

# ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR



## English level A1.1 STARTING BASIC COMMUNICATION

### FINAL LEARNING EVIDENCE

#### LEARNING OUTCOMES:

- ✓ Say hello and make introductions
- ✓ Say good-bye and exchange contact information
- ✓ Identify and discuss personal and classroom objects
- ✓ Discuss the location of items
- ✓ Discuss cities, countries, nationalities, and languages
- ✓ Discuss people's appearances, personalities, and ages

## Interview

(Worth 50% of the Global grade)

**Aim:** To evaluate the students speaking production considering A1.1 contents included in the Cambridge Interchange book units 1-3.

### Plan

See and review the following contents:  
Unit 1 and 3.

<p>A. Say hello</p> <p>B. Introduce your partner</p> <ol style="list-style-type: none"> <li>1) Name</li> <li>2) Nickname</li> <li>3) Phone number</li> <li>4) E-mail</li> </ol> <p>C. Take turns and ask your partner:</p> <ol style="list-style-type: none"> <li>1) Place of origin</li> <li>2) First language</li> <li>3) Age</li> <li>4) Descriptions (What you are and what you are not)</li> </ol> <p>D. Take turns and ask YES/NO questions to guess a famous person in a picture:</p> <ol style="list-style-type: none"> <li>1) Gender</li> <li>2) Occupation (singer, actor, actress, politician)</li> <li>3) Nationality</li> <li>4) description</li> </ol>	<p>The teacher can make questions during the test. For example:</p> <ul style="list-style-type: none"> <li>○ What's your first name, again?</li> <li>○ How do you spell you last name?</li> <li>○ Are you single/married?</li> <li>○ Can you repeat that?</li> <li>○ Is he Chinese?</li> <li>○ Is English her first language?</li> </ul>
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Unit 2.

<p>E. Look at the picture in your book page 115 and interact with your partner to identify and discuss the location of the objects:</p> <ol style="list-style-type: none"> <li>1) What's this?</li> <li>2) What are these?</li> <li>3) Where's the...?</li> <li>4) Where are the...?</li> <li>5) Is this your...?</li> <li>6) Are these your...?</li> </ol> <p>F. Say good-bye</p>	<ul style="list-style-type: none"> <li>○ What are somethings in your bag?</li> <li>○ Where's your ...?</li> <li>○ Where are your ...?</li> </ul>
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<p><b>VOCABULARY you must practice with:</b></p> <ul style="list-style-type: none"> <li>➤ Titles (your teacher's names and titles)</li> <li>➤ The alphabet</li> <li>➤ Subject Pronouns (I, you, he, she, it, we, they)</li> <li>➤ Possessive adjectives (my, your, his, her, our)</li> <li>➤ Classroom objects</li> <li>➤ Personal Items</li> </ul>	<ul style="list-style-type: none"> <li>➤ Adjectives (personality and appearance for people and cities)</li> <li>➤ Prepositions (behind, in, in front of, next to, on, under, from)</li> <li>➤ Articles a/an/the</li> <li>➤ People (brother, daughter, family, father, best friend, mother, parents, partner, sister, student)</li> <li>➤ Numbers and ages</li> <li>➤ Conjunctions (and, but, so)</li> </ul>
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## Prepare.

Work with a partner. Take turns asking and answering the questions in the cards.

<https://wordwall.net/es/resource/22154093>

## Present. CLASS ACTIVITY.

Interview your partner and answer her questions. This is an sample:

<https://drive.google.com/file/d/1jUiQLHCX9HKN6swccGO257XeL7DBAGc3/view?usp=sharing>

## 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</u> and phrases <u>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>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 <u>control</u> of a few simple grammatical forms.</li> <li>Uses <u>short, isolated</u>, mainly prepackaged 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>limited control</u> of phonological features.</li> </ul>		<ul style="list-style-type: none"> <li>Is <u>mostly intelligible</u>, and <u>has 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><u>Maintains simple exchanges</u>.</li> <li>Requires <u>very little prompting</u> and support at a slow rate.</li> </ul>

## ► SPEAKING EVALUATION CRITERIA

		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.

<b>▶ GRADING</b> EXCELLENT: 10 VERY GOOD: 9 GOOD: 8 FAIR: 7 POOR: 6	<b>PUNCTUATION</b>	<b>GRADE</b>
	25	10
	20-24	9
	15-19	8
	10-14	7
	5-9	6