

ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR



Student's name: _____ Daniela Milagros Carbajal Aguilar

1°A _____

English level A1.1 STARTING BASIC COMMUNICATION

UNIDAD 2 MIS PRIMERAS CONVERSACIONES

BOOK UNIT 2 Where are my keys?

“MY FAVORITE THINGS”

LEARNING OUTCOMES:

Identify and discuss personal and classroom objects

Discuss the location of items

PROJECT

(Worth 20% of the grade)

Aim: Practice describing objects and their location; ask and answer questions with *this/these, it/they*, and plurals; ask and answer questions with *yes/no* and *where* questions with *be*; *prepositions of place*

Materials: Pictures; scissors; colored pencils or pens; glue or tape.

Plan

GROUP WORK. Discuss these questions.

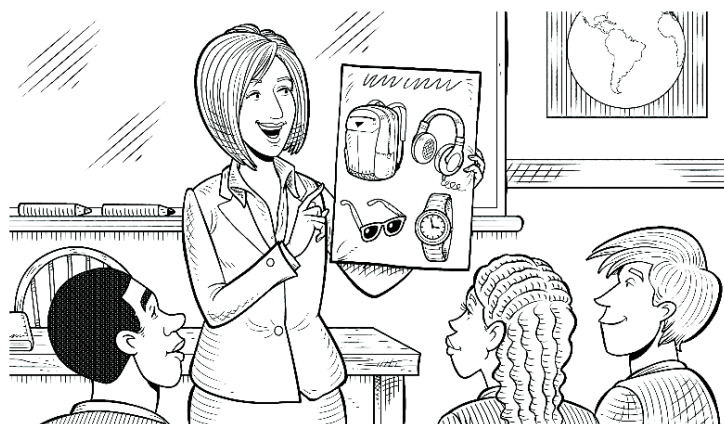
What's your favorite thing?

What's it called in English?

Is it in the classroom?

Is it in your bag?

Is it new or old?

**Prepare. Make a collage of your favorite things**

Find pictures of your favorite things (10 plural and singular objects at least). Cut photos from magazines, draw your own pictures, or take photos. Then cover your book with the pictures. Choose things that will help your classmates know you better.

- Use singular and plural objects.
- Use the 6 prepositions of place: in, in front of, behind, on, next to, under.

Optional prepositions:

Above, between, over, opposite, beside

Example:

“These are my sunglasses.

They are new.

In this picture, they’re on my desk.

They are at home now.”

Present. CLASS ACTIVITY.

- 1) Explain your book cover to the class. Use the example above to help you.
- 2) Ask questions to your classmates about their pictures.
- 3) Video record your performance.
- 4) Place a picture of your collage, the link to your video and a cover page on this instructions file.
- 5) Complete the self-assessment at the end of this file
- 6) Save as a PDF file and upload on the ESCUELA EN RED project activity.

DESCRIPTORS:

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

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.

► 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

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ISBN 978-1-108-63095-5



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A	Karen	:	Oh, no! Where are my <u>headphones</u> _____?
B	Daniela	:	I don't know. Are they <u>in your pocket</u> _____?
A	Karen	:	No, they're not.
B	Daniela	:	Maybe they're <u>the ones at your table</u> _____.
C	Julia	:	Excuse me. Are these your <u>head phones</u> _____?
A	Karen	:	Yes, they are. Thank you!
C	Julia	:	You're welcome. And is this your <u>marker</u> _____?
A	Karen	:	Hmm. No, it's not. Where's your <u>marker</u> _____, Daniela _____?
B	Daniela	:	It's <u>in my backpack</u> ... Wait a minute! That is my <u>marker</u> _____!

https://youtu.be/6SBtkDm_RU0?feature=shared

<https://youtu.be/USs-hnfWVvs?feature=shared>

SELF-ASSESSMENT

1) How well do you do these things? (very well, OK or a little)

I can...

Understand names for everyday objects and possessions VERY WELL

Ask and answer questions about where things are OK

2) What can you do to improve?
(opportunities, Nota Reflexiva)

I think I can improve my pronunciation, as well as expand my vocabulary a little more and learn how to answer questions more efficiently. In the collage project I was nervous when presenting it so I did not use the grammar that we saw in the course, however, I think I answered the teacher's questions well, I really did learn how to describe something, but as I said, I got nervous, so I think that's an area I can improve.

SWOT ANALYSIS

