**ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR**

**ENGLISH A2 BUILDING CONFIDENCE IN COMMUNICATION**

**SCHOOL YEAR 2019-2020**

**FINAL EVIDENCE**

https://youtu.be/LMKscWb9s1o

Buenas tardes, los siguientes son los lineamientos que deberán seguir para realizar su evidencia final del curso de inglés. Les recuerdo que el objetivo de dicho video es evaluar los contenidos vistos durante el ciclo escolar, cuya calificación corresponde al 50% de la evaluación global.

**REQUERIMIENTOS:**

* Deberán hablar durante 7-10 minutos *ininterrumpidos* sobre los temas contenidos en las preguntas que se encuentran a continuación (*NO CORTES EN EL VIDEO, COMO SI FUERA UNA ENTREVISTA*).
* Solo se podrá dar lectura a algunas de las preguntas en caso de que así lo requieran, las respuestas deben darse de forma espontánea (*NO LEER*).
* Su rostro debe aparecer en el video en todo momento, no es necesario incluir imágenes.
* El lugar donde se grabe el video debe tener buena iluminación.
* El audio y el video deben grabarse con claridad para no tener inconvenientes en la evaluación.
* De ser posible utilizar su uniforme en el video, de no ser así, utilizar prendas formales y cuidar su presentación personal.

**INSTRUCCIONES:**

* Leer el banco de preguntas que se encuentra a continuación y pensar en posibles respuestas para cada una de las preguntas.
* Seleccionar aquellos temas y preguntas de las que deseen hablar en el video de manera que cubran de 7 a 10 minutos hablando de temas variados contenidos en la guía.
* Grabar el video: Debe contener una portada y posteriormente la presentación del alumno. Las primeras dos secciones señaladas en amarillo deben ser incluidas al inicio del video a manera de presentación, el resto es opcional.
* Subir el video a YouTube o Google Drive y compartir el link en la actividad de Escuela en Red. Favor de asegurarse que el video no requiera licencia o permiso para poder acceder.

**ACCIONES QUE AFECTAN NEGATIVAMENTE LA CALIFICACIÓN EN LA EVIDENCIA FINAL:**

* Cortes en el video.
* Lectura de respuestas.
* Fallas en audio.
* Duración menor al tiempo solicitado.
* Presentación personal deficiente
* Respuestas idénticas a las de algún compañero de clase.

**QUESTION BANK**

**Where are you from?**

Hello/Hi. Good morning/afternoon/evening. What’s your first/last name? What do people call you? What’s your first/last name again? Where are you from? Describe yourself.

**What do you do?**

Are you a student or do you work? Where do you study/work? What do you do there? Do you like your classes? What’s your favorite class?

Describe your daily schedule. What do you do early in the morning? What do you do in the afternoon? What do you do late at night? What do you do only on weekends? When do you usually get up/come to school/have lunch/get home/go to bed? What time do you go to work/school?

**Do you play the guitar?**

What kinds of music do you like? Who’s your favorite musician? What musical instrument does he/she play? Do you play a musical instrument? What instrument do you play? Do you play the piano/guitar? What kinds of TV programs do you like? What kinds of movies do you like? Do you play video games? What’s your favorite video game?

**What an interesting family!**

Tell me about your family. Do you come from a big/small family? Are you an only child? How many brothers and sisters do you have? Are you living at home now?

Tell me about someone in your family. What is your [family member] doing these days? Where is he/she working? Is anyone in your family [activity] right now? Talk about the families in your country using quantifiers.

**How often do you run?**

Do you practice any sport? What do you do every day/once a week/twice a month/three times a year? What do you usually do on [day of the week] or in the morning/afternoon/evening? Do you ever go to the gym? What do you do there? Who’s your favorite athlete? What sport does he/she play? Do you ever play/watch sports? How often? How often do you go out with your friends? What do you do? How long do you spend at the gym/at school/in class/online every day? How well do you play [sport or game]? How good are you at [sport, game, or activity]? Do you eat fruits and vegetables? How many servings of fruits and vegetables do you eat each day?

**We went dancing!**

How did you spend yesterday? Where did you go? Did you have a good time? Did you do anything special last weekend? What did you do? Was the weather OK? Did you go anywhere on Friday night? Did you meet any friends? When did you go to bed? Did you work on Saturday/Sunday? What time did you get up? What was the best thing about your weekend? What would you like to do next weekend? Did you see a movie last week? What did you see? How did you like it? Did you [activity] last month? Were your friends with you? Who were you with?

Where did you spend your last vacation? How long were you there? Who were you with? What did you do there? How was the weather? How was the food?

**How's the neighborhood?**

What’s a hair salon/laundromat/newsstand/stadium/Wi-Fi hotspot? Is there a theater/gym/post office/department store in your neighborhood? Is there a drugstore/shopping center/library near here? Where is it? Are there any restaurants/hotels/banks in your neighborhood? Are there any grocery stores/laundromats/gas stations in this neighborhood? Where is one near here? Is there much crime/noise/parking/pollution/public transportation/traffic in your neighborhood? How much is there? Are there many schools/traffic lights/parks/coffee shops in your neighborhood? How many are there around here? Where is one?

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**FINAL EVIDENCE - VIDEO**

**RUBRIC**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **0** | **1**  **Poor** | **2**  **Fair** | **3**  **Good** | **4**  **Very good** | **5**  **Excellent** |
| **Video**  Time: 7-10 minutes  With no interruptions  Good personal presentation  Cover with personal information |  |  |  |  |  |  |
| **Fluency**  Ability to speak quickly, naturally and without many pauses. |  |  |  |  |  |  |
| **Vocabulary**  Ability to use vocabulary words and phrases learned during the course. |  |  |  |  |  |  |
| **Grammar**  Ability to use correct grammar and sentence structures learned during the course. |  |  |  |  |  |  |
| **Pronunciation**  Ability to use correct stess, rhythm, and intonation patterns. |  |  |  |  |  |  |
| **TOTAL** | | | | | |  |

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| --- | --- |
| **PUNCTUATION** | **GRADE** |
| 5-9 | 6 |
| 10-14 | 7 |
| 15-19 | 8 |
| 20-24 | 9 |
| 25 | 10 |