

# ENGLISH ACTIVITY

**Teacher's name:** Carmen Bermejo

**Course:** 1<sup>st</sup> year

**Title of the activity:** RECORD YOURSELF

## 1. Learning standards

To provide personal information

To organize information in a logical way

To use the past simple forms correctly

To know how to record an audio

To know how to upload an audio in mp3 format

## 2. Content

Past simple

Description of a sequence of events

## 3. Wording of the activity

Record yourself speaking about what you did during the Easter holidays. Use past simple verbs.

## 4. Description and procedure

After having studied both regular and irregular verbs, you are able to produce sentences using the past simple forms.

Once you have enjoyed the holidays, you have to record an mp3 audio at home. It needs to be 1 minute long.

Listen to your audio in class and try to see if there are things to improve or change.

Then, two students will listen to the audio in class and will make some comments about possible mistakes and the content.

## 5. Timing

Third term. One session of 55 minutes and some time at home.

## 6. Grouping

Individual

## 7. Descriptors used

- Determinar las propiedades de un archivo para conocer la ubicación y el tamaño y tenerlo en cuenta de cara a su almacenamiento y uso compartido.
- Elegir cómo expresarse a través de medios digitales sencillos.
- Utilizar tecnologías digitales sencillas apropiadas para comunicarse en un contexto educativo.
- Identificar modos de crear y editar contenido sencillo en formatos simples.
- Evaluar el trabajo propio y ajeno y justificar su contenido en función de la audiencia.
- Reaccionar positivamente a los comentarios de retroalimentación (feedback)

## 8. Rubrics

CATEGORY	1	0.75	0.5	0
<b>Pronunciation</b>	Presentation flows well and logically. Excellent oral communication. Mispronunciation does not interfere with comprehension.	Presentation flows well. Very good oral communication. Occasional mispronunciation does not interfere with comprehension.	Inconsistent flow of presentation. Limited oral communication. Mispronunciation at times interferes with comprehension.	Presentation is unorganized. Often mumbles or cannot be understood. Mispronunciation prohibits comprehension.
<b>Vocabulary</b>	Correct use of vocabulary, excellent variety of vocabulary.	Correct use of vocabulary. Very good variety of vocabulary.	Inconsistent accuracy of vocabulary. Good variety of vocabulary.	Inaccurate use of vocabulary. Little or no variety of vocabulary.
<b>Script</b>	Content is accurate and information is presented in a logical order.	Content is accurate but some information is not presented in a logical order.	Content is questionable and lacks logical order.	Content is inaccurate and there is no logical order.

<b>Preparedness of Presentation</b>	Student is completely prepared and has obviously rehearsed.	Student is very prepared but not well rehearsed.	Student is somewhat prepared with an obvious lack of rehearsal.	Student does not seem at all prepared to present.
<b>Grammar</b>	Can use the past simple form all the time.	Can use the right past simple form most of the time.	Can use the right past simple form in some cases.	Can't use the right past simple form.
<b>Voice - Consistency</b>	Voice quality is clear and consistently audible throughout the presentation.	Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation.	Voice quality is clear and consistently audible through some (70-84%) of the presentation.	Voice quality needs more attention.
<b>Duration</b>	The audio is 1 minute long and does not seem hurried or too slow.	The audio is between 1 minute long but seems SLIGHTLY hurried or too slow.	The audio is less than 1 minute long but seems VERY hurried or too slow.	The audio is too long or too short.
<b>Uploaded audio</b>	Uploads the audio without problems in time and form.	Uploads the audio in the right way but with some problems.	Uploads the audio late or in a different place or format	Doesn't upload the audio.
<b>Peer evaluation</b>	The preparation for the presentation was very well organised and the performance ran smoothly. The presenter speaks in an understandable voice, using clear tone, enunciation, and reasonable pace; message is clearly received.	The preparation for the presentation was good and the performance ran more or less smoothly. The presenter speaks most of the time in an understandable voice, using clear tone, enunciation, and reasonable pace; message is clearly received.	The preparation for the presentation was ok and the performance didn't run smoothly. The presenter sometimes speaks in an understandable voice, using clear tone, enunciation, and reasonable pace; message is not very clearly received.	The preparation for the presentation wasn't good. The presenter doesn't speak in an understandable voice, using clear tone, enunciation, and reasonable pace; message is not clearly received.
<b>Follow-up Questions</b>	The student listened carefully to the person and asked several relevant follow-up questions based on what the person said and checked possible mistakes.	The student listened carefully to the person being interviewed and asked a couple of relevant follow-up questions based on what the person said and checked some mistakes.	The student asked a couple of follow-up questions based on what s/he thought the person said. The student didn't pay attention to the correction of possible mistakes.	The student did not ask any follow-up questions based on what the person said. The student didn't correct the audio.