

# ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR

School year 2023-2024



Student's name:

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**Inglés. Comunicación básica**

**English level A1 BASIC COMMUNICATION**

UNIDAD 3. Empleos y ocupaciones en mi comunidad

BOOK UNIT 6. I ride my bike to school.

### **LEARNING OUTCOMES:**

- Discuss transportation and family
- Discuss daily and weekly routines

### **COMPETENCIES:**

Se comunica de forma oral y escrita en las lenguas nacionales, tiene dominios de comunicación en una lengua extranjera, hace uso de otros lenguajes para la inclusión; es capaz de expresarse de manera corporal, artística y creativa y promueve esa capacidad en el estudiantado.

**SALTILLO, COAHUILA DE ZARAGOZA**

## UNIT 6 PROJECT: A TYPICAL DAY

(Worth 28% of the grade)

**Aim:** Describing daily and weekly routines.

**Materials:** Computer and a software

### Plan

GROUP WORK. **Discuss** these questions.

**What do you do** every day?

**What do you do** every week?

Is a student's daily schedule different from a businessperson's schedule?

Do you **think** their weekend routines are the same or different?

### Prepare.

**A. Write** a list of fifteen questions about daily schedules, family and transportation. You may **use** the following questions.

- ✓ **Where do you live?**
- ✓ **Who do you live** with?
- ✓ **Do you work?**
- ✓ **How do you get** to ...?
- ✓ **What time do you wake up** on weekdays?
- ✓ **When do you eat** lunch?
- ✓ **What do you do** in the evenings?

**B. Develop** your speaking skills. Use your calendar and family tree to **prepare** to interact with a surprise partner. And **prepare** a camera for your teacher to video record your performance in class.

<https://youtu.be/KUbEwh2Kb8A?si=RbinhCqDSAaBvPVr>

**C. PAIR WORK.** **Interview** your partner about his or her daily routine. Write down the answers.

Then **create** a calendar for a typical day in the person's life.

Tuesday, February 15			
TIME	SUBJECT	TIME	SUBJECT
8:30 AM	meeting with Jim	3:30	
9:00		4:00	
9:30		4:30	
10:00		5:00	go to the gym!
10:30		5:30	
11:00	doctor's appointment	6:00	
11:30		6:30	
12:00 PM		7:00	English class
12:30		7:30	
1:00	lunch with Mom	8:00	
1:30		8:30	
2:00		9:00	
2:30		9:30	jazz concert
3:00		10:00	

### Present.

CLASS ACTIVITY. **Share** the calendar with your teacher. **Explain** how the person's schedule is different from yours.

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

**Save** as a PDF file and upload on the ESCUELA EN RED Learning Evidence activity.

## UNIT 6 PROJECT: A TYPICAL DAY

1. Where do you live? I live near my school.
2. Do you go to school by bus? No, I don't. I go to school by walking.
3. Do you **live** with your family? I don't live with my family.
4. Who do you live with? I live with my roomie.
5. When do you study? Everyday in the afternoon.
6. When do you wash? On Sunday.
7. What time do you get up on weekdays? At 6:30 A.M.
8. What time do you get up on weekends? At 10:00 A.M.
9. What time do you have breakfast? At 11:00 A.M.
10. What time do you cook? At 2:00 P.M.
11. What time do you eat? At 3:00 P.M.
12. What time do you go shopping? At 4:30 P.M.
13. What time do you clean? At 6:30 P.M.
14. What time do you take a shower? At 9:30 P.M.
15. What time do you go to bed? At 10:00 P.M.

1. Where do you live? I live in zapaliname near the school
2. Who do you live with? with my parents
3. Do you work? yes, the day I can
4. How do you get to school? my dad takes me to school
5. What time do you wake up during the week? At 6:30 AM
6. What time do you have lunch on the weekends? at 11:30
- 7, what do you do in the afternoons? I sleep and do homework
8. Where do you work? In a party room
9. Do you work on the weekend? no I do not work
10. What do you do on Saturday mornings? I sleep
11. What time do you have breakfast on Wednesdays? at 10:45
12. Do you exercise? no, I don't
13. What time do you do your homework? at 4:00 pm
14. What time do you wake up on the weekend? at 11:00 am
15. What time do you bathe during the week? At 7:00 am

DATE:

Saturday

TIME	SUBJECT	TIME	SUBJECT
7:00 AM	Sleep	3:30	
7:30		4:00	
8:00		4:30	go to the movies
8:30		5:00	
9:00		5:30	
9:30		6:00	go shopping
10:00	wake up	6:30	
10:30		7:00	
11:00	have breakfast	7:30	
11:30	Clean the room	8:00	
12:00 PM		8:30	
12:30	take a shower	9:00	
1:00		9:30	have dinner
1:30		10:00	go to the party
2:00		10:30	
2:30		11:00	
3:00	eat	11:30	

DATE: Saturday

TIME	SUBJECT	TIME	SUBJECT
7:00 AM	Sleep	3:30	
7:30		4:00	
8:00		4:30	Go shopping
8:30		5:00	
9:00		5:30	
9:30		6:00	
10:00	Get up	6:30	Cleaning
10:30		7:00	
11:00	have breakfast	7:30	
11:30		8:00	
12:00 PM		8:30	
12:30		9:00	
1:00		9:30	Take a shower
1:30		10:00	Sleep
2:00	Cooking	10:30	
2:30		11:00	
3:00	Eat	11:30	

## 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.	<ul style="list-style-type: none"> <li>Shows <u>no control</u> of a few grammatical forms.</li> <li>Uses a <u>very short</u> vocabulary of <u>isolated words</u> and phrases <u>mostly</u>.</li> </ul>	•Some features of Band 1 and some features of Band 3 in approximately equal measure.	<ul style="list-style-type: none"> <li>Shows <u>limited control</u> of a few simple grammatical forms.</li> <li>Uses a <u>very short, isolated vocabulary</u> to talk about everyday situations.</li> </ul>	•Some features of Band 3 and some features of Band 5 in approximately equal measure.	<ul style="list-style-type: none"> <li>Shows <u>control</u> of a few simple grammatical forms.</li> <li>Uses <u>short, isolated</u>, mainly prepackaged utterances when talking about everyday situations.</li> </ul>
Pronunciation		<ul style="list-style-type: none"> <li>Has very <u>limited control</u> of phonological features and is often intelligible.</li> </ul>		<ul style="list-style-type: none"> <li>Is <u>often intelligible</u> despite the <u>limited control</u> of phonological features.</li> </ul>		<ul style="list-style-type: none"> <li>Is <u>mostly intelligible</u>, and <u>has control</u> of phonological features at both utterance and word levels.</li> </ul>
Interactive communication (comprehension and fluency)		<ul style="list-style-type: none"> <li>Has <u>considerable difficulty</u> maintaining simple exchanges.</li> <li>Requires <u>additional prompting</u> and support at a very slow rate.</li> </ul>		<ul style="list-style-type: none"> <li>Maintains very simple exchange despite <u>some difficulties</u>.</li> <li>Requires <u>prompting</u> and support at a slow rate.</li> </ul>		<ul style="list-style-type: none"> <li><u>Maintains simple exchanges</u>.</li> <li>Requires <u>very little prompting</u> and support at a slow rate.</li> </ul>

► **SPEAKING EVALUATION CRITERIA /10**

	0	Poor	Fair	Good	Very good	Excellent
<b>Comprehension</b>	0	1	2	3	4	5
<b>Fluency</b>	0	1	2	3	4	5
<b>Grammar</b>	0	1	2	3	4	5
<b>Vocabulary</b>	0	1	2	3	4	5
<b>Pronunciation</b>	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...

- talk about personal routines: OK
- ask and answer questions about routines: LITTLE
- ask and answer questions about celebrities' appearances and activities: LITTLE

2) What are your strengths?

Comprehension

Vocabulary

3) What can you improve? (opportunities)

Grammar

Fluency

Pronunciation

## SWOT ANALYSIS

	Helpful to achieving the objective	Harmful to achieving the objective
Internal origin (attributes of the organization)	S Strengths	W Weaknesses
External origin (attributes of the environment)	O Opportunities	T Threats