance of maintaining pupil motivation after two years of learning English. Although almost all pupils start learning English with great enthusiasm and excitement, by their third year some of them may be feeling a little left behind or left out. This level offers a range of activities and content designed to include and support all pupils. *Primary Colours 3* expands the **topic-based approach** of the previous two levels to allow pupils to bring areas of personal interest to the classroom. It also encourages pupils to play an active role in reflecting on their own **learning styles**. *Primary Colours 3* offers many opportunities for **making and doing**, not only in project work but also in creating their own puzzles and exercises. **Personalisation** is a key factor in pupil motivation and throughout the book pupils are asked to keep their own 'passport' which asks them to draw pictures and write about each topic as they finish it. Accentuating the positive aspect of a pupil's work is a key part of maintaining motivation. *Primary Colours 3* provides opportunities for pupils to show strengths in drawing, singing, research, drama, craftwork and maths in addition to language work.

Topic-based approach

As with other levels, *Primary Colours 3* is divided into six topic-based sections with grammar and vocabulary carefully chosen to allow pupils to communicate their own ideas and to draw on information and experiences from outside the language classroom. This interdisciplinary approach to language learning leads to the use of richer and more varied language in the classroom and allows for important links to be made to other areas of the curriculum.

Learning styles

The topics and activities in *Primary Colours 3* recognise that every child is unique and that each pupil has different verbal, visual, aural, manipulative, musical and kinaesthetic skills. *Primary Colours 3* offers a wide range of creative exercises which are designed to bring out the best in every child and to maintain involvement. The learning skills sections in the Activity Book focus on six main areas of language learning – writing, reading, listening, speaking, spelling and vocabulary – and ask pupils to reflect on which strategies suit their personality and temperament best. We also offer ideas in the *A–Z: teaching young learners* section in this Teacher's Book, as well as suggestions on maintaining pupil involvement in the classroom in the teaching notes.

Making and doing

Many language learning activities require the pupils to 'do' something, for example, answer questions, fill in spaces or match two parts of a sentence. These activities provide the practice needed to help pupils absorb new vocabulary and grammar. In addition to these activities, many pupils respond well to an opportunity to 'make' an exercise as well as 'doing' one. The teaching notes indicate where it is appropriate to ask pupils to make their own puzzles, their own matching exercises, or to write their own comprehension and true / false questions for their friends to answer.

Personalisation

Pupils will communicate more confidently when they can have their own voice. Starting the lesson by inviting the pupils to give their ideas / opinions, or to ask questions about a new topic are all ways of involving the pupils right from the beginning and this helps to make learning more personal.

Allowing pupils time to write and draw in their 'passports' provides an opportunity for them to choose aspects of the topic which are important for them, making the language and the content more memorable. It is also important to encourage pupils to make decisions about what they will be doing and how they want to do it. Create a sense of belonging in the class by sharing decisions, by displaying children's work even if just for the duration of the lesson and by encouraging pupils to bring in things.

Primary Colours and Cambridge ESOL Young Learners English Tests

Cambridge English for Speakers of Other Languages (ESOL) has developed an assessment for children of primary school age who are learning English as a foreign language. They consist of three key levels of assessment: Starters, Movers and Flyers, with Starters being the first level.

If you are interested in putting forward your pupils for the Young Learners English (YLE) Tests, then children who have completed *Primary Colours 3* will have covered most of the language necessary to sit the Movers exam. A word list of words and phrases not covered in level 3 is on page 132 and set lists are on page 133. *Primary Colours* has the right methodology to prepare children for the kind of tasks included in the YLE Tests and also reflects the topics and themes used in the tests.

Introduction

Project work

In level 3 of *Primary Colours* we have developed the craft activities from the previous levels into project activities. They continue to be linked to the stories in section D of each unit as in levels 1 and 2 and build on pupils' creativity. However, in level 3 we ask the pupils to produce more writing than in levels 1 and 2. In this way the project activities provide a foundation for the kind of project work pupils will be doing as they move up through school.

The advantages and aims of project work

Project work is a key feature of language learning as it allows pupils with different strengths to participate confidently and actively in the task. Project work in the English language classroom encourages pupils to draw on other areas of the curriculum (particularly Maths, Computer Studies, Geography and Social Studies) and, whilst following the structure of the project, to work on a genuinely communicative activity. Projects are personal: although the pupils work with the same materials, encourage them to experiment with language and different ideas so that each pupil's product is unique. The aim at this level is not to have everyone's project looking the same.

The project work in level 3 aims to:

- help the pupils with writing in English
- increase confidence
- encourage creativity
- develop skills of working together
- learn how to work independently

Some ideas to make projects work better

Like all pairwork and groupwork tasks, project work requires some forward planning and classroom management to ensure the process is smooth and the product worthwhile, particularly with large classes.

Forward planning

At the beginning of every unit, look ahead to section D to see what the project is. This will give you time to:

- make the project yourself to show the pupils.
- collect together the equipment needed for the project or remind pupils to bring the necessary equipment to a particular lesson.
- decide which would be the best lesson in the week to set aside for the project. The story and the project are designed to be carried out over two 45-minute lessons but you may want to leave longer for the project work and its follow-up. Perhaps you have a longer lesson once a week, perhaps you are in a larger room for one lesson,

or you may have a lesson in a classroom where any slight increase in noise will not be important.

- decide if some of the project can be done for homework.
- decide how best the project work can be displayed. You could ask the pupils for ideas.

Classroom management

THE 'WHAT'

Stage 1: Explaining Start by showing the pupils your finished project and pass it round the class so everyone can see it. Before dividing the pupils into groups or pairs, explain first in the mother tongue (MT) what they will be doing. Project work is often not as successful as it could be in large classes because pupils don't understand what they have to do so it is important that clear explanations are given. Ask pupils to look at the pictures in the Pupil's Book so they can see the different stages in the project's development. Encourage pupils to ask questions about the process at this stage.

Stage 2: Equipment Divide pupils into groups or pairs as necessary and ask pupils to help you give out the equipment, for example, paper, glue, crayons, etc. Check that everyone has got everything they need.

THE 'HOW'

Stage 3: Coordination Many children find folding and cutting difficult even at this age so if the project requires these skills, do them with the pupils using the *Richer classroom language* on page 77. For example, the first project on Pupil's Book page 15 asks pupils to fold a piece of paper in half lengthways. Do this in front of the whole class first and then monitor the pupils as they do it.

Stage 4: Timing For the majority of the project work, the pupils will work in pairs and groups and they will respond best to you moving around the class giving advice and support where needed. Before starting on the activity, establish with the pupils how long they will have for each stage. You could say *You're going to work together now and draw your monster. Look at pictures 2b and 2c in the book. Let's give ourselves twenty minutes for this part – ten minutes for each side.* Let the pupils know each time they have two minutes left and see whether they need longer. If some pairs / groups finish early, ask them to look at and then continue with the next stage in their Pupil's Books. When the twenty minutes is over, ask the pupils to stop. Find out if there are any problems. In the last part of the first project on Pupil's Book page 15 the pupils have to write about their monster. Ask pupils to look at the example in the book. Check that they all understand the language and what they have to do.

Introduction

If time is running short, this would be a practical homework activity. If you are doing this in class, explain how long they have for the final part of the activity. For example you could say *We're going to write about our monsters now. We've got fifteen minutes for this.* Go round and help the pupils as they write.

Stage 5: Completion and display The pupils will be proud of their project work and it is always rewarding to be able to display it. Displays can be in a variety of places and it is worth asking pupils for their ideas. Within the school, displays can be made along corridors, in libraries and in canteens as well as in the classroom. There are often places outside schools in the town which enjoy having a temporary display – perhaps a children's library or a museum. Displays can cheer up a doctor's or dentist's waiting room or a children's hospital ward. Once the pupils realise that their work can be displayed outside their school they will generate lots of ideas for suitable places!

Stage 6: Evaluation It is important that you leave some classroom time for the evaluation process. This is done in MT and allows the pupils a chance to reflect on what they learned and how they learned it. Projects encourage pupils to work together as well as independently and young children may find that both these ways of working are more demanding than they may be used to. During the evaluation time you could ask them to think about these and other similar questions:

- What did you learn from doing your project?
- What did you find easiest / hardest to do?
- What would you change if you did this again?
- What were the good / bad things about working in a pair / group?

THE 'WHO'

English and the mother tongue In contrast to most of the other activities in *Primary Colours 3* which encourage oral skills (listening and speaking in English), a lot of the emphasis in the project activities in level 3 is on writing – a skill which pupils often find the most difficult in both MT and in English. The starting point for the project work (the story) is in English and the outcome of the project work is in English. However, pupils are often working together in pairs and groups and as a result they will talk, exchange ideas and help each other in MT. This use of MT is a means of support during the process and is also an important part of building confidence and the creative product. As you go round helping the pupils with their project, you can help with their English writing and spelling and give ideas in English. If we discourage the use of MT as they work cooperatively, this often reduces motivation and involvement with the task.

Noise Project work can sometimes generate more noise than usual – though thirty children singing a song or acting out a role play can be equally noisy! Often, however, the children are writing and drawing together in small groups or pairs and as you go round to each group / pair, it is possible to keep noisy pupils occupied with the next part of the project.

Who works together? Generally, children work best with the partners they have chosen but this may mean that some self-chosen pairs and groups may not be the most productive. In a mixed class, girls often choose to work with girls and boys with boys and it is often (though not always) boys who find it more difficult to work both independently and cooperatively. If you put boys and girls together in the same group, it is often the case that the boys will finish each stage quickly and will want to 'move on' whereas the girls will want to spend more time on each part of the project. You could explain at the beginning of the year that you will be doing six projects and that the pupils can choose who they work with for three projects and you will choose who they work with for the other three. The choice of partner / partners can then be part of the evaluation process. You can involve potentially disruptive pairs / groups in additional activities. Perhaps one or two of them can help you make your project before the lesson so they are already involved in the activity before you start. Perhaps they can help you pin up the displays. Some pupils can come round the class with you and help guide and monitor others.

Portfolio work

QUESTION What is a portfolio and how does it help pupils learn English?

ANSWER The word 'portfolio' is usually used to describe an artist's work which they show to prospective employers or buyers and the large file which they keep their drawings / paintings in. Now, however, the word and the idea have come into education and a portfolio of pupils' work is a regular feature of many classes for both younger and older learners. It can serve three purposes:

- It is a very tangible and motivating record for the pupil of what s/he has accomplished during the term, semester or year.
- It can play an important part in the pupil's overall grade.
- If the pupil is moving on to another class or school at the end of the year the portfolio is a very useful guide to the next teacher of the kind of work s/he is capable of.

Introduction

QUESTION Does organising a portfolio take a lot of time?

ANSWER No, because the pupils are doing the work anyway. There are suggestions throughout the teaching notes of work which may be appropriate for portfolio use.

QUESTION What do I do first?

ANSWER Before explaining the idea of a portfolio to the pupils you need to plan how best it will work for you in your teaching situation.

- The pupils will need somewhere to keep their work. This could be a file or a drawer in the classroom or a shoe box. For young learners it is often better to have something which they can keep at school rather than at home to avoid the problem of loss. It is not something they will need every lesson so you will not need to carry them around the school with you if you teach in different classrooms.
- Decide on an appropriate period of time for the completion of portfolio work and write down the date. For example, the end of each term if you have three terms in a year or the end of each semester if you have two semesters in a year. As *Primary Colours 3* is divided into six units, it is easy to look ahead and see which units you plan to cover by a certain date.
- Decide how many pieces of work you would like the pupils to have in their portfolio by this date – for example, two from each unit – but do not specify which pieces of work they should be. One of the main ideas of the portfolio is that the individual pupil plays some role in deciding which pieces of work should go into the portfolio.

QUESTION What do I say to the pupils?

ANSWER Explain to the pupils that they will need to have a certain number of pieces of work in their portfolios by the agreed date. If you are going to use their portfolio work as part of their grade, explain that to them too. The first time the pupils make a portfolio it is probably better not to use it for assessment so they have a chance to understand what to do. When pupils produce a piece of work, remind them that they could put it in their portfolio.

QUESTION Does it matter if some pupils put more pieces of work than others in their portfolio?

ANSWER It is better for pupils to put more than the agreed number of pieces of work in their portfolio during the term or semester so that they have several pieces to choose from. However all pupils must have the same number of pieces of work by the agreed date.

QUESTION What kind of work should pupils put in the portfolio?

ANSWER Pupils should aim to have a variety of work in their portfolio – it does not only have to be written work. The aim of the portfolio is to allow pupils with other strengths to have different kinds of work recognised. The portfolio could include:

- some pictures they have researched about a topic
- a recording of some groupwork
- some drawings
- any project work
- a board game they have made
- photographs of a display they have made
- a review of a book they have read
- a list of websites linked to a topic

QUESTION How do I make sure all pupils have the work in their portfolios by the agreed date?

ANSWER About a month before the agreed date, remind pupils to start making final decisions about their pieces of work. If possible, set aside class time to talk to each pupil about the choices s/he has made. Divide the class into groups. Take in the portfolios of one group and talk to them while the other groups get on with some other work. You could suggest other pieces of work which they have overlooked.

QUESTION Can pupils include work done in a group?

ANSWER If pupils have produced a piece of work in a group, put all the names on the work and photocopy it so that it can go in everyone's portfolio.

QUESTION Do the pupils have to do anything else?

ANSWER When the pupils have made their final choices about their pieces of work they must attach to each piece of work an explanation of why they have chosen it. Encourage them to write this in English but at the beginning they may find it easier to use MT.

QUESTION All the portfolios might be different: does this matter?

ANSWER No. Portfolios help pupils understand that everyone learns in a different way. The important point is that the pupils help you to choose their 'best' pieces of work and explain why they have chosen them.

QUESTION Why are portfolios a good idea?

ANSWER Portfolios reinforce pupils' confidence in their own progress, maintain motivation, allow for choices and decision-making in the classroom as well as promoting a sense of pride and increased self-esteem.