



Chillán, lunes 18 de mayo de 2020

Ref: Informa actividades Departamento de Inglés /

Señores
Padres y Apoderados III medio
Colegio Alemán de Chillán
Presentes

Estimadas Familias:

Junto con saludarles y esperando se encuentren bien junto a los suyos, informamos que, con motivo de evaluar a nuestros alumnos, realizaremos el trabajo de presentación oral Pecha Kucha y la entrevista PET y FCE para los alumnos de III medio según corresponda en un horario que será informado oportunamente. Es por ello que solicitamos que los alumnos lean las pautas de trabajo y evaluación, así como también revisen sus clases en la plataforma Classroom para que puedan entregar la información requerida.

También es necesario recordarles que todas las semanas se agrega nuevo material de trabajo a la plataforma en donde los alumnos deben completar lo asignado y enviar sus redacciones a los profesores para ser corregidas. Por otro lado, los docentes de inglés están disponibles en horario de consulta para revisión de actividades, responder inquietudes y de ser solicitado, también se explicará algún contenido no entendido.

Se adjunta a esta información las pautas para las dos actividades antes mencionadas.

Sin otro particular, se despide atentamente,

Mayling Toledo Videla
Jefe de Departamento Inglés
Colegio Alemán de Chillán



English Department

Oral Presentation
Pecha Kucha 11th Grade 2020

Objective:

To express yourself orally in English.

To be able to talk about a specific topic using a PPT presentation where you have to refer to each slide information in a specific time.

To learn about **Mysterious Places**.

Format:

For your class 15 slides of 15 seconds are needed. They have to change automatically. There shouldn't be words or numbers in your slides. Gif's or animations are not allowed.

Information required:

1st slide	Introduction greeting, your name, your class, the name of your topic and a short description
2nd to 14th slide	Description important information related to the topic, for example: description of places, people, things, etc. why this topic is important, specific information about it, etc
15th slide	Conclusion why you chose that topic, give your opinion

Class work:

You will be given 2 weeks to find out the information about your presentation and to create your Power Point file. The Power Point file must be sent to both of your teachers before **May 29th, 2020** to maylingtoledo@dschillan.cl, pabloandrades@dschillan.cl.

Evaluation:

You will be evaluated according to the following aspects:

Criteria	Content	Communication of ideas	Pronunciation	Speaks clearly	Time	Power Point Presentation	Class work
1	Uses content which is confusing and at times seems unrelated to overall presentation theme. Little or no evidence is provided during course of presentation.	Rarely attempts to communicate ideas and thoughts	Numerous pronunciation errors during course of presentation with no attempt made at the use of stress and intonation.	The student doesn't speak clearly and is difficult to understand due to many grammar and use of vocabulary errors.	Presentation as a whole is considerably too short in length as indicated by the teacher.	There is no clear plan for the organization of information.	Many requirements and objectives are not identified, evaluated and/or completed.
2	Uses content which is generally related to theme of presentation, though audience needs to make many of the connections for itself, as well as having to accept presentation on face value due to an overall lack of evidence.	Sometimes communicates ideas and thoughts with language and register appropriate for the occasion	Presenter made numerous individual word pronunciation errors with little attempt at the use of stress and intonation to underline meaning.	Only in some parts of the presentation the student speaks clearly and isn't easy to understand due to some grammar and use of vocabulary errors.	Presentation as a whole is considerably too long in length as indicated by the teacher.	Some information is logically sequenced. An occasional card or item of information seems out of place.	All requirements are identified and evaluated but some objectives are not completed.
3	Uses content which is well structured and relevant, although further examples might improve overall	Often communicates ideas and thoughts with	Pronunciation contained some individual word	During most part of the presentation the	Presentation as a whole is a bit long or	Most information is organized in a clear,	All requirements are identified and

	presentation.	language and register appropriate for the occasion.	pronunciation errors. Presenter made a strong attempt at using stress and intonation during the course of the presentation.	student speaks clearly and is easy to understand due to a good grammar and use of vocabulary.	short in length as indicated by the teacher.	logical way. One card or item of information seems out of place.	evaluated but most objectives are not completed.
4	Uses clear and purposeful content with ample examples to support ideas presented during the course of the presentation.	Successfully communicates ideas and thoughts with language and register appropriate for the occasion.	Pronunciation shows a clear understanding of stress and intonation with few basic errors in pronunciation at the level of individual words.	During the whole presentation the student speaks clearly and is easy to understand using a very good grammar and vocabulary.	Presentation as a whole is of appropriate length as indicated by the teacher.	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	All requirements and objectives are identified, evaluated and completed.



English Department

Interview

B2 First Assessment Scales

Objective:

To test your ability to communicate effectively in face to face situations.

Format:

The Speaking test has four parts and you take it together with another candidate for around 15 minutes.

There are two examiners. One of the examiners talks to you and the other examiner listens.

Part 1 (Interview)	Conversation with the examiner. The examiner asks questions and you may have to give information about your interests, studies, career, etc.	2 minutes
Part 2 (Long turn)	The examiner gives you two photographs and asks you to talk about them. You have to speak for 1 minute without interruption and the interlocutor then asks the other candidate to comment on your photographs for about 30 seconds. The other candidate receives a different set of photographs and you have to listen and comment when they have finished speaking. The question you have to answer about your photographs is written at the top of the page to remind you what you should talk about.	1 minute per candidate
Part 3 (Collaborative task)	Conversation with the other candidate. The examiner gives you some material and a task to do. You have to talk with the other candidate and make a decision.	3 minutes (a 2-minute discussion followed by a 1-minute decision-making task)
Part 4 (Discussion)	Further discussion with the other candidate, guided by questions from the examiner, about the topics or issues raised in the task in Part 3.	4 minutes


Assessment:

The students will be evaluated according to the following aspects:

The interlocutor awards a mark for the performance as a whole, using the Global Achievement scale.

The assessor awards marks for four individual criteria:

- Grammar and Vocabulary
- Discourse Management
- Pronunciation
- Interactive Communication.

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> • Shows a good degree of control of a range of simple and some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics. 	<ul style="list-style-type: none"> • Produces extended stretches of language with very little hesitation. • Contributions are relevant and there is a clear organisation of ideas. • Uses a range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> • Is intelligible. • Intonation is appropriate. • Sentence and word stress is accurately placed. • Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> • Initiates and responds appropriately, linking contributions to those of other speakers. • Maintains and develops the interaction and negotiates towards an outcome.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	<ul style="list-style-type: none"> • Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics. 	<ul style="list-style-type: none"> • Produces extended stretches of language despite some hesitation. • Contributions are relevant and there is very little repetition. • Uses a range of cohesive devices. 	<ul style="list-style-type: none"> • Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> • Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	 <ul style="list-style-type: none"> • Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> • Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, despite some repetition. • Uses basic cohesive devices. 	<ul style="list-style-type: none"> • Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> • Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
0	Interview <i>Performance below Band 1.</i>			

B1 Preliminary Assessment Scales

Objective:

To tests your ability to communicate effectively in face to face situations.

Format:

The Speaking test has four parts and you take it together with another candidate for around 12 minutes.

There are two examiners. One of the examiners talks to you and the other examiner listens.

Part 1 (Interview)	Respond to questions, giving factual or personal information.	2 minutes
Part 2 (Extended turn)	Describe one colour photograph, talking for about 1 minute.	3 minutes
Part 3 (Discussion)	Make and respond to suggestions, discuss alternatives and negotiate agreement.	4 minutes
Part 4 (General conversation)	Discuss likes, dislikes, experiences, opinions, habits, etc.	3 minutes

Assessment:

The students will be evaluated according to the following aspects:

The interlocutor awards a mark for the performance as a whole, using the Global Achievement scale.

The assessor awards marks for four individual criteria:

- Grammar and Vocabulary
- Discourse Management
- Pronunciation
- Interactive Communication.

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> • Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics. 	<ul style="list-style-type: none"> • Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices. 	<ul style="list-style-type: none"> • Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> • Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	<ul style="list-style-type: none"> • Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics. 	<ul style="list-style-type: none"> • Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices. 	<ul style="list-style-type: none"> • Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> • Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	<ul style="list-style-type: none"> • Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics. 	<ul style="list-style-type: none"> • Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic. 	<ul style="list-style-type: none"> • Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> • Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	<i>Performance below Band 1.</i>			