

ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR

School year 2023-2024



Student's name:

Daniela Milagros Carbajal Aguilar #3

Lizy Morales Sánchez #16

Inglés . Comunicación básica

English level A1.1 STARTING BASIC COMMUNICATION

UNIDAD 2 Mi familia, mi casa

BOOK UNIT 5: What time is it?

LEARNING OUTCOMES:

- **Discuss cities and time zones**
- **Discuss people's activities**

SALTILLO, COAHUILA DE ZARAGOZA

UNIT 5 PROJECT: WHAT ARE THEY DOING? (Worth 30% of the grade)

Aim: Practice using the present continuous and vocabulary for activities; days of the week.

Materials: Computer and a software

Plan

What are you doing at these times? Write sentences using the verb be + -ing. Then compare your sentences with a partner.

It's Monday 7:00 A.M., and I'm going to school.

It's Tuesday 9:00 A.M., and I'm listening to the class.

It's noon, and I'm eating lunch.

It's Wednesday 5:00 P.M., and I'm studying.

It's Thursday 8:00 P.M., and I'm eating dinner.

It's midnight, and I'm sleeping.

It's Monday 7:00 A.M., and I'm taking a bus.

It's Tuesday 9:00 A.M., and I'm reading a book.

It's noon, and I'm making homework.

It's Wednesday 5:00 P.M., and I'm sleeping.

It's Thursday 8:00 P.M., and I'm walking in the square.

It's midnight, and I'm watching a movie.

Prepare.

PAIR WORK. Choose one of the times above. Find pictures of **what people are doing and aren't doing** at that time of day. Give twelve (12) different activities at least, about various people (I, he, she, it, we, they). Then make a digital poster with the pictures (only pictures, no sentences). Up load the poster in this activity.

Present.

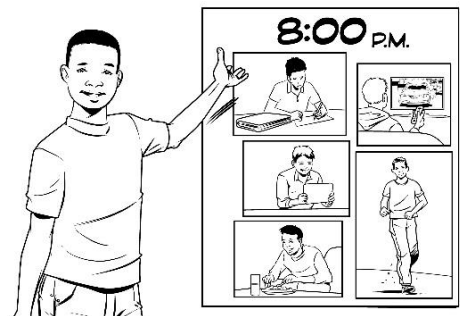
CLASS ACTIVITY. Ask a classmate to video record your performance. Show your poster to the class. Explain what the people in the pictures are doing. Use these sentences to help you.

It is _____ (time), and he/she is _____.

It is _____ (time), and they **are not** _____.

Place the link to your video recording on this file. Include cover page, instructions, rubrics, self-assessment completed and your VIDEO LINK.

Save as a PDF file and upload on the ESCUELA EN RED Learning evidence project activity.



UNIT 5 PROJECT: WHAT ARE THEY DOING?
(Worth 30% of the grade)

It's friday 4:00 P.M., and they are eating a ice cream.

It's friday 4:00 P.M., and he is making homework.

It's friday 4:00 P.M., and they are taking a break.

It's friday 4:00 P.M., and she is cleaning her room.

It's friday 4:00 P.M., and he is reading a bike.

It's friday 4:00 P.M., and he is working.

It's Friday 4:00 P.M., and she is not sleeping right now.

It's Friday 4:00 P.M., and he is not getting up.

It's Friday 4:00 P.M., and he is not having breakfast.

It's Friday 4:00 P.M., and she is not teaching.

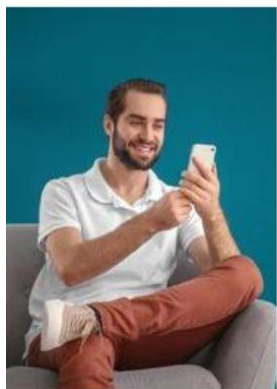
It's Friday 4:00 P.M., and they are not listening to the class.

It's Friday 4:00 P.M., and they are not working.

<https://youtu.be/h8E3VMXkGLY?feature=shared>

What are they doing?

4:00 p.m.



RUBRICS

► DESCRIPTORS:

	0	1 (Poor)	2 (Fair)	3 (Good)	4 (Very good)	5 (Excellent)	
Grammar and vocabulary	●Performance does not satisfy the Band 1 descriptor.	●Shows no <u>control</u> of a few grammatical forms.	●Some features of Band 1 and some features of Band 3 in approximately equal measure.	●Shows <u>limited control</u> of a few simple grammatical forms.	●Some features of Band 3 and some features of Band 5 in approximately equal measure.	●Shows <u>control</u> of a few simple grammatical forms.	
Pronunciation		●Uses a <u>very short</u> vocabulary of <u>isolated words</u> and phrases <u>mostly</u> .		●Is <u>often intelligible</u> despite the <u>limited control</u> of phonological features.		●Uses <u>short, isolated, isolated vocabulary</u> to talk about everyday situations.	●Uses <u>short, isolated,</u> mainly prepackaged utterances when talking about everyday situations.
Interactive communication (comprehension and fluency)		●Has very <u>limited control</u> of phonological features and is often intelligible.		●Maintains very simple exchange despite <u>some difficulties</u> .		●Has <u>considerable difficulty</u> maintaining simple exchanges.	●Requires <u>prompting</u> and support at a slow rate.
		●Requires <u>additional prompting</u> and support at a very slow rate.		●Requires <u>prompting</u> and support at a slow rate.		●Maintains <u>simple exchanges</u> .	
						●Requires <u>very little prompting</u> and support at a slow rate.	

► SPEAKING EVALUATION CRITERIA /10

	0	Poor	Fair	Good	Very good	Excellent
Comprehension	0	1	2	3	4	5
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

Comprehension: ability to understand questions and respond appropriately.

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.

► WRITING EVALUATION CRITERIA /10pts

Punctuation and spelling	1	2	
Correct use of simple grammatical structures	1	2	3
Sufficient vocabulary from the lesson	1	2	3
Follow instructions and organization	1	2	

FOLLOWING INSTRUCTION and ORGANIZATION:	The text includes complete answers to all required questions. It includes greetings and leave takings. It has a logical sequence.
Sufficient vocabulary from the lesson:	It contains a variety of words including new vocabulary correctly.

► GRADING

EXCELLENT: 10

VERY GOOD: 9

GOOD: 8

FAIR: 7

POOR: 6


PUNCTUATION	GRADE
25	10
20-24	9
15-19	8
10-14	7
5-9	6

SELF-ASSESSMENT

1) How well do you do these things? (very well, OK or a little)

I can...

- understand times and descriptions of activities_very well_____
- ask and answer questions about present activities ___Ok___

<p>2) What are your strengths?</p> <p>I think it's mostly grammar.</p> <p>3) What can you improve? (opportunities)</p> <p>The use of the verb to be and pronunciation, in addition to fluency when speaking</p>	<h3>SWOT ANALYSIS</h3>  <p>The SWOT analysis matrix is a 2x2 grid. The top row is labeled 'Internal origin (attributes of the organization)' and the bottom row is labeled 'External origin (attributes of the environment)'. The left column is labeled 'Helpful to achieving the objective' and the right column is labeled 'Harmful to achieving the objective'. The four quadrants are: Top-Left (green): Strengths (S); Top-Right (orange): Weaknesses (W); Bottom-Left (teal): Opportunities (O); Bottom-Right (purple): Threats (T).</p>
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