**ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR**

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**English level A2.1**

**BUILDING CONFIDENCE IN COMMUNICATION**

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**LEARNING EVIDENCE UNIT 3**

**BOOK UNIT 8 LIFE IN THE CITY**

**PROJECT: “MY CITY ISSUES”**

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

**LEARNING OUTCOMES:**

Students will be able to practice the content of the unit (compound nouns, quantity expressions for countable and uncountable nouns)

**SALTILLO, COAHUILA 13 June 2024**

**Aim:** Write a letter (paragraph of 10 lines min) explaining common problems the city has. Ss give personal opinions about possible solutions for those problems. Ss are encouraged use compound nouns to enumerate problems and expressions of quantity to describe those problems.

**Materials:** PDF. With the text of the article. (Add a picture of the problem or problems)

**Plan: *Individual Work.***

Students are encouraged to develop an article through the practice of the target *vocabulary, grammar, and language functions* of unit 8 (Life in the city).

**Prepare.**

* Students will write a short letter to explain common problems the city has. (10 lines min).
* Students also give possible solutions to the exposed problems.
* Use compound nouns. (5 at least)
* Use expressions of quantity for countable and uncountable nouns (4 of each).
* Be creative to edit your text and include pictures.
* Upload your article in Escuela en red.

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| **General Requirement** | **Example of the article (student´s book pg 96 ex 14)** |
| **Vocabulary Unit 4**   * Vocabulary of compound nouns (at least 5 words) | My City Issues!  Life in this city needs to be improved. There are too many cars, and there is too much bad air, especially during the rush hour. The air pollution is terrible. This problem is particularly bad downtown in the business district. Too many people drive their cars to work. Also, the city doesn’t spend enough money on public transportation. There should be more buses and ….. |
| **Grammar and language functions**   * Use quantity expression, countable nouns(at least 4) * Use quantity expression, countable nouns(at least 4) * Use modals to give suggestions. |
| **Format**   * Coversheet * 10 lines min in PDF format * Creativity * Include self-assessment |

[**https://www.canva.com/design/DAGH-5lP1B8/moVlFAip2FDK9U4970dToQ/edit?utm\_content=DAGH-5lP1B8&utm\_campaign=designshare&utm\_medium=link2&utm\_source=sharebutton**](https://www.canva.com/design/DAGH-5lP1B8/moVlFAip2FDK9U4970dToQ/edit?utm_content=DAGH-5lP1B8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

**Well, I would like to talk about the traffic in my city Ramos Arizpe. As you now in Ramos Arizpe there are many factories, so all the people who live in Saltillo come to Ramos Arizpe to work. In certain hour of the day for example in the morning between 5:00 am and 8:00 am while that in the afternoon between 4:00 pm and 6:00 pm the traffic is too much because all the people go back to Saltillo. In that it the same case every day by least from Monday at Friday.**

**I recommend to using bicycles, of course that solution it is not enough, it is necessary to build the structure, I suggestions to build to bikeway between Ramos Arizpe and Saltillo, since the industrial Park from Soriana Coss.**

**Another suggestion is to active “Hoy no circula” The “Hoy No Circula” program is a traffic restriction measure implemented in Mexico City and some states in Mexico to reduce air pollution.**

**The government should build a train between Ramos Arizpe and Saltillo, from the military base “Batallon 69” until Industrial Park Santa Maria, in my opinion could be a god idea to reduce the traffic on the streets, this way the people would use the train instead of car.**

**The government ought to consider to extending the schedules to the bus transportation and also to modify the routes, because the current routes do not allow to get the last factory, and around the last factory there are so many companies, and a lot of people work in these factories so they have to use their cars to reach their jobs, and additional the bus does not have the enough schedules during the day.**

**The authorities must to consider if we don’t remodel the bus, we can have the enough schedules on the day, the best routes, the best operators, if we don’t motivate people to use the bus with god facilities, for example bus with air conditioning, god seats, good smell of the cabins, etc, people not to use the bus.**

**Present. *Class activity.***

1. Students share their letters 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 letter, 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 (5 words on requirement and its descriptions).

3 Points: Good, use only some words of the vocabulary (3 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**

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| **How well do you do these things?** | **Very well** | **OK** | **a little** |
| Identify and use compound nouns |  |  |  |
| Talk about city problems using quantity expressions for countable nouns |  |  |  |
| Talk about city problems using quantity expressions for non-countable nouns |  |  |  |
| Use modal verbs to give opinions about possible solutions to problems. (should) |  |  |  |
| Use indirect questions with modals, Do you know?, Could/can you tell me? |  |  |  |

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