**ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR**

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**English level A2.1**

**BUILDING CONFIDENCE IN COMMUNICATION**

**Teacher: Mayela Alejandra del Carmen Gaona García**

**Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**BOOK UNIT 2 “It´s important to get rest”**

**PROJECT “What should I do?**

**(Worth 20% of the grade)**

**LEARNING OUTCOMES:**

Students will be able to state health problems and give advice using adjective + infinitive and noun + infinitive. Use the vocabulary of some pharmacy products and home remedies. Use modal may to offer help, ask for advice and give suggestions about health care products using can, could and should.

**SALTILLO, COAHUILA November 2023**

**Aim:** Develop speaking skills discussing and providing advice in health-related contexts. Practice using vocabulary related to common health problems, some pharmacy products and home remedies. Practice using modals (may, could, should, can) in the context of offering help, asking for help, and giving advice related to health problems. Use infinitives (to + base verb like it´s important, it´s helpful) to express importance and helpfulness. Use of common phrases to express concern and closing remarks in a health issue.

**Materials:** Video developing a conversation in a health issue scenario.

**Plan: *Pair Work.***

Students are encouraged to develop a script of a dialogue and present their conversation to the class in a creative scenario, through a natural speaking, using the target *vocabulary*, grammar, and functions of the language of unit 2.

**Prepare. *Guess What and Where?***

* Students should discuss and prepare a dialogue based on a health issue scenario (e.g., headache, insomnia, etc.).
* Each person in the group will take on a role: the person experiencing the health issue and the person offering help/advice. Each role should develop a short script or conversation based on a health problem. For example, the Patient can give a brief description of the health problem describing their symptoms and any question may they have, on the other hand the Advisor can provide advice and assistance, Students must understand their role and the language they should focus on using (vocabulary, modals, infinitives, common expressions, etc.).
* Students rehearse and practice their scripts and refine their language.
* Students prepare to present the dialogue to the class; students are encouraged to be creative and realistic in their conversations.

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| **General Requirement** |  |
| **Vocabulary**   * 10 words of *health problems, pharmacy products and home remedies.* |  |
| **Grammar and language functions**   * Use grammar structure to offer help using modal May (1) * Use grammar structure to ask for help using modal Could (1) * Use grammar structure to ask for advice using modal Should (1) * Use grammar structure to give advice using modal Should (1) * Use grammar structure to give options using modal Can (1) * Use grammar structure to give advice using infinitives + verb (it´s important to) (1) * Use expressions to give personal opinions or advice (Why don´t you …..(1) * Use phrases to express concern as I´m sorry to hear that!, What´s the matter(1) * Get Use polite closing remarks like Get well soon!, etc..(1) |

**Present. *Class activity.***

1. Students perform their health advisory conversation in front of the class. Students are encouraged to be creative and realistic in their conversations.
2. Students Video record their performance.
3. Students place their conversation draft, the link of the video with their performance in class and a cover page on this instructions file. (make sure the video is in optimal conditions so it can be evaluated)
4. Complete the self-assessment at the end of this file
5. Save as a PDF file and upload on the ESCUELA EN RED project activity.

**DESCRIPTORS.**

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| --- | --- | --- | --- | --- | --- | --- |
|  | 0 | 1  (Poor) | 2  (Fair) | 3  (Good) | 4  (Very good) | 5  (Excellent) |
| Grammar and vocabulary | * Performance does not satisfy the Band 1 descriptor. | * Shows no control of a few grammatical forms. * Uses a very short vocabulary of isolated words and phrases mostly. | * Some features of Band 1 and some features of Band 3 in approximately equal measure. | * Shows very limited control of a few simple grammatical forms. * Uses a very short, isolated vocabulary to talk about everyday situations. | * Some features of Band 3 and some features of Band 5 in approximately equal measure. | * Shows only limited control of a few simple grammatical forms. * Uses short, isolated, mainly prepackaged utterances when talking about everyday situations. |
| Pronunciation | * Has very limited control of phonological features and is often intelligible. | * Is often intelligible despite the very limited control of phonological features. | * Is mostly intelligible, and has little control of phonological features at both utterance and word levels. |
| Interactive communication  (comprehension and fluency) | * Has considerable difficulty maintaining simple exchanges. * Requires additional prompting and support at a very slow rate. | * Maintains very simple exchange despite some difficulties. * Requires prompting and support at a slow rate. | * Maintains very simple exchanges. * Requires very little prompting and support at a slow rate. |

**SPEAKING EVALUATION CRITERIA /10**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Poor | Fair | Good | Very good | Excellent |
| Comprehension | 0 | 1 | 2 | 3 | 4 | 5 |
| Fluency | 0 | 1 | 2 | 3 | 4 | 5 |
| Grammar | 0 | 1 | 2 | 3 | 4 | 5 |
| Vocabulary | 0 | 1 | 2 | 3 | 4 | 5 |
| Pronunciation | 0 | 1 | 2 | 3 | 4 | 5 |

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| **GRADING**  EXCELLENT: 10  VERY GOOD: 9  GOOD: 8  FAIR: 7  POOR: 6 | |  |  | | --- | --- | | **PUNCTUATION** | **GRADE** | | 25 | 10 | | 20-24 | 9 | | 15-19 | 8 | | 10-14 | 7 | | 5-9 | 6 | |

Comprehension: ability to understand questions and respond appropriately.

Fluency = ability to speak quickly, naturally, and without many pauses.

Grammar = ability to use correct grammar and sentence structure.

Vocabulary = ability to understand and use vocabulary words and phrases.

Pronunciation = ability to use correct stress, rhythm, and intonation patterns.

**SELF-ASSESSMENT**

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| --- | --- | --- | --- |
| **How well do you do these things?** | **Very well** | **OK** | **a little** |
| Identify common health problems, some pharmacy products and home remedies. |  |  |  |
| Identify and use modals as May, Can, to offer help |  |  |  |
| Identify and use modals Could and Should to ask for help |  |  |  |
| Identify and use modal Should to ask for and give advice |  |  |  |
| Identify and use modal Can to give options or suggest alternatives |  |  |  |
| Identify and use some infinitives + to + base form of a verb to give advice (it´s important to…., etc) |  |  |  |
| Identify and use some phrases to express concern about a health issue. (How do you feel?, etc..) |  |  |  |
| Identify and use some phrases to express a personal opinion to give advice (Why don´t you ..?, etc.) |  |  |  |
| Identify and use some phrases to express concern about a health issue. |  |  |  |
| Identify and use polite closing remarks (get well soon!, etc.) |  |  |  |

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| **What can you do to improve? (opportunities)** |