



# **ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR**

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

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**UNIDAD 2 MIS PRIMERAS CONVERSACIONES**

**BOOK UNIT 2 Where are my keys?**

**PROJECT “Guess What and Where”**

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

**LEARNING OUTCOMES:**

**Identify classroom and personal objects, use yes/no questions with be, discuss the location of objects**

**SALTILLO, COAHUILA DE ZARAGOZA**

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**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:** Poster (or tabloid) with pictures or drawings of your classroom

### **Plan: Pair Work.**

Students show their handmade poster and talk about it.

Students are encouraged to speak naturally, Using the target *vocabulary* (classroom and personal objects)

Asking short *questions with be* about the objects. Answer with *yes/no* responses. Asking questions like *What's this?* Use *it's a/an...* to answer, ask questions like *What are these?* Use *they are...* to answer.

Asking about *where* the objects are and answer using the *prepositions of place*.

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

**First part:** Find pictures of personal and classroom objects. Cut photos from magazines, draw your own pictures, or take photos. Then elaborate a poster (variant: tabloid) to design a classroom in which you show some personal and classroom objects (vocabulary of unit 2).

**Second part:** Rehearse a short dialog. Take turns to talk about the objects in the poster. Use short *questions with be* about the objects. Answer with *yes/no* responses. Ask questions like *What's this?* Answer with *it's a/an...*, ask questions like *What are these?* Answer with *they are...*

Ask questions *where* some of the objects are and answer using the *prepositions of place*.

### **General Requirement**

#### **Vocabulary**

- 5 singular words of *personal and classroom objects*
- 5 plural words of *personal and classroom objects*

#### **Grammar**

- Use grammar structures to ask questions using demonstratives like: *what's this, what are these?* (2 questions at least)
- Use grammar structures in sentences to answer the previous questions with *it's a-an / they are* (2 answers)
- Use grammar structures to ask questions using yes/no questions with *be* like *Is this..? Are these..?* (2 questions)
- Use grammar structures in sentences to give short answers the previous questions like *Yes it is, No they're not*, (2 answers)
- Use grammar structures in questions asking about where objects are, like: *where is..? Where are.. ?* (6 questions at least)
- Use grammar structures in sentences with *prepositions of place: in, on, opposite, above, in front of, between, behind, under, next to*. To answer the previous questions (6 complete sentences with prepositions).



### **Present. Class activity.**

- 1) Share your poster with the class.
- 2) With your partner talk about your poster.
- 3) Take turns with your partner, ask and answer questions to your partner about the poster.
- 4) Video record your performance.
- 5) Place a picture of your poster, conversation draft, the link of the video and a cover page on this instructions file.
- 6) Complete the self-assessment at the end of this file
- 7) 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 no <u>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 very limited control of a few <u>simple grammatical</u> 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 limited <u>control</u> of a few simple grammatical forms.  ●Uses <u>short, isolated</u> , mainly prepackaged utterances when talking about everyday situations.
Pronunciation		●Has very <u>limited control</u> of phonological features and is often intelligible.		●Is <u>often intelligible</u> despite the very <u>limited control</u> of phonological features.		●Is <u>mostly intelligible</u> , and has little <u>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

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

How well do you do these things?	Very well	OK	a little
Understand names for everyday objects and possessions	✓		
Identify singular and plural words	✓		
Identify and use verb <i>be</i> in statements and short <i>yes/no questions</i> .	✓		
Identify and use in statements and in questions singular and plural demonstratives ( <i>this</i> and <i>these</i> )		✓	
Ask questions about where things are	✓		
Use prepositions of place to give information about where things are	✓		

### What can you do to improve? (opportunities)

Creo que esta unidad me ayudo a recordar como podemos realizar preguntas cotidianas como lo es en el salón de clases y usar el vocabulario así como las reglas gramaticales.



## Vocabulary

### Plural:

Scissors

Books

Keys

Markers

Sunglasses

### Singular:

Umbrella

T.V

Chair

Laptop

Backpack

Clock

Table

## Grammar

What is this?

It's a backpack

What are these?

They're markers

Is this your umbrella?

No, it's not

Are these your keys?

Yes, they are

Where is the laptop?

The laptop is on the desk

Where are the scissors?

The scissors are in the glass

Where are the sunglasses?

The sunglasses are under the chair

Where is the TV?

The T.V. is next to the umbrella

Where are the keys?

The keys are between the laptop and the clock

Where are the books?

The books are on the table



