**ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR**

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**English Level A2**

**BUILDING CONFIDENCE IN COMMUNICATION**

**Teacher: Guadalupe del Rocío Robledo Corpus.**

**Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Book Unit 8: Life in the city.**

**Project: This traffic is frustrating!**

**(Worth 30% of the grade)**

**Learning Outcomes:**

**Discuss transportation and public services using expressions of quantity; give reasons to support opinions.**

**Write a complaint letter**

**Saltillo, Coahuila. June 2024**

**Competences of the graduation profile developed:**

Communicates orally and in writing in national languages, has command of communication in the foreign language, makes use of other languages ​​for the inclusion; is able to express himself in a physical, artistic and creative way and promotes that capacity in students.

Understand and produces texts to participate in a variety of everyday and concrete situations.

Exchange basic information about personal and professional experiences.

**Aim:**  Give Ss practice using expressions of quantity to talk about transportation.

Plan

A

■ Give each student the document.

■ Explain the task. Ss write three transportation problems. Then discuss the problems as a class.

B

■ Brainstorm alternative forms of transportation (e.g., *electric cars, trolleys, bikes, hybrid cars, monorails, commuter trains*). If necessary, refer Ss to the Word Power on page 50 of the Student’s Book.

■ Ss write three alternative forms of transportation.

Prepare

■ Explain the task. Ss choose and research one type of transportation.

■ Ss write a letter explaining how the form of transportation is the best choice for their city or town. Refer Ss to the Writing on page 52 of the Student’s Book for a model. Encourage them to use expressions of quantity to describe transportation problems.

Present

■ Have Ss read their letters to the class. Encourage other Ss to ask questions.

■ Take a class vote on the best solution for the city’s problems.

**DESCRIPTORS.**

**Vocabulary**

6 Points: Excellent, use of diverse and accurate vocabulary (3 words on requirement and its descriptions).

4 Points: Good, use only some words of the vocabulary (2 words on requirement and its descriptions)

2 Points: Basic, use few words of the vocabulary, with some inaccuracies. (1 word on requirement and its descriptions)

1 Point: Limited use of vocabulary; struggles to express ideas, resulting in frequent inaccuracies. (just words with no descriptions)

**Grammar**

6 Points: Exceptional command of grammar; consistently uses structures accurately. (8 structures on the requirement).

4 Points: Proficient in grammar; occasional minor errors. (6 structures)

2 Points: Basic grasp of grammar; noticeable errors, especially in more complex structures. (4 structures)

1 Point: Limited command of grammar; frequent errors that hinder understanding. (2 or less structures)

**Fluency**

6 Points: Fluent and natural speech; maintains a steady pace with minimal hesitations.

4 Points: Generally fluent; occasional pauses or hesitations do not significantly impact communication.

2 Points: Hesitant speech; noticeable pauses and disruptions affecting overall fluency.

1 Point: Limited fluency; struggles to maintain a coherent flow, with frequent pauses.

**Comprehension**

6 Points: Exceptional comprehension; accurately responds to questions and provides detailed information.

4 Points: Proficient comprehension; demonstrates a good understanding with minor lapses.

2 Points: Basic comprehension; grasps the main concepts but struggles with complexity.

1 Point: Limited comprehension; difficulty understanding and responding appropriately.

**Pronunciation**

6 Points: Clear and accurate pronunciation; with no noticeable errors.

4 Points: Generally accurate pronunciation; minor errors that do not impede understanding.

2 Points: Understandable pronunciation; noticeable errors affecting overall clarity.

1 Point: Pronunciation difficulties significantly impact understanding.

**IMPORTANT: Answer the self- assessment and write a reflective note about your project (at least half sheet)**

**SELF-ASSESSMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **How well do you do these things?** | **Very well** | **OK** | **a little** |
| Identify and use vocabulary of the unit |  |  |  |
| Describe problems of the city transportation |  |  |  |
| Use expressions of quantity to describe the traffic problem |  |  |  |
| Give solutions to the traffic problem |  |  |  |
| Write ideas ordely in a letter |  |  |  |

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| --- |
| **What can you do to improve? (opportunities)** |