

# **IESCUELA NORMAL DE EDUCACIÓN PREESCOLAR**



**Student's name: Lizy Morales Sanchez #19 1A**

**English level A1.1 STARTING BASIC COMMUNICATION**

**UNIDAD 3 INGLÉS DE LA VIDA DIARIA, CLIMA Y  
VESTIMENTA**

**BOOK UNIT 3 Where are you from?**

**“WHO ARE THEY?”**

**LEARNING OUTCOMES:**

**Discuss cities, countries, nationalities, and languages**

**Discuss people's appearances, personalities, and ages**

**SALTILLO, COAHUILA DE ZARAGOZA**

**January 2024**

## Making conversation (Worth 20% of the grade)

**Aim:** Describe cities, neighborhoods and people; use negative statements and yes/no questions with be; numbers and ages; wh-questions with be; adjectives of appearance and personality

**Materials:** a picture of family and/or friends taken somewhere in their hometown AND a video camera

### Plan

Imagine that you will visit a classmate's hometown. Write questions that you want to ask your classmate about his or her town, family, and friends. Then find a photo of your family or friends in your hometown. A partner will ask you questions about the photo.

What \_\_\_\_\_ ?  
Where \_\_\_\_\_ ?  
Who \_\_\_\_\_ ?  
How \_\_\_\_\_ ?



### Prepare.

PAIR WORK. Share your pictures with your partner. Then take turns asking and answering questions.

**Present.** CLASS ACTIVITY. **Record your performance during class time presentations.**

Use your picture(s). Have a conversation asking about each other's pictures. Give information about the people in the photo.

+ **Review your video recording and complete the self-assessment at the end of this file.**

+ **Place a link to your video recording on this instructions file. Include cover page, instructions, grading criteria, self-assessment and the link.**

**Save as a PDF file and upload it on the ESCUELA EN RED learning evidence unit 3 activity.**

S: Hi Lizy, how are you doing?  
L: Pretty good, thanks! How about you?  
S: I'm ok, thank you! would you like to see a photo?  
L: Sure! What city is that?  
S: It's Cancun  
L: Are you from Cancun?  
S: No, im not, Im from Saltillo, originally. It was just a family trip  
L: What's Cancun like?  
S: It is very nice, but the weather is to hot, so it's fun to be on the beach  
L: Interesting, Och, who is he?  
S: He is my little brother  
L: And what is his name?  
S: His name is Antony  
L: Nice nam! Does he have a nickname?  
S: Yes, His nickname is Tony  
L: Really  
S: Yes. By the way, in this photo he was nine years old  
L: He was just a little boy.  
S: In your photo, how old is she?  
L: Im was 5 years old.  
S: So cute. Next to your right side, who's she?  
L: She is my mom  
S: What's she like? Is she nice?  
L: Yes, she is. But also kind.  
S: And how is her appearance like?  
L: She is so beautiful  
S: Cool. Who's he behind you?  
L: He is my dad  
S: Where is he from?  
L: He is from Muzquiz, originally.  
S: What's his first language?  
L: It's spanish  
S: What's his name?  
L: His name is Gregorio  
S: Does he has nickname?  
L: Yes, his nickname is Grejo.  
S: What's he like? Is he angry?  
L: Well... he is very funny.  
S: How is his appearance like? Is he short?  
L: No, he's not. He is a tall man.

## DESCRIPTORS:

	0	1 (Poor)	2 (Fair)	3 (Good)	4 (Very good)	5 (Excellent)
Grammar and vocabulary	•Performance does not satisfy the Band 1 descriptor.	<ul style="list-style-type: none"> <li>•Shows <u>no control</u> of a few grammatical forms.</li> <li>•Uses a <u>very short</u> vocabulary of <u>isolated words and phrases mostly</u>.</li> </ul>	•Some features of Band 1 and some features of Band 3 in approximately equal measure.	<ul style="list-style-type: none"> <li>•Shows <u>very limited control</u> of a few simple grammatical forms.</li> <li>•Uses a <u>very short, isolated vocabulary</u> to talk about everyday situations.</li> </ul>	•Some features of Band 3 and some features of Band 5 in approximately equal measure.	<ul style="list-style-type: none"> <li>•Shows only <u>limited control</u> of a few simple grammatical forms.</li> <li>•Uses <u>short, isolated, mainly prepackaged</u> utterances when talking about everyday situations.</li> </ul>
Pronunciation		<ul style="list-style-type: none"> <li>•Has <u>very limited control</u> of phonological features and is often intelligible.</li> </ul>		<ul style="list-style-type: none"> <li>•Is <u>often intelligible</u> despite the <u>very limited control</u> of phonological features.</li> </ul>		<ul style="list-style-type: none"> <li>•Is <u>mostly intelligible</u>, and has <u>little control</u> of phonological features at both utterance and word levels.</li> </ul>
Interactive communication (comprehension and fluency)		<ul style="list-style-type: none"> <li>•Has <u>considerable difficulty</u> maintaining simple exchanges.</li> <li>•Requires <u>additional prompting</u> and support at a very slow rate.</li> </ul>		<ul style="list-style-type: none"> <li>•Maintains very simple exchange despite <u>some difficulties</u>.</li> <li>•Requires <u>prompting</u> and support at a slow rate.</li> </ul>		<ul style="list-style-type: none"> <li>•Maintains <u>very simple exchanges</u>.</li> <li>•Requires <u>very little prompting</u> and support at a slow rate.</li> </ul>

### ► SPEAKING EVALUATION CRITERIA /10

		Poor	Fair	Good	Very good	Excellent
<b>Comprehension</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Fluency</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Grammar</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Vocabulary</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Pronunciation</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

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

# SELF-ASSESSMENT

- 1) How well do you do these things? (very well, OK or a little) I can...
- ask and answer questions about countries of origin, nationalities and languages ok
  - understand descriptions of people very well
  - ask and answer questions about people's appearance and personality ok

<p>2) <b>What are your strengths?</b> I can understand, ask, and answer questions about countries of origin, nationalities and descriptions ok.</p> <p>3) <b>What can you do to improve?</b> <b>(opportunities)</b> Fluency, grammar and pronunciation</p>	<h2>SWOT ANALYSIS</h2> <table border="1"><tr><td></td><td>Helpful to achieving the objective</td><td>Harmful to achieving the objective</td></tr><tr><td>Internal origin (attributes of the organization)</td><td>S Strengths</td><td>W Weaknesses</td></tr><tr><td>External origin (attributes of the environment)</td><td>O Opportunities</td><td>T Threats</td></tr></table>		Helpful to achieving the objective	Harmful to achieving the objective	Internal origin (attributes of the organization)	S Strengths	W Weaknesses	External origin (attributes of the environment)	O Opportunities	T Threats
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