

Everyday activities

EVERYDAY ACTIVITIES

Welcome

One of the questions you might ask yourself is what language competences characterise a person who can prove they have a level A2 in English?

According to the CEFR, a student can:

- Understand sentences and frequently-used expressions related to the areas of experience most immediately relevant to him/her (e.g. very basic personal and family information, shopping, places of interest, employment, etc.).
- Communicate in simple, everyday tasks requiring no more than a simple and direct exchange of information on familiar and routine matters.
- Describe in simple terms aspects of his/her past, environment and matters related to his/her immediate needs.

Presentation

Course Name: Lengua Extranjera TCU FGUM/FGUS Inglés

Unit : ONE

Topic: Lifestyle

Code: FGUM 004 /FGUS 004

Teacher's Information

Metadatos Profr. y REA:

Perfil: English Teacher

Orcid: 0000 - 0002 - 7486 - 0690

Nombre del REA: Everyday activities

Otros datos importantes:

ID: 100430488

Training Curriculum

Programa Educativo: Formación General Universitaria Minerva

Nivel Educativo: Licenciatura

Ubicación: Básico

Modalidad: A distancia y semi-escolarizado

Asignatura: Lengua Extranjera

Código: FGUM / FGUS

Créditos: 4 (cuatro)

Introduction

Opening

Blended learning, the new concept to refer to a Learning Model that integrates technology to boost learning. What are the benefits?

1. Access the Content From Anywhere, Anytime, on Any Device
2. Go back to the course whenever you want so you can deliver great results over time.

Online Learning

<https://www.youtube.com/embed/VGDlo-5zL7I>

This animation seeks to lead students to a deeper understanding of the challenges that come with online learning for those with disabilities, and a newfound or renewed sense of empathy towards others.

Author: Callista Dawson, Megan Jones

Abstract

Learn some useful English phrases to describe your daily routine as well as some important grammatical structures to have a coherent description.

Topic 1 Daily routines

Freewriting

Length 10:00

Grouping Individual Form

Freewriting allows the writer to **follow the impulses of their own mind**, allowing thoughts and inspiration to appear to them without premeditation.

Here are some tips to making your freewriting a fun and productive undertaking.

- Set a timer for an amount of time you're comfortable with, and start writing anything that enters your brain. It doesn't need to make sense or be coherent in any way—no one will read it but you.
- Just write. When it comes to freewriting, first drafts are repositories for every idea that comes to mind, however vague or tangential. Don't worry about word count, don't worry about market viability, don't worry about sentence structure, don't even worry about spelling. Unleash your creativity.
- Do bring ideas to your sessions. Some writers, particularly poets, begin sessions with no ideas or themes they plan to tackle—they simply begin writing with the first word or phrase that comes to mind!

Whether you're academic writing or creative writing, freewriting is an exercise that keeps the mind active, and can help a writer brainstorm and get through writer's block. **so START TODAY! write for about 10 minutes about YOUR current LIFE and let the ideas flow!**

Share your freewriting activity

Length 10:00

Grouping In pairs

Share your composition with a person in order to make it better! Read your composition aloud and discuss with your partner if can add or edit your composition.

Capitalization and punctuation

Length 10:00
Grouping Individual Form

Check the capitalization and punctuation of your composition.

Mostrar retroalimentación

<https://www.youtube.com/embed/7OPDc2ketnY>

Identify the daily routine of a person



What are some of the daily activities that you do at home?

Lectura facilitada

A day in the life of Paula Radcliffe - Marathon Runner

8.30am

Sometimes, my daughter Isla wakes me and my husband, Gary, up, or, more often, we wake her up. After I get up, I always check my pulse. It's usually 38-40 beats per minute. If it is too high, I rest for the day. It's so important to listen to my body. I have a drink and a snack while giving Isla her breakfast.

9.30am

We take Isla to nursery and then I start my training. I run, and Gary rides his bike next to me and gives me drinks. Four times a week, I have a cold bath or go for a swim in a lake after training.

12.30pm

I pick up Isla from nursery and we go home and I eat a big lunch of cereal and fruit. Then I have rice and salmon, or toast and peanut butter. I try to eat as soon as possible after training. After lunch, I play with my daughter.

2pm

I have a nap in the afternoon, and Gary usually takes Isla out while I sleep. When I wake up, I have a drink and a snack while Isla has milk. I eat a lot during the day, especially bananas and dark chocolate.

5pm

I go running again. In total, I run about 145 miles every week. I write about all my runs in my training journal. I record everything, including how I feel and what the weather is like. I train hard every other day, go on an extra long run every four days and rest every eighth day.

7pm

In the evening, I do my exercises. These keep me strong during long runs. Isla likes to climb on me while I stretch. Gary gives Isla her tea and cooks mine while I finish my exercises. Then I finish cooking dinner while Gary gives Isla her bath.

7.30pm

Gary and I eat our dinner. I have red meat four times a week with rice, pasta or potatoes, and lots of vegetables. We also eat a lot of stir-fries, because they're quick and healthy.

8pm

We put Isla to bed and relax. I check my emails and watch TV or chat with Gary. I love police and hospital dramas!

10.30pm

Time for bed. As I brush my teeth, I stand on one leg and then the other. This keeps my legs strong. I enjoy reading, but I haven't read much since Isla was born.

Apoyo visual

<<https://www.youtube.com/embed/HwLkbtVJ7Tw>>

<<https://www.youtube.com/embed/HwLkbtVJ7Tw>>

<https://www.youtube.com/embed/HwLkbtVJ7Tw> <<https://www.youtube.com/embed/HwLkbtVJ7Tw>>

Guess the word

Observe las letras, identifique y rellene las palabras que faltan.

5 ✓ 0 ✗ 0 🔄 0

🎤 00:00 📄 🔄



Pulse aquí para jugar

Escriba la palabra correcta y pulse en Responder. Si duda, pulse en Seguir.

1.1 Vocabulary: Routines, housework, after-school activities and free time activities

Personal Daily Routines

wake up

get up

take a shower

brush teeth

shave

get dressed

put on makeup

brush hair

comb hair

have a bath

have a shower

make breakfast

have breakfast

have breakfast

have lunch

have dinner

brush my teeth

go to work

go home

go to school

go to bed

sleep

Household chores

wash the dishes

dust the furniture

vacuum the floor

mop the floor

fold the laundry

clean the toilet

do the gardening

wash the car

walk the dog

do the ironing

sweep the floor

do the laundry

do the cooking

clean the windows

set the table

take out the trash

water the plants

feed the pets

do the shopping

mow the lawn

After school activities

have lessons

read a book

play computer games

draw pictures

do exercises

go online

surf on the internet

chat on the internet

spend time with friends

do homework

listen to music

ride a bicycle

drive a car

watch TV

drink water

walk the dog

feed the fish

do housework

Free time activities

fishing

painting

riding a horse

playing the guitar

hiking

singing songs

reading books

cycling

listening to music

climbing

watching TV

taking photos

dancing

cooking

gardening

doing puzzles

skiing

running

travelling

doing ballet

walking

flying a kite

swimming

playing tennis

doing origami

riding a motorbike

playing the piano

playing video games

playing chess

doing shopping

sailing

playing with friends

1.2 Grammar: Simple present, adverbs of frequency and prepositions of time

Simple Present

We use the **Simple Present** for habits or actions that happen regularly.

For example: I **watch** TV every day. She **plays** tennis at the weekend.

Spelling Rules	Examples				
<ul style="list-style-type: none"> most verbs take -s 	<table> <tr> <td>I speak</td> <td>I like</td> </tr> <tr> <td>he speaks</td> <td>he likes</td> </tr> </table>	I speak	I like	he speaks	he likes
I speak	I like				
he speaks	he likes				
<ul style="list-style-type: none"> verbs ending in -ss, -sh, -ch, -x, -o take -es 	<table> <tr> <td>I watch</td> <td>I go</td> </tr> <tr> <td>she watches</td> <td>she goes</td> </tr> </table>	I watch	I go	she watches	she goes
I watch	I go				
she watches	she goes				
<ul style="list-style-type: none"> verbs ending in a consonant +-y, drop the -y and take -ies 	<table> <tr> <td>I study</td> <td>I play</td> </tr> <tr> <td>he studies</td> <td>but she plays</td> </tr> </table>	I study	I play	he studies	but she plays
I study	I play				
he studies	but she plays				

AFFIRMATIVE FORM

I sleep
 You sleep
 He sleeps
 She sleeps
 It sleeps
 We sleep
 You sleep
 They sleep

NEGATIVE FORM (Full Forms)

I do not sleep
 You do not sleep
 He does not sleep
 She does not sleep
 It does not sleep
 We do not sleep
 You do not sleep
 They sleep

NEGATIVE A FORM (Short Forms)

I don't sleep
 You don't sleep
 He doesn't sleep
 She doesn't sleep
 It doesn't sleep
 We don't sleep
 You don't sleep

		They don't sleep
INTERROGATIVE FORM	Short Answers	
Do I sleep?	Yes, I do.	No, I don't.
Do you sleep?	Yes, you do.	No, you don't.
Does he sleep?	Yes, he does.	No, he doesn't.
Does she sleep?	Yes, she does.	No, she doesn't.
Does it sleep?	Yes, it does.	No, it doesn't.
Do we sleep?	Yes, we do.	No, we don't.
Do you sleep?	Yes, you do.	No, you don't.
Do they sleep?	Yes, they do.	No, they don't.

NOTE:

No -s in the 3rd person singular after **does/doesn't**.

NOTE:

We use **WHEN** to ask about time (when somethings happens).

For example:

When do you sleep? Every day after my favourite programme.

Adverbs of Frequency

10%					0%
always	usually	often	sometimes	hardly ever	never

We use adverbs of frequency to talk about how often we do something.

We place them:

- **before** the main verb. For example: She **usually starts** work at nine. I sometimes watch TV in the evening.
- **before** the main verb in questions. Do you **always feel** happy in the morning? Does she **sometimes eat** bananas?
- **after** the verb to be. For example: She **is often** very tired. My parents **are never** angry with me.

Note:

We can only use always, usually and often in negative sentences:

I **don't always** take a shower at night.

We **don't usually** have breakfast.

He **doesn't often** go to work by bus.

QUESTIONS WITH HOW

- We use **how** to ask about the way of doing something and about the way a person feels:

How do you go to work? (by bus)

How do you feel in the morning? (tired)

- We use **How often** to ask about the frequency of activities:

How often do you go to the movies? (once a week)

Prepositions of Time

we use at :	hours: at 8:00 holidays: at Christmas at night, at noon, at the weekend
We use on :	

days: on Monday

dates: on May 6th

months: in August

seasons: in the winter

years: in 1992

in the morning, in the afternoon, in the evening

We use **in:**

We use **from...to** and **until:**

duration of time: from Monday to Friday, until 5:00 on Saturdays

1.3 Activities

My daily routine

Read and complete the text

My name's Amanda, and I 25 years old. I live Mexico but I'm German. I live with my boyfriend and we are very happy. I work in a bank and I love my job.

Monday Friday, my day starts very early. I get up 6:00 and I have a 10 -minute shower. , I get dressed and comb my hair. 07:00 a.m I have breakfast, I have coffee and cereal. , I put on my make up and go to work. 10:00 a.m., I have a snack and 12:00 I have lunch the office with my colleagues. They wonderful people who have a good sense of humor, and they are good friends too. 3:30 I have a snack again, I have some tea and biscuits.

Monday, Tuesday and Wednesday I go to the gym after work. When I get home, I have a shower again, I prepare dinner and I watch TV for a while. I like to go to bed as soon as possible, around 9:30. Thursday different because I don't go to the gym. I go out with my boyfriend every Thursday. We go to the cinema or we go out for dinner and to have a drink.

My boyfriend's name is Daniel, he 30 years old, and he's an architect. He likes cooking he doesn't like cleaning the house we share the housework. His family is from Spain. He has two brothers and no sisters. We have been a couple for six years. we have been living together for two years.

Friday night I go out with my friends, we go to a bar sometimes we meet at a friend's house I can't be home late I have to get up early Saturday to clean the house. the weekend, I visit my parents and I often visit my grandparents, too.

Check

Show Feedback

Read carefully the options

Busy day

Read and complete the text

Lucy is an athlete, and she at 4:30 am every weekday morning. She spends the first 30 minutes reading and then 15 minutes meditating. At 5:15 am Janet for only 30 minutes and then goes for her first run of the day. She runs for an hour and a half along the lake near her house. After running, Janet and then , which is usually cereal and fruit. However, she occasionally has a less healthy breakfast.

She usually finishes breakfast at around 8 am. If it is a weekday, she always at 8:20 and goes to training. Her training starts at 9 am, and she needs 30 minutes to drive to the gym. She trains for 3 hours with her team and then goes home for lunch. She always eats a very big and healthy lunch. As soon as she , she has a nap for one hour.

After her nap, she likes to around the lake and look at nature. She sometimes at the lake in the afternoon. In the evening, during the week, she . Most of her friends are athletes too, so they have a lot to talk about.

She typically at 9 pm because she prefers to be awake in the morning than at night. She sometimes listening to music, but she never or reads anything on her tablet. She always makes sure her alarm is set and is almost always asleep by 9:45 pm.

Check

Show Feedback

Read carefully the text

Having a lot of free time

Read and complete the text

I'm almost 20 years old, I finished my first year of university. I'm currently on holiday, and I have a lot of free time. Having free time is nice, the problem is that when you are a student, you never have money. And when you have a lot of free time, but you don't have much money, it can get boring.

Every morning I and I in the afternoons. But I still have a lot of free time. takes me about two hours, including the road time the post-gym shower. And I usually read for one hour. Another activity that I do is . I study history, and I love historical documentaries. I learn a lot from them. I watch documentaries for one and a half hours four five times a week.

those activities are a small part of my day. When I'm not at the gym or reading, I get bored, and I often for hours. I enjoy playing video games, I don't think it's a productive activity. When I play for a long time, I feel bad. I'd like to find more productive activities to do, but it isn't easy. I live in a small town, and there aren't many things to do.

Check

Show Feedback

Read carefully the text

2.1 Using Capital letters, commas, full stops, linking words and transitions to organize your writing

Capital letters

We use capital letters:

- at the beginning of a sentence
- with names
- with Mr/Mrs/ Miss/ Ms
- with cities/countries/nationalities/states
- with school subjects
- with streets/roads/avenues
- with the word I

Use of commas

When writing a description, don't forget to use a comma:

- after an introductory phrase or clause.

For example: According to Wilbur, good friends who write well are not easy to find.

- before and after a parenthetical phrase or clause.

For example: Wilbur, E.B. White's famous pig, laments that it is difficult to find a good friend who writes well.

- to separate two independent clauses linked by a coordinating conjunction (and, but, for, nor or, so, yet).

For example: Charlotte promised Wilbur she will save his life, and she ponders long and hard how to do so.

- to separate items in a series.

For example: The Other animals in the farmyard, the rat, the geese, and the sheep, are amazed at Charlotte's masterful plan to save Wilbur.

- before a quotation when an introductory phrase with a word like say or reply precedes the quotation.
(More on punctuation of quotes)

For example: Wilbur says, "It's not often that someone comes along who is a true friend and a good writer" (White 184).

Full stops

Full stops are an important punctuation mark, without which language would become incomplete and difficult to comprehend.

Write a full stop:

- At the end of a sentence

The main use of full stop is to mark the end of a sentence that is a complete statement. It indicates a long pause before a new or fresh sentence begins. Full stops, primarily, mark the end of a thought. In the absence of full stops, each sentence will run into the next and the reader will have a tough time segregating two or more sentences. This would also create confusion for the reader or speaker.

For example, My name is Carlos and I am a doctor.

She went to the market. She bought many apples and bananas .

- After initials

Full stops also appear after initials of a person, for example, U.S. (United States), U.K. (United Kingdom), W.B. Yeats (William Butler Yeats) and so on.

- After abbreviations

It is a common practice to use full stops or periods to mark abbreviations. For instance, 'Prof.' for professor, a.m. for ante meridian, p.m. for post meridian, etc. for et cetera and so on. Full stops can be used after the first letter of each abbreviated word, for instance, B.B.C. (British Broadcasting Corporation). It can also be used after a selected group of letters from a word, for instance, St. (street), Mr. (Mister).

- At the end of commands

Full stops mark the end of a sentence that is a command, that is, that tells someone to do something. For instance, 'Open the door.' 'Pick up the eraser from the floor.'

- At the end of indirect questions

Full stops are used at the end of sentences that are indirect questions, for instance, 'I wondered why she bunked the class.' 'He asked me why I missed the concert.' In such cases, instead of a question mark, full stops are used.

- In websites

Full stops or periods are also used in website addresses, for instance, 'www.mbarendezvous.com' and so on. Websites will not work if you do not put the full stop at the appropriate places in a website address.

Linking words

We use and to join similar ideas.	Charlie likes reading and watching TV.
we use but to join two opposite ideas.	We like listening to classical music, but we can't play an instrument.
we use or to show that there is a choice or alternative	Do you want to eat cemitas or hamburgers?
we use because to give a reason for something	I went to my hotel room early because I was tired.
We use so as a subordinating conjunction to introduce clauses of result	I got here late. It was a long journey, so I'm really tired now.

Transitions

Transitions are words that organize your writing and speaking, words like **first**, **next**, **then**, **after that**, and **finally**. Using transitions improves your writing and speaking because it organizes your ideas into sections and gives them an order.

- We often use transitions in English when we give instructions, describe a process, or tell stories.

For example: First, I break the eggs. Then, I heat the butter in a pan. Next, I add the eggs. Finally, I eat the omelette with toast.

- We use a comma after "first", "next", "then" and "finally" when they introduce the sentence that describes the action.

For example: First, I will make a cup of tea.

2.2 . Parts of a composition

Basic Points about Writing.

A **composition** is a piece of writing about one central topic. It may consist of one or more paragraphs. If the central topic is broad and needs to be divided into several subtopics. Each of these subtopics should be developed in at least one paragraph. For instance, if you want to discuss types of food, you may want to break your central topic down into four subtopics, meat dairy products, fruits and vegetables, and grains. You might use, then, a separate paragraph for each subtopic. A composition of more than a paragraph usually has an **introduction** and a **conclusion** that are separate paragraphs.

A **paragraph** is a group of related sentences that communicates one **central idea**. A paragraph may be short or long according to the simplicity or complexity of the subject. The first line of a paragraph is indented in most kinds of writing. This means that you must **leave an empty space**, to show the beginning of the paragraph. Make sure that you **capitalize** the first word in each sentence and end each sentence with a **period** (.), question mark (?), or exclamation point (!). If your paragraph is a composition, put your title **at the top of the page**.

A paragraph usually begins with a general statement. We call this general statement the **main idea sentence**. The main idea sentence tells the reader what the paragraph **is about** and limits the kind of information that should be included in a paragraph. The main idea sentence is usually the **first** sentence of the paragraph but **experienced writers** sometimes place it in the middle or at the end of the paragraph.

The **main idea sentence** is followed by **major points** (supporting sentences). The major points are the sentences that **explain the main idea sentence**. They give more information about it. They are expanded with additional details. Ideas in a paragraph are often connected with transitions. **Transitions** show the relationship between these ideas. Transitions include words and phrases such as **first, finally, in addition, for example, and in contrast**. Without transitions, your paragraph will not be read smoothly. Transitions are also used to **connect** paragraphs. The **concluding sentence** is the ending line of the paragraph. It should restate the main idea of the paragraph. A concluding sentence is sometimes used in longer paragraphs to **sum up the ideas presented**. It expresses the same idea as the topic sentence but in different words. It can start with a transition such as **clearly or in conclusion**.

A basic Paragraph

<https://www.youtube.com/embed/mHX54ERtOfk>

Topic Sentence (main sentence)

Supporting sentences (additional information
or examples)

Concluding sentence

2.3 Activities

What does a paragraph look like?

Order the sentences to form a paragraph

After breakfast, I leave home at about eight o'clock and go to school by school bus. ▼

I prefer drinking orange juice. ▲ ▼

I brush my teeth and get dressed. ▲ ▼

Then, I have breakfast with eggs, honey, butter, cheese, olives and tomatoes. ▲ ▼

I have lessons between half past eight in the morning and three o'clock in the afternoon. ▲ ▼

I get up at seven o'clock every morning on weekdays. ▲ ▼

I have lunch with my friends at school at quarter past twelve. ▲

Punctuation Exercise

Choose the sentence with the appropriate use of punctuation

1. All of the people at the school, including the teachers and _____ were glad when summer break came.

- a. students,

- b. students;
- c. students
- d. students:

The comma separates a phrase.

Wrong

Wrong

Wrong

Solution

1. Correct Option
2. Wrong
3. Wrong
4. Wrong

2. They asked what time the department store would open _____

- a. ?
- b. .
- c. ,
- d. ;

Wrong

A period is used to end an indirect question. An indirect question is always a part of a declarative sentence and it does not require an answer.

Wrong

Wrong

Solution

1. Wrong
2. Correct Option
3. Wrong
4. Wrong

3. To _____, Anne was on time for her math class.

- a. everybody's surprise
- b. every body's surprise
- c. everybodys surprise
- d. everybodys' surprise

Possessive pronouns ending in 's' take an apostrophe before the 's': one's; everyone's; somebody's, nobody else's, etc.

Wrong

Wrong

Wrong

Solution

1. Correct Option
2. Wrong
3. Wrong
4. Wrong

Capital letters

Correct the mistakes

1. I have a _____ friend.

- a) Japanese
- b) japanese

Show Feedback

Solution

1. Incorrect
2. Correct

2. The meeting is on _____.

- a) Tuesday, june 8

- b) tuesday, June 8
- c) tuesday, june 8
- d) Tuesday, June 8

Show Feedback

Solution

1. Correct
2. Correct
3. Correct
4. Incorrect

3. He is an _____.

- a) excellent Doctor
- b) Excellent Doctor
- c) excellent doctor
- d) Excellent doctor

Show Feedback

Solution

1. Correct
2. Correct
3. Incorrect
4. Correct

What's first?

Order the paragraphs of this composition

I take a bus to work because I don't like to drive, and I always arrive at my office before 8:00. I'm never late for work. Five o'clock is my favorite time of the day because I finish work and go back home and see my wife and children again. ▼

However, two or three times a week I do exercise in the evening, so I can stay strong and healthy. I think that this is very important! Finally, at about 9:30, I go to bed, read for a while, and then fall asleep. Sure, some people think my daily routine is a little boring – but on weekends and holidays I love to fly airplanes ... for fun! It's my favorite hobby. ▲ ▼

I have two boys, Thomas, who is six years old and Patrick, who is eight. We eat dinner together in our dining room at around 6:00, and after that I hang out with my wife and kids at home. We really enjoy watching our favorite TV programs together. We like to watch shows about travel. ▲ ▼

Some of my friends think I have a boring daily routine, but I like it. I usually get up at about 6:00 or 6:30 in the morning, after my alarm clock wakes me up. First, I brush my teeth and shave and wash my face. Then, I get dressed and go downstairs to have breakfast with my family. I always have coffee, cereal, and lots of fruit. ▲


Check

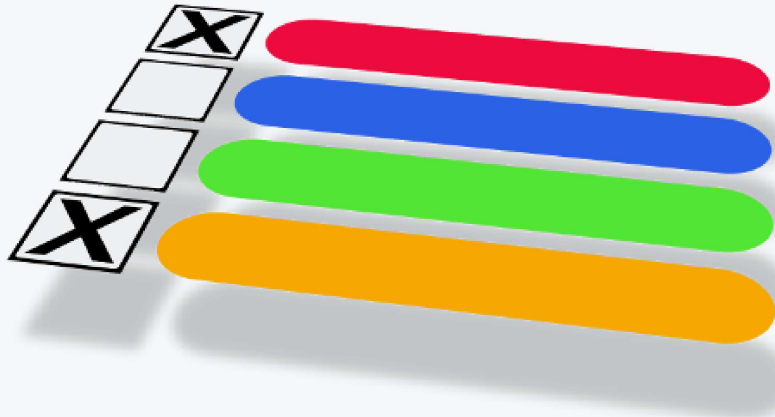
Self-assessment

What do you do every Tuesday?

Select the correct answers and click on the "answer" button

10 ✓ 0 ✗ 0 € 0

00:00  



Pulse aquí para jugar

What's your free time activity?

Look at the letters, identify and fill in the missing words.

10 ✓ 0 ✗ 0 € 0

00:00  







Pulse aquí para jugar

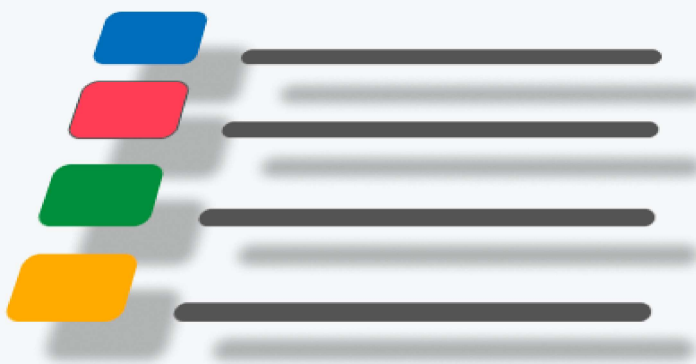
Escriba la palabra correcta y pulse en Responder. Si duda, pulse en Seguir.

Is lunch at dinner?

Choose the correct answer

10 ✓ 0 ✗ 0 € 0

00:00  



Pulse aquí para jugar

What's the verb?

Read the definition, Look at the letter, identify the verb and fill in the missing letters.



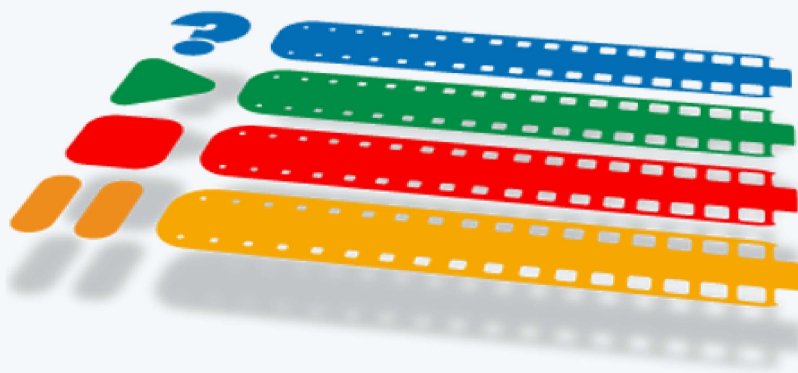
Pulse aquí para empezar



Escriba la palabra correcta y pulse en Responder. Si duda, pulse en Seguir.

What are your chores at home?

Elija la respuesta correcta



Pulse aquí para jugar

If you have free time, This may be useful for you!

<https://bibliotecabuap.elogim.com/auth-meta/login.php?url=https%3a%2f%2fsearch.ebscohost.com%2flogin.aspx%3fdirect%3dtrue%26AuthType%3dip%2ccookie9live!>

- [\(New Window\)](#)

Have a natter

Tell me about yourself

Length 1:00

Grouping Individual Form

Introduce yourself in ENGLISH :

- Mention your name, age, origen, family members, major's name and an opinion about yourself as student
- Record yourself in www.vocaroo.com
- Your recording must be at least **a minute**...

Mostrar retroalimentación

<https://www.youtube.com/embed/7VkEfam7Ypw>

What do you do every Monday?

Length 2:00

Grouping Individual Form

Describe your daily routine for Mondays

- Describe at least 10 activites
- Use sequencers to order your ideas

- Add a comment after each activity. For example: Every Monday, I wake up at 6:00. I have English class at 7:00. Then,
- Mention your personal opinion about your day at the end of your description
- Then, record yourself in www.vocaroo.com

Mostrar retroalimentación

<https://www.youtube.com/embed/zzdz7mDW0eI>

What are your chores at home?

Length 3:00

Grouping Individual Form

Describe how every family member helps at home with the chores:

- Order your ideas according to the family member
- mention at least 4 chores for every one
- Include the chores you do at home
- use the adverbs of frequency
- Mention your opinion about the chores women and men do at home. What do you think about this? is there any difference?
- Record yourself in www.vocaroo.com

Mostrar retroalimentación

<https://www.youtube.com/embed/2Nh2p3a00v8>

What do you do when you get home?

Length 4:00
Grouping Individual Form

Make a video:

- Show at least 10 after school activities for every Tuesday
- describe the activity and why do you do that?
- At the end, say what would you like to change or add in your list of after school activities?
- Remember you must be seen doing the activity

Mostrar retroalimentación

<https://www.youtube.com/embed/V6OgSiPqB00>

 What do you usually do in your free time?

Length 5:00
Grouping Individual Form

Make a video:

- Record yourself doing your favourite free time activity!
- Say how often you do it?
- Describe the equipment or special clothes you need for it
- Mention the place you do it
- List the names of the people you do it with
- Say your opinion about your special free time activity

Mostrar retroalimentación

<https://www.youtube.com/embed/Gib09sIRwOM>

Rubric

Rúbrica para evaluar la exposición oral *Apply*

	4 Excelente	3 Satisfactorio	2 Mejorable	1 Insuficiente
Habla	Habla despacio y con gran claridad. (4)	La mayoría del tiempo, habla despacio y con claridad. (3)	Unas veces habla despacio y con claridad, pero otras se acelera y se le entiende mal. (2)	Habla rápido o se detiene demasiado a la hora de hablar. Además su pronunciación no es buena. (1)
Vocabulario	Usa vocabulario apropiado para la audiencia. Aumenta el vocabulario de la audiencia definiendo las palabras que podrían ser nuevas para ésta. (4)	Usa vocabulario apropiado para la audiencia. Incluye 1-2 palabras que podrían ser nuevas para la mayor parte de la audiencia, pero no las define. (3)	Usa vocabulario apropiado para la audiencia. No incluye vocabulario que podría ser nuevo para la audiencia. (2)	Usa varias (5 o más) palabras o frases que no son entendidas por la audiencia. (1)
Volumen	El volumen es lo suficientemente alto para ser escuchado por todos los miembros de la audiencia a través de toda la presentación. (4)	El volumen es lo suficientemente alto para ser escuchado por todos los miembros de la audiencia al menos 90% del tiempo. (3)	El volumen es lo suficientemente alto para ser escuchado por todos los miembros de la audiencia al menos el 80% del tiempo. (2)	El volumen con frecuencia es muy débil para ser escuchado por todos los miembros de la audiencia. (1)

	4 Excelente	3 Satisfactorio	2 Mejorable	1 Insuficiente
Comprensión	El estudiante puede con precisión contestar casi todas las preguntas planteadas sobre el tema por sus compañeros de clase. (4)	El estudiante puede con precisión contestar la mayoría de las preguntas planteadas sobre el tema por sus compañeros de clase. (3)	El estudiante puede con precisión contestar unas pocas preguntas planteadas sobre el tema por sus compañeros de clase. (2)	El estudiante no puede contestar las preguntas planteadas sobre el tema por sus compañeros de clase. (1)
Postura del cuerpo y contacto visual	A la hora de hablar la postura y el gesto son muy adecuados. Mira a todos los compañeros con total naturalidad. (4)	La mayoría del tiempo la postura y el gesto son adecuados y casi siempre mira a los compañeros mientras habla. (3)	Algunas veces, mantiene la postura y el gesto adecuados, y otras no. En ocasiones mira a sus compañeros. (2)	No mantiene la postura y gesto propios de una exposición oral y, la mayoría de las veces, no mira a sus compañeros. (1)
Contenido	Demuestra un completo entendimiento del tema que expone. (4)	Demuestra un buen entendimiento del tema que expone. (3)	Demuestra un buen entendimiento de partes del tema que expone. (2)	No parece entender muy bien el tema que expone. (1)

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