**COVER PAGE**

**TEAM INFORMATION:**

**DATE:**

**ENGLISH III. SHARING INFORMATION AND IDEAS**

**Semester III**

**FINAL Learning Evidence**

**Interchange units 1 - 4**

**A) WRITING. Individual work. (10 points)**

**ONLINE MESSAGE ABOUT YOUR DAILY ROUTINE.**

**1) Write a message for a message board. Include a greeting, an introduction, your daily   
schedule (What do you do every day?), and a closing. Use Alex’s message below as a model. Include connectors and cohesive devices. Write a minimum of 150 words.**

|  |  |
| --- | --- |
| **greeting**  **introduction**  **daily schedule**  **closing** | I walk dogs!  Posted by Alex Martinez on Monday, August 11 at 5:19 a.m.  Hi!  I’m Alex and I’m from Mexico. I live in Guadalajara. I’m a freshman in college and I love dogs! I walk dogs part-time.  I have classes every weekday. I start at 9:00 a.m. and finish at 4:00 p.m. I walk dogs every weeknight after school from 5:00 to 9:00. I study for two or three hours. Then I go to bed.  What do you do every day? Do you like dogs? Write to me.  Alex |

**2) Write about a family member. Describe her / his routines and daily schedules. Use the questions below as a guide. Include connectors and cohesive devices. Write at least 150 words.**

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| **Example:** | He**’s** Alex and he**’s** from Mexico. He live**s** in Guadalajara. He**’s** a freshman in college and he love**s** dogs! He walk**s** dogs part-time.  He **has** classes every weekday. He start**s** at 9:00 a.m. and finish**es** at 4:00 p.m. He walk**s** dogs every weeknight after school from 5:00 to 9:00. He studi**es** for two or three hours. Then he go**es** to bed.  He … |

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| 1. Where does [family member] work / go to school? 2. What does he / she do, exactly? 3. How does he / she like it? 4. What does he / she do early in the morning? 5. What does he / she do in the afternoon? 6. What does he / she do late at night? 7. What does he / she do only on weekends? 8. When does he / she usually get up? 9. When does he / she usually come to school? 10. When does he / she usually have lunch? 11. When does he / she usually get home after work or school? 12. When does he / she usually go to bed? 13. What’s something he / she does before 9:00 A.M.? 14. What’s something he / she does after 9:00 P.M.? 15. What time does he / she go to school? / What time does he / she go to work? |

**Place your writings here:**

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| **Writing #1:** |
| **Writing #2:** |

* **WRITING EVALUATION CRITERIA**

|  |  |  |  |
| --- | --- | --- | --- |
| Punctuation and spelling | 1 | 2 |  |
| Correct use of simple grammatical structures | 1 | 2 |  |
| Sufficient vocabulary | 1 | 2 |  |
| Simple connectors and cohesive devices | 1 | 2 |
| Follow instructions | 1 | 2 |
|  |  |  |

**B) SPEAKING practice. Group work (10 points)**

**Information exchange. Reinforce skills you’ve already learned and PREPARE for a face to face exchange.**

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| A **language exchange** requires some **time, patience, and commitment** by each person as well as some mutual goals. You need to **be curious**. Not just about the language, but about the person on the other side of the camera. **Get curious** about their culture, who they are, their likes and dislikes, their beliefs and goals. Be a good listener.  **Be open with each other,** it eases the anxiety of making mistakes and you’ll be brave enough to try out that new phrase or grammar point.  **Giving effective corrections.** Offer help for improvement to your partner(s). Write the corrections in the chat and go over them at the end of the practice. Firstly, by giving a written correction instead of an oral one, you allow for the conversation to flow. Your partner can finish his / her thoughts without being distracted. Secondly, this gives your partner a written record of his mistakes so he / she can review it later. |

**Use the following list of questions to exchange information with your partner(s). Take turns asking and answering. Use the proper intonation for questions (rising or falling). Answer naturally. Use expressions and vocabulary from book units 1 – 4.**

**Video record at least 60 min of group work and share your video link at the end of the list of questions.**

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| **Unit 1. Where are you from?**   * ***Aim:*** *Introduce oneself and others, and talk about oneself and learn about others.*  1. Hi. Good morning/afternoon/evening. How are you? / How’s it going? 2. What do people call you? 3. How do you spell that? 4. When’s your birthday? 5. Where are you from? 6. Where’s [classmate’s name] from? 7. How are your classes? 8. What are your classmates like? 9. What’s Saltillo like? 10. 200 Most Famous People of All TimeAre you and [classmate’s name] in the same class? 11. Is your English class in the morning? 12. Are you free after class? 13. Where’s your friend \_\_\_(friend’s name)\_\_\_? 14. Who’s that? 15. Who are they?   <https://www.listchallenges.com/200-most-famous-people-of-all-time>  **Unit 2. What do you do?**   * ***Aim:*** *Ask and answer questions about jobs, and describe routines and daily schedules.*  1. What do you do? 2. Where do you work? 3. Where do you go to school? / Where do you study? 4. What do you do there? / What do you do exactly? 5. How do you like your classes? 6. What’s your favorite class?  * DESCRIBE YOUR DAILY SCHEDULE:  1. What do you do early in the morning?  * What do you do in the afternoon? * What do you do late at night? * What do you do only on weekends?  1. When do you usually get up?  * When do you usually come to school? * When do you usually have lunch? * When do you usually get home after work or school? * When do you usually go to bed?  1. What’s something you do before 9:00 A.M.?  * What’s something you do after 9:00 P.M.?  1. What time do you go to school? / What time do you go to work?  * ABOUT A FAMILY MEMBER, DESCRIBE HIS / HER DAILY SCHEDULE.  1. Where does [your family member] work / go to school? 2. What does he / she do, exactly? 3. How does he / she like it? 4. What does he / she do early in the morning?  * What does he / she do in the afternoon? * What does he / she do late at night? * What does he / she do only on weekends?  1. When does he / she usually get up?  * When does he / she usually come to school? * When does he / she usually have lunch? * When does he / she usually get home after work or school? * When does he / she usually go to bed?  1. What’s something he / she does before 9:00 A.M.?  * What’s something he / she does after 9:00 P.M.?  1. What time does he / she go to school? / What time does he / she go to work?   **Unit 3. How much are these?**   * ***Aim:*** *Ask about and describe prices and discuss preferences.*  1. How much is this / that? (Indicate object.)   $56.50  99¢  $28.89  $35.45  $18.99  $75  $22.55  $100   1. What color is it? 2. Is it cotton?  * Is it gold? * Is it leather? * Is it plastic? * Is it rubber? * Is it silk? * Is it silver? * Is it wool?  1. Picture dictionary - Shoes - English ESL Worksheets for distance learning  and physical classroomsHow much are these/those? (Indicate objects.) 2. What color are they? 3. What are they made of? 4. Which one do you prefer? / Which ones do you prefer? (Indicate object.) Why? 5. Which one do you like better? / Which ones do you like better? Why? 6. Which one do you like more? / Which ones do you like more? Why? 7. Which one is cheaper? (Indicate objects.)  * Cheap Versus Expensive ItemsWhich one is prettier? * Which one is nicer? * Which one is better? * Which one is more stylish? * Which one is more expensive? * Which one is more attractive?  1. Which ones are cheaper? (Indicate objects.)  * Which ones are prettier? * Which ones are nicer? * Which ones are better? * Which ones are more stylish? * Which ones are more expensive? * Which ones are more attractive?   **Unit 4. Do you play the guitar?**  ***Aim:*** *Discuss entertainment likes and dislikes and make, accept, and decline invitations.*   1. What kinds of music do you like? 2. Do you like [type of music]? 3. Who’s your favorite musician? 4. What musical instrument does he / she play? 5. Do you play a musical instrument? 6. Do you play the piano/guitar? 7. What instrument do you play? 8. What kinds of TV programs do you like? 9. Do you like [type of TV show]? 10. What kinds of movies do you like? 11. Do you like [type of movie]? 12. Do you play video games? 13. What’s your favorite video game? 14. Would you like to go to [event] this weekend? Why or why not? 15. Would you like to [activity] this weekend? |

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| **Place the VIDEO LINK here:** |

**WRITING and SPEAKING practice DEADLINE: Friday January 7th, 2022.**

**C) Information EXCHANGE. Individual evaluation. (30 points)**

**Respond to questions from the lists. Attend to a sincronic class session according to the TIMETABLE posted on activity #44. Make sure you are ready with your microphone and camera and a proper place to be evaluated.**

* **SPEAKING EVALUATION CRITERIA**

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|  |  | **Poor** | **Fair** | **Good** | **Very good** | **Excellent** |
| **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** |
| **Follow instructions** | **0** | **1** | **2** | **3** | **4** | **5** |

**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.**

EXCELLENT: 10

VERY GOOD: 9

GOOD: 8

FAIR: 7

POOR: 6

