**ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR**

****

**English level A2.1**

**BUILDING CONFIDENCE IN COMMUNICATION**

 **Teacher: Mayela Alejandra del Carmen Gaona García**

**Student’s name: Aneyra Adanary Echeverria Duran. #7\_\_**

**BOOK UNIT 4 IT´S THE COLDEST CITY**

**PROJECT: The best place to visit.**

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

**LEARNING OUTCOMES:**

Students will be able to use the vocabulary of landscapes and adjectives to describe places, the temperatures, distances and measurement use comparatives and superlatives.

**SALTILLO, COAHUILA March 2024**

****

**Video: <https://youtu.be/Tji-szGe8oc?si=3yjSLh3XAg1cFFhw>**

**Present. *Class activity.***

1. Students talk about their article in front of the class. Students are encouraged to be creative and realistic in their presentation.
2. Students Video record their performance.
3. Students place their article, with their performance in class and a cover page on this instructions file. (make sure the video is in optimal conditions so it can be evaluated)
4. Complete the self-assessment at the end of this file
5. Save as a PDF file and upload on the ESCUELA EN RED project activity.

**DESCRIPTORS.**

**Vocabulary** (0-4 points)

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

3 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** (0-4 points)

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

3 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** (0-4 points)

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

3 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** (0-4 points)

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

3 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** (0-4 points)

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

3 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.

**Total Score (out of 20 points)**

**SELF-ASSESSMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **How well do you do these things?** | **Very well** | **OK** | **a little** |
| Identify and use vocabulary of landscapes |  |  |  |
| Give a definition or describe with words a natural landscape |  |  |  |
| Use comparatives adjectives to describe temperature, distance or measurements. |  |  |  |
| Use superlatives adjectives to describe temperature, distance or measurements. |  |  |  |
| Use questions with how to ask about temperature, distance or measurements. |  |  |  |

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