**ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR**

****

**English level A2.1**

**BUILDING CONFIDENCE IN COMMUNICATION**

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

**Student’s name: Eva Carolina Morón Pérez**

**BOOK UNIT 7 “Good memories”**

**PROJECT: “My Life in a small talk”**

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

**LEARNING OUTCOMES:**

Students will be able to use the talk about childhood memories, using the simple past (was/were, regular and irregular verbs) in affirmative and negative statements as well in questions.

**SALTILLO, COAHUILA April 2024**

**Aim:** In pairs, students roleplay a short conversation talking about childhood memories. They must show the language skills they acquired through the content of the unit.

**Materials:** The video with your conversation practice

**Plan: *Pair Work.***

Students are encouraged to roleplay a short conversation through the practice of the target *grammar, and language functions* of unit 7.

**Prepare.**

* Student will work in pairs.
* Students will talk about childhood memories with a partner, using the content of  
  the unit 7
* Students take roles in a short conversation talking about their childhood memories, they ask and answer each other questions about their memories.
* Students will follow the steps described in this rubric, in order to elaborate  
  their conversation.  
  • Students will record their conversation practice in video with audio.  
  • Students will insert the video or the link of the video and the conversation  
  script in this file. (Or find an alternative way to upload the video in order it is checked by the  
  teacher)

|  |  |
| --- | --- |
| **General Requirement** | **Example of your conversation** |
| **Grammar and language functions**  Simple past affirmative statements with past of be was/were (at least 1) |  |
| Simple past negative statements with past of be was/were (at least 1) |
| Simple past YES/NO questions with past of be was/were (at least 1) |
| Simple past WH questions with past of be was/were (at least 1) |
| Simple past affirmative statements with regular and irregular verbs (at least 1) |
| Simple past negative statements with regular and irregular verbs (at least 1) |
| Simple past YES/NO questions with regular and irregular verbs (at least 1) |
| Simple past WH questions with regular and irregular verbs (at least 1) |
| Simple past affirmative statements with used to (at least 1) |
| Simple past negative statements with used to (at least 1) |
| Simple past YES/NO questions with used to (at least 1) |
| Simple past WH questions with used to (at least 1) |
| CONVERSATION.  **X: Hi! Are you new here?**  **E: No, I am not.**  **X: Were you in my classroom on last year?**  **E: No, I wasn't.**  **X: And... Were you in the same English class as me?**  **E: Yes, I was.**  **X: Really? I don't remember you.**  **E: Don't worry.**  **X: Where were you born?**  **E: I was born in Saltillo. And you?**  **X: Me too, I was born here.**  **E: Good! Tell me more about yourself!**  **X: Of course! I was born and grew up here. I went to Kindergarten Luis G. Urbina, always I was a good student, but I didn't go to first year.**  **E: Which was the reason?**  **X: My born date didn't meet the requirements.**  **E: Interesting! What were you like when you were little?**  **X: When I was little, I wasn't calm girl. I used to play with my sisters and other child’s in the street, but I didn't use to play late.**  **E: Did you ride a bike with them?**  **X: No, I didn’t. We used to play classic games.**  **E: How old were your friends?**  **X: They were some my age and others a little older.**  **E: Did you use to play sports?**  **X: I never used to play sports.**  **E: Did you use to collect things?**  **X: Yes, I did.**  **E: What things did you use to collect?**  **X: I used to collect colorful bracelets and earrings. What about you?**  **E: I wasn’t shy girl. Always I was a very friendly girl.**  **X: Did you have any hobby?**  **E: Yes, I did.**  **X: What was your hobby?**  **E: I finished the task, turned on the horn and sang very loudly. I didn’t have any other hobby that I liked as much as that.**  **X: Where you spent your vacations?**  **E: I spent my vacations at my grandfather’s house in Parras.**  **X: That sounds great! Did you use to collect things?**  **E: I never used to collect things**  **X: Did you use to play sports?**  **E: I used to practice basquetbol**  **X: Nice to meet you and know a little more about you!**  **E: Nice to meet you too.**  VIDEO  [**https://www.youtube.com/watch?v=uMN\_XGAgrKQ**](https://www.youtube.com/watch?v=uMN_XGAgrKQ)  **MANDATORY Format**   * Coversheet * Project descriptors * Rubrics * Include Video of your conversation * Include script of your conversation * Be creative in your presentation. * Include self-assessment and short reflective note. |

**Present. *Class activity.***

1. Students talk about their childhood memories. Students are encouraged to maintain a short conversation using the content of the unit.
2. Students Video record their performance.
3. Students place their script of their conversation, the video with the performance in their talk, the cover page, the description and requirements of the project, the rubrics and self-assessment 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 and upload on the ESCUELA EN RED learning evidence.

**DESCRIPTORS.**

**Grammar** (0-4 points)

4 Points: Exceptional command of grammar; consistently uses structures accurately. (13 structures on the requirement).

3 Points: Proficient in grammar; occasional minor errors. (9 structures)

2 Points: Basic grasp of grammar; noticeable errors, especially in more complex structures. (6 structures)

1 Point: Limited command of grammar; frequent errors that hinder understanding. (3 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** |
| Ask questions and talk about memories using the simple past of be. |  | X |  |
| Ask questions and talk about memories using the simple past of regular and irregular verbs. |  | X |  |
| Ask questions and talk about past habits using “Used to”. |  | X |  |

|  |
| --- |
| **What can you do to improve? (opportunities)**  **Creo que las areas de oportunidad son externas, pues la suspension de clases en mi refuerzo de aprendizaje la verdad a mi si me pega, pero es algo del que no temenos el control** |