

EDUCACIÓN MEDIA SUPERIOR

Intercultural
ENGLISH Communication

purposes

Workbook 1

To Be, or Not to Be, That Is the Question

ENGLISH



SPEAKING

Express your ideas with confidence.



LISTENING

Understand words and real messages.



READING

Explore diverse texts and cultures.



WRITING

Create clear and meaningful texts.

I
A1



Dalia Mendoza Herrera

ENGLISH

**Learn.
Communicate.
Connect.**

*Real English for
Real Life*

Intercultural
ENGLISH Communication

Methodology

DALIA

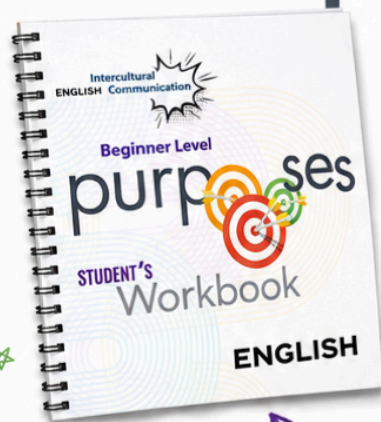
EDUCATIONAL MATERIALS

purposes

STUDENT'S
Workbook

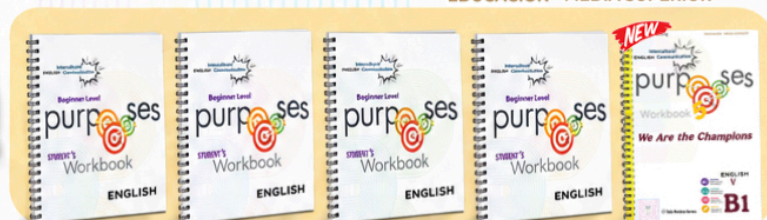
ENGLISH

EDUCACIÓN MEDIA SUPERIOR



5 LEVELS

From **A1**
to **B1**



1 A1

*To Be, or
Not to Be...*

2 A1+

*These Are a Few
of My Favorite
Things*

3 A2

*What We Were,
We Share*

4 A2+

*Should I Stay
or Should I Go?*

5 B1

*We Are the
Champions*

SKILLS FOR YOUR JOURNEY

✓ Step-by-step purpose

SPEAKING

LISTENING

READING

WRITING

WHAT MAKES PURPOSES UNIQUE?



Communicative
approach



Learner-centered
activities



Intercultural
perspective



Collaborative
learning

Builds confidence
step by step



**JOIN
THE JOURNEY!**

NEW

Methodology

DALIA

purposes
SERIES

*“Your goals.
Your voice.
Your future.”*

OUR purpose

purposes

More than a workbook,
it's your path to
communicate,
learn and succeed.



¡PLANEACIONES DIDÁCTICAS PARA EDUCACIÓN MEDIA SUPERIOR 2026-2027! ✨📚

¿Necesitas planeaciones completas y actualizadas?
Nosotros te apoyamos *solicita más información inbox/* 📞



Dalia Mendoza Herrera

✓ Currículum Fundamental

- 1.º y 3.er Semestre: Propósitos Formativos
- 5.º Semestre: Progresiones de Aprendizaje

📖 Elaboramos planeaciones para las siguientes áreas:

- ◆ Lengua y Comunicación
- ◆ Pensamiento Matemático
- ◆ Ciencias Naturales, Experimentales y Tecnología
- ◆ Ciencias Sociales
- ◆ Conciencia Histórica
- ◆ Pensamiento Filosófico y Humanidades
- ◆ Cultura Digital

📦 Incluye:

- ✓ Planeaciones didácticas completas
- ✓ Adaptación a tu formato institucional y requerimientos específicos
- ✓ Rúbricas de evaluación
- ✓ Organización por parcial o semestre completo
- ✓ Material elaborado con calidad y responsabilidad académica
- ✓ Banco de Reactivos por Módulo



Costos:

\$700 MXN Semestre completo



Tiempos de elaboración
Semestre completo: 5 días hábiles

METODOLOGIA DgL• IA 🧠 Imagino ›
Escribo ›Diseño-Enfoque Intercultural
& La IAº y YO



Contacto: 333 561 77 97

English Proficiency Levels**According to the CEFR and Cambridge English Scale**

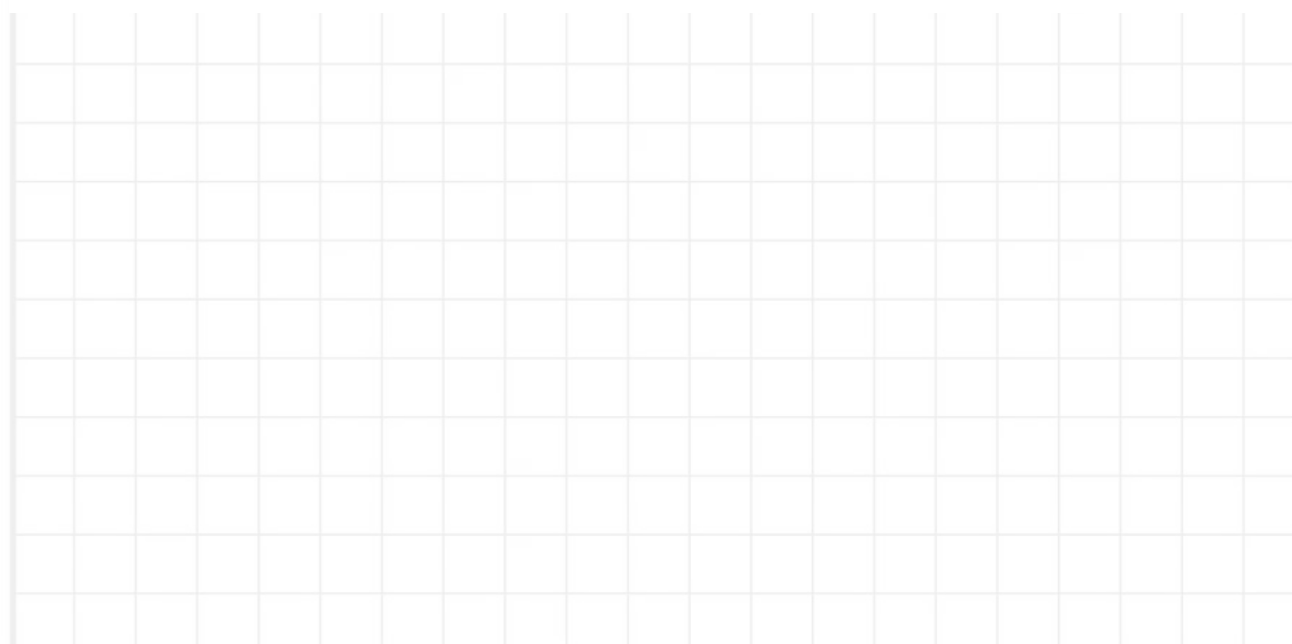
The English proficiency levels established by the Common European Framework of Reference (CEFR) and the Cambridge English Scale are organized progressively from basic to advanced levels.

At the **A1 level**: *"To Be, or Not to be, That Is the Question"*. Through eight learning purposes, learners introduce themselves and others in social and cultural contexts, follow classroom instructions, identify and describe objects and spaces, request and provide personal information, ask simple questions, describe people and environments, express likes and simple opinions, and indicate possession clearly and respectfully. This level promotes initial interaction with the language through a functional, situated, and inclusive approach. **Language Content:** • **Verb To Be (personal information) + (this, that, these, those) + A, An + use of There is/are + possession structures & whose + imperatives + wh- questions + prepositions of time and place + Use of favorite and prefer + Gerund Verbs.** **Vocabulary:** • *Related to personal information (name, age, nationality), numbers (cardinal and ordinal), countries and nationalities, and formal and informal greetings. Vocabulary associated with classroom objects and materials, common verbs for school activities (open, close, read, listen), and useful expressions for interaction. Additionally, learners acquire words to describe physical characteristics, colors, sizes, furniture, and everyday objects, as well as vocabulary related to professions, places in the community, school subjects, daily activities, hobbies, and basic materials.*

Contents

(A1)

Learning purposes	Language Content	Page
1 Introduces oneself and introduces other people in various social and cultural contexts (greet and shares basic information with respect and inclusion).	Verb <i>to be</i> (affirmative form) Personal pronouns Nouns: common and proper; singular and plural Personal information (name, age, nationality) Cardinal and ordinal numbers Countries, nationalities Formal and informal greetings	7
2 Follows directions and participates in basic interactions within the classroom (asks for permission, clarifies doubts, and responds to instructions).	Imperatives (affirmative and negative forms) Common classroom instructions and materials Frequent verbs for school activities (open, close, read, listen) Useful expressions for classroom interaction (How do you say... in English?; May I go to the bathroom?; Can you repeat that, please?)	23
3. Identifies and describes everyday objects and spaces at home or school (recognizes features such as shape, color, and size).	Common adjectives Demonstratives (this, that, these, those) Definite and indefinite articles (the, a, an) Classroom and home objects Furniture Colors and sizes	34



		Page
4 Requests and provides basic personal information in school and community contexts (name, age, nationality, telephone, address, email).	Verb to be (interrogative and negative forms) Closed questions (yes/no) Possessive adjectives (my, your, his, etc.) Telephone numbers and addresses Alphabet and basic spelling (to clarify name and last name, and provide email address) Common professions in context (teacher, doctor, cook, driver, etc.) and school vocabulary	46
5 Asks simple questions to obtain general information (location, schedules).	Open questions with <i>wh-</i> (what, where, when, who, how) Verb to be (review of the interrogative form) Word order in questions Prepositions of time (in, on, at) Years, days, and months Hours and times of the day Places in the community school subjects	57
6 Describes people, clothing, and weather in everyday contexts, respecting diversity (identification and location within the environment)	There is/are Prepositions of place (in, on, under) Physical characteristics (tall, short, etc.) Local places (park, school, hospital, etc.) Rooms of the house Everyday objects	68
7 Expresses simple tastes and opinions in everyday situations (talks about preferences and reasons in an empathetic manner).	Review of open questions with <i>wh-</i> (what, where, when, who, how, why) Use of favorite in simple sentences and use of prefer (My favorite color is blue; I prefer coffee.) Verb-ing (gerund) Basic intensifiers (very) Adjectives (big/small, hot/cold) Common activities and events (party, study, etc.) Hobbies Conjunctions: because, and, so (to answer and provide reasons)	74
8 Expresses belonging in a clear and respectful manner (asks and answers about possession using the genitive and possessive pronouns).	Possessive pronouns (mine, yours, his, hers) Saxon genitive ('s) with proper nouns in singular (It's María's) Questions with whose (Whose pencil is this?) Personal and school objects Colors and materials Simple phrases to indicate belonging (It's Ana's; It's mine)	88

FiRST

Partial

© copyright
all rights reserved

Hw

Weekly Deliverable Product
Learning Purpose 1



SPEAKING

Express your ideas
with confidence.



LISTENING

Understand words
and real messages.



READING

Explore diverse
texts and cultures.



WRITING

Create clear and
meaningful texts.

Student's name

Teacher's name

Mother / Father's name



ENGLISH 1

A1

Module I:
Who Are You?

Learning Purpose 1. 1 Introduces oneself and introduces other people in various social and cultural contexts (greet and shares basic information with respect and inclusion).

Educational Goal

Verb to be (affirmative form). Personal pronouns. Nouns: common and proper; singular and plural. Personal information (name, age, nationality) Cardinal and ordinal numbers. Countries, nationalities. Formal and informal greetings.

Title

Educational Content

English I (A1)

To Be, or Not to



FIRST ENGLISH 1 A1 ACTIVITY —

Level A1 · Reading + Vocabulary Practice



Time: 15 min



Welcome to English 1

 **Objective:** Identify greetings, personal information, countries, nationalities, and classroom vocabulary in a contextualized reading about the first English class.

1. Read the text carefully and complete each blank with the correct word from the Answer Box. Write only ONE word in each space and use the context of the reading to identify the correct answer. Finally, answer the reflection questions.



Answer Box

semester	countries	Mexican	communities	journey
-----------------	------------------	----------------	--------------------	----------------

Activity



READING
Explore diverse
texts and cultures.

Hello students! Welcome to English 1. My name is Mrs. López and I am your English teacher this semester. We are very happy to have you in this classroom. This is your first _____ (1) at preparatoria, and this course is an opportunity to learn, communicate, and express your ideas in English.

In our class, students from different _____ (2) and communities work together with respect and inclusion. Some students are from Michoacán, Oaxaca, and Guerrero. Others speak Spanish and indigenous languages at home.

Topic: _____

Today is: _____

purposes

A1

English is important because it helps us communicate with people from different _____

(3) around the world.

Today, we introduce ourselves and learn basic greetings. For example: "Hello!", "Good morning!", and "Nice to meet you." My name is Ana and I am _____ (4). I am

15 years old. My friend Carlos is from Mexico too. He likes music and sports. We are excited to begin this new _____ (5) together.

Vocabulary Support

Word	Meaning
semester	semestre
countries	países
communities	comunidades
Mexican	mexicano/a
journey	experiencia / camino

Activity



Reflection Questions



WRITING

Create clear and meaningful texts.

1. What greeting do you use most often?

2. Why is English important for students today?

3. What do you expect from this English course?

STEP 1 · OPENING — OBSERVE

Diagnostic Assessment

LEARNING OBJECTIVE

Students understand basic greetings and personal information in English through an intercultural reading about the Independence of Mexico, recognizing identity, inclusion, and cultural diversity in different social contexts.

Learning Purpose 1

Introduces oneself and introduces other people in various social and cultural contexts

(greet and shares basic information with respect and inclusion).



RESPECT



INCLUSION



CULTURE



COMMUNICATION



Activity · KNOWLEDGE ACTIVATION “Voices of Independence”



MEXICAN
INDEPENDENCE DAY



MEXICAN
YOUTH



CULTURAL
DIVERSITY



TRADITIONAL
CELEBRATIONS



INDIGENOUS
COMMUNITIES



STUDENTS FROM
DIFFERENT REGIONS

ENGLISH WORDS WE ALREADY KNOW

GREETINGS

- Hello
- Hi
- Good morning
- Good afternoon
- Good evening
- Nice to meet you
- Bye
- See you
- Thank you

COUNTRIES

- Mexico
- USA
- Canada
- England
- Japan
- France
- Brazil
- China
- Italy
- Spain

NAMES

- Ana
- Carlos
- Maria
- Juan
- Luis
- Sofia
- David
- Daniela
- Jose
- Emily

NATIONALITIES

- Mexican
- American
- Canadian
- English
- Japanese
- Brazilian
- French
- Chinese
- Italian
- Spanish

SCHOOL

- school
- teacher
- student
- class
- book
- notebook
- pencil
- pen
- desk
- homework

CULTURE

- culture
- music
- dance
- food
- tradition
- language
- history
- art
- festival
- celebration

WRITING

Create clear and meaningful texts.

· LISTENING + CULTURAL ACTIVATION

Activity



LISTENING

Understand words
and real messages.

Time: 30 min

Students observe the images, listen carefully, participate orally, identify key vocabulary related to greetings, countries, nationalities, school, and culture, and *write at least 30 new English words* below.

DIAGNOSTIC Strategy:



BRAINSTORMING Activity



Students create a collective vocabulary bank with at least **30 new words**.

EXAMPLE VOCABULARY:

- culture
- independence
- community
- tradition
- music



WRITING

Create clear and
meaningful texts.

VOCABULARY: IDENTITY & COMMUNITY

GREETINGS

COUNTRIES

NATIONALITIES

SCHOOL

CULTURE

Activity CONTEXTUALIZED LISTENING

Time: 30 min

Listen and read carefully to the intercultural text. Circle the greetings, underline the proper nouns, identify countries and nationalities, write 5 words you already know, and write 5 new words in your workbook.

 INTERCULTURAL READING
YOUTH NEWS
Vol. 15 | No. 9

CULTURE • EDUCATION • COMMUNITY

May 24, 2024
Friday Edition

YOUNG VOICES OF MEXICO

PARAGRAPH 1

Every September, students in Mexico celebrate Independence Day with music, traditional clothes, and cultural activities. In a high school in Michoacán, students prepare a cultural exhibition about Mexican history and identity. María is a student from Pátzcuaro. She is 16 years old and she is Mexican. Her friend Daniel is from Oaxaca. He is proud of his Zapotec culture and traditions.



PARAGRAPH 2

During the event, students introduce themselves in English to visitors from different countries. María says: "Hello! My name is María Hernández. I am Mexican and I love traditional dance." Daniel says: "Good morning. I am Daniel Martínez. I am from Oaxaca and I like music and history." Other students wear traditional clothes and share food, stories, and art from their communities.



PARAGRAPH 3

The teacher explains that Mexico is a multicultural country with many languages and traditions. Some students speak Spanish, Purépecha, Náhuatl, or Mixtec at home. In class, students learn that English can help them communicate with people from other countries while respecting their own identity and culture.



PARAGRAPH 4

At the end of the celebration, students sing together and present posters about heroes of the Independence of Mexico. They also write simple sentences in English using greetings, names, ages, and nationalities. The activity helps students understand that language is not only grammar; it is also culture, respect, identity, and communication.



DID YOU KNOW?

Mexico has 68 indigenous languages and many beautiful traditions!

“Language is the bridge that connects cultures and people.”

FOCUS SKILLS

- ✓ Identify greetings
- ✓ Underline proper nouns
- ✓ Recognize countries and nationalities



WRITING

Create clear and meaningful texts.

Activity

INTERCULTURAL REFLECTION



SPEAKING

Express your ideas
with confidence.

Time: 15 min

Students answer orally. Answer the following questions orally with your classmates and teacher. Then complete the sentences in your workbook using your personal information.



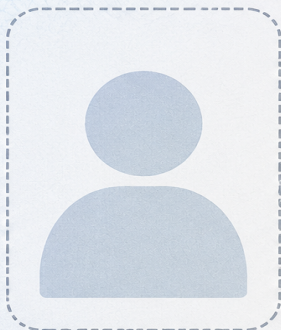
Oral Questions

- | | |
|---|--|
| <ul style="list-style-type: none"> • What is your name? • How old are you? • Where are you from? • What nationality are you? • What traditions do you like? • What languages do you speak? • What is your favorite cultural celebration? | <ul style="list-style-type: none"> • Who is your best friend? • Is your school big or small? • Why is Mexican culture important? • What greeting do you use every day? • Who is your English teacher? |
|---|--|



Activity

WORKBOOK WRITING ACTIVITY



Hello!

My name is _____.



I am _____ years old.



I am from _____.



I am _____.



My favorite tradition is _____.



My favorite celebration is _____.



My school is _____.



My English teacher is _____.



Nice to meet you!



READING
Explore diverse
texts and cultures.

Cognitive Strategies:
Cognitive strategies help students
process, organize, and retain
information.
For example:
underlining important ideas
and vocabulary, and creating
summaries to identify the
main ideas of a text.

STEP 2 · DEVELOPMENT — CREATE

Formative Assessment

Reading + Writing Activities + Grammar PURPOSES → 50 min

EXERCISES · GREETINGS AND PERSONAL INFORMATION

Exercise 1. Complete the conversations with the correct greeting or expression from the **Answer Box**. Use the context, time, and situation to choose the best answer.

Hi	Hello	Good morning	Good afternoon	Good evening
Nice to meet you too		How's it going?		How are you?

- It is 7:00 a.m. at school.
A: _____!
B: Fine, thanks. How about you?
- Two classmates meet for the first time.
A: Nice to meet you.
B: _____.
- It is 2:30 p.m. in the cafeteria.
A: _____!
B: Pretty good, thanks.
- Two friends meet at the sports area.
A: _____?
B: I'm good!
- It is 8:00 p.m. during the cultural festival.
A: _____
everyone!
B: Welcome to the event.
- A student introduces himself to the teacher.
A: Hello. My name is Daniel Pérez.
B: _____.
- It is 11:00 a.m. in English class.
A: _____,
students.
B: Good morning, teacher.

 **Exercise 2** · Choose the Correct Verb
Underline the correct option.

1. I am / is Mexican.

2. She is / are 16 years old.

3. We are / am classmates.

4. He is / am from Oaxaca.

5. They are / is students.

6. You are / am my friend.

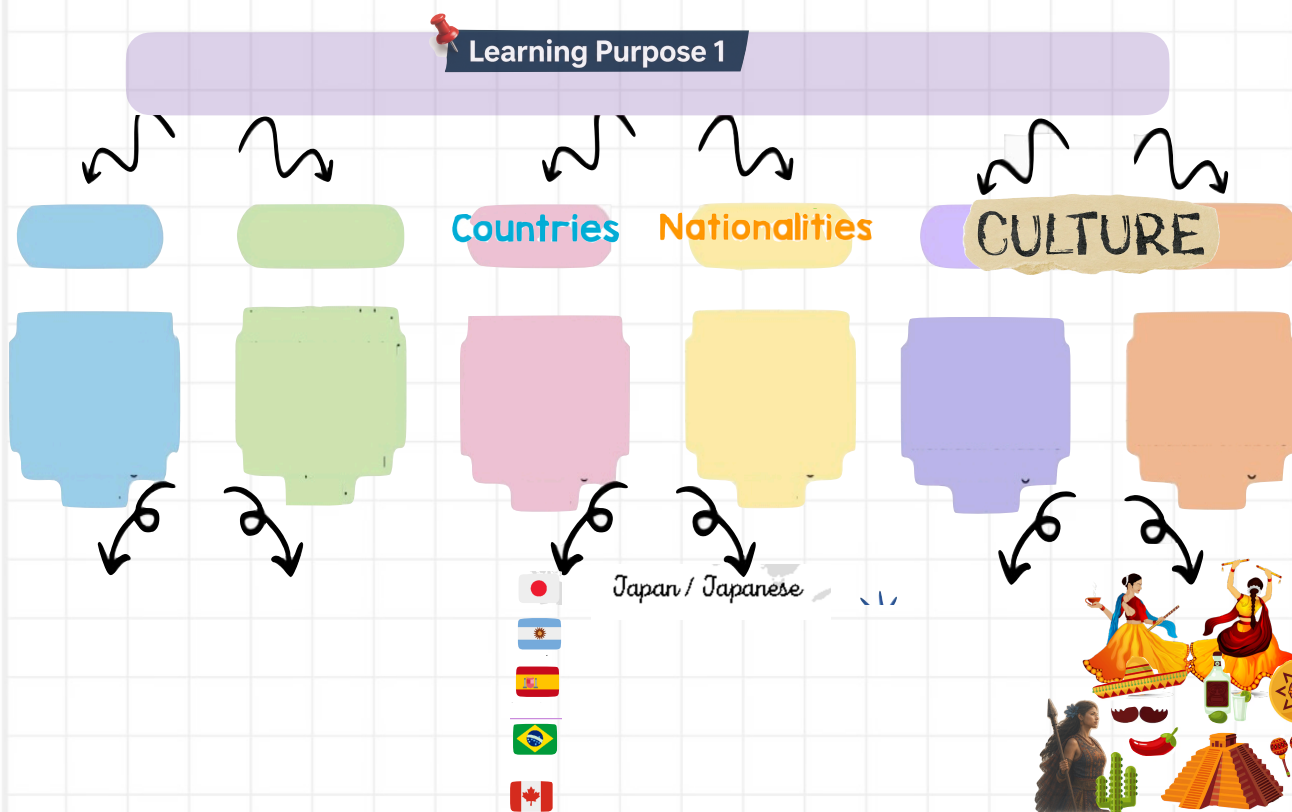
7. It is / are a cultural celebration.

 **Exercise 3** · Countries and Nationalities

The Concept Map

Create a concept map using:

- personal information, greetings, countries, nationalities, culture. Include at least:
- 5 countries, 5 nationalities, 3 greetings.



 **Exercise 4 · Vocabulary Identification True or False**

Write: T = True or F = False

1. "Good morning" is a formal greeting. _____
2. Mexico is a nationality. _____
3. "Hello" is a greeting. _____
4. "Student" is a common noun. _____
5. "Mexican" is a nationality. _____
6. "Good night" is commonly used to introduce yourself. _____
7. "Michoacán" is a proper noun. _____

Exercise 5 · Introduce Other People

Complete the information about another person.

Information	Answer
Name	_____
Age	_____
Country	_____
Nationality	_____
Favorite tradition	_____

Exercise 6 · Singular and Plural Nouns

Complete the sentences using personal pronouns.

1. _____ am Mexican.
2. _____ is my teacher.
3. _____ are classmates.
4. _____ is from Pátzcuaro.
5. _____ are students from Mexico.

6. _____ are my friends.
7. _____ is a cultural legend.
8. _____ am 15 years old.



Exercise 7 · Complete the Sentences

Complete the sentences with information about your context.

1. My school is _____.
2. My community is _____.
3. My favorite tradition is _____.
4. My culture is _____.
5. My favorite celebration is _____.
6. My classmates are _____.
7. English is _____ for my future.



Exercise 8 · Intercultural Reflection

Answer the questions.

1. Why is culture important?
2. Why is English important today?
3. What traditions do you like?
4. Why is it important to respect different cultures?

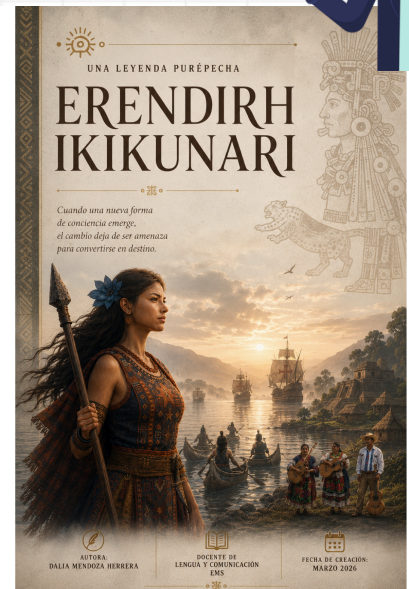


 Exercise 9 · Introducing *Erendirh Ikikunari*

Read the following introduction about *Erendirh Ikikunari*. Then write a short paragraph introducing the character using greetings, personal pronouns, nationality, and descriptive words.

Erendirh Ikikunari is a legendary *Purépecha* character connected to identity, courage, culture, and tradition. The story takes place in ancient Michoacán during a period of important historical and cultural transformation. In the text, Erendirh represents strength, *intelligence*, and the connection between community, history, and ancestral knowledge.

The reading also explores the importance of traditions, languages, and cultural identity in Mexican communities. Through this legend, students can reflect on the value of intercultural communication and respect for indigenous cultures while practicing English vocabulary related to greetings, personal information, nationalities, and descriptive expressions.



 I want to introduce the legend of *Erendirh Ikikunari*.

Hello! This is _____. She is _____.
 _____ She is brave and _____
 She represents culture, identity, and _____.

 Exercise 10· Reading Comprehension**Erendirh Ikikunari**

Read the text about *Erendirh Ikikunari* and answer the questions.



READING
Explore diverse
texts and cultures.



WRITING
Create clear and
meaningful texts.

1. Who is Erendirh Ikikunari?

2. What culture does Erendirh represent?

3. Where does the story take place?

4. What characteristics describe Erendirh Ikikunari?

5. Why is cultural identity important in the story?

 Exercise 11 · Proper and Common Nouns

Read the text about *Erendirh Ikikunari* and write:

Proper Nouns	Common Nouns

TO BE

GRAMMAR
purposes

1 | OBSERVE

Look at the examples.

EXAMPLE	MEANING	USE
I am Dalia.		talking about me
You are Carlos.		talking to one person
He is Mexican.		talking about him
She is 15 years old.		talking about her
It is my notebook.		talking about things
We are students.		talking about us
They are from Brazil.		talking about them

2 | DISCOVER

Find the pattern.

PRONOUN	TO BE (AFFIRMATIVE)
I	am
You	are
He	is
She	is
It	is
We	are
They	are

RULE

The verb
to be
changes
according to
the pronoun.

Remember: I **am** (I'm) You **are** (You're) He **is** (He's) She **is** (She's)
It **is** (It's) We **are** (We're) They **are** (They're)

3 | PRACTICE

Complete the sentences with am, is or are.

- I _____ a student.
- You _____ my friend.
- He _____ from Canada.
- She _____ my teacher.
- It _____ a pen.
- We _____ in the same class.
- They _____ very nice.

TIP!

am → I
is → he, she, it
are → you, we, they

GRAMMAR IN REAL LIFE

At School

- A: Good morning!
B: Good morning!
A: What's your name?
B: My name is Ana.
A: How old are you?
B: I am 16.
A: Where are you from?
B: I am from Mexico.
A: Nice to meet you!
B: Nice to meet you too!

Useful Expressions

Formal

- Good morning.
- Good afternoon.
- Nice to meet you.
- How do you do?

Informal

- Hi!
- Hello!
- What's up?
- Nice to meet you!

VOCABULARY: IDENTITY & COMMUNITY

GREETINGS	COUNTRIES	NATIONALITIES	SCHOOL	CULTURE
• Hello • Hi • Good morning • Good afternoon • Good evening • Nice to meet you • See you • Thank you • Bye • Excuse me • You're welcome	• Mexico • USA • Canada • England • Japan • France • Brazil • China • Italy • Spain • Korea	• Mexican • American • Canadian • English • Japanese • Brazilian • French • Chinese • Italian • Spanish • Korean	• school • teacher • student • class • book • notebook • pencil • pen • desk • homework	• culture • music • food • tradition • language • history • art • festival • celebration

4 | CREATE

Write your information.



My name is _____.

I am _____ years old.

I am from _____.

I am _____ (nationality).

Nice to meet you! 😊

What
is
IA?

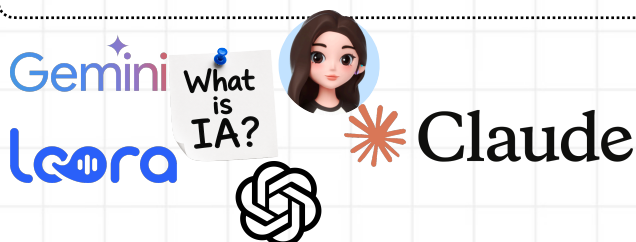
WHAT IS A
PROMPT?

ASK IA



Practice English with Artificial Intelligence

Objective: Use Artificial Intelligence as a learning partner to practice introducing yourself in English and improve your communication skills.



WHAT IS A PROMPT?

Prompt is an instruction that a user provides to an AI tool in order to perform a task. The quality and precision of the prompt determine the relevance and accuracy of the generated response, while an ambiguous or poorly written prompt can lead to incorrect or irrelevant answers.

STEP 1 — READ THE PROMPT

Copy and paste the following prompt into your favorite AI tool.

Prompt: 🖱️

["Act as my classmate] [practice English with me at an A1 level. I am a high school student aged 15–17] [The topic is 'Introducing Myself.' Help me practice introducing myself and introducing others using the verb *to be* (affirmative), personal pronouns, countries and nationalities, greetings, and personal information]

STEP 2 — INTERACT

Have a conversation with the AI. Try to answer each question using complete sentences.

STEP 3 — IMPROVE YOUR ANSWERS

Ask the AI: "Can you improve my answers and explain my mistakes?"

Read the corrections carefully and write down three new expressions you learned.

STEP 4 — CREATE

Write a short self-introduction (5–6 sentences).

STEP 5 — REFLECT

After practicing with AI, answer:

How did AI help you learn English today?

I CAN...



Introduce myself in English.



Use the verb *to be* correctly.



Ask for and give basic information.



Interact respectfully.

Reflect:





Topic: _____

Today is: _____

purposes

Weekly Deliverable Product
Learning Purpose 1

A1

STEP 3 · CLOSING — INTERACT**Assessment:** Final / Summative Assessment · Teacher Evaluation**INTERACT (Speaking + Writing) → 50 min + Class Feedback and Reflection → 10 min****AI Practice Evidence**

Practice your presentation several times with the support of an AI tool. Use the feedback to improve your grammar, vocabulary, and pronunciation. Submit screenshots of your AI interactions, the corrections received, and your final improved presentation as evidence of your learning process.

My Intercultural Presentation: Who Am I and Where Do I Come From?

Prepare an oral and written presentation of 8–10 sentences introducing yourself and sharing an aspect of your cultural identity. Include a greeting, your name, age, country, nationality, and school information. Also describe a favorite local tradition or cultural celebration, mention one value you admire in Eréndira Ikikunari, and explain why your culture is important to you. Use the vocabulary and structures learned in Learning Purpose 1 to demonstrate your ability to communicate personal and cultural information in English.

Reflection Questions

1. What new words or expressions did you learn in Learning Purpose 1?
2. How can English help you communicate with people from other cultures?
3. What did you learn about your own culture through the story of Eréndira Ikikunari?
4. Which activity helped you improve your English the most?

ASSESSMENT RUBRIC “My Intercultural Presentation”

Criteria	Excellent	Developing	Beginning
Personal Information	Includes all required personal information accurately.	Includes most information with minor errors.	Information is incomplete or contains many errors.
Use of Verb To Be	Uses <i>am</i> , <i>is</i> , and <i>are</i> correctly throughout the presentation.	Uses the verb correctly most of the time.	Frequent errors interfere with understanding.
Vocabulary	Uses appropriate vocabulary related to identity, school, and culture.	Uses limited but understandable vocabulary.	Vocabulary is very limited or frequently incorrect.
Cultural Connection	Clearly connects personal identity with the reflection on Eréndira Ikikunari.	Makes a partial connection to culture or the reading.	Does not connect the presentation to culture or the reading.
Pronunciation and Fluency	Speaks clearly, confidently, and fluently.	Some hesitation or pronunciation difficulties.	Frequent pauses make communication difficult.
AI Practice Evidence	Submits complete evidence of AI practice and improvement.	Submits partial evidence.	Does not submit evidence.

Learning Purpose 2. Follows directions and participates in basic interactions within the classroom (asks for permission, clarifies doubts, and responds to instructions).

Educational Goal

Imperatives (affirmative and negative forms). Common classroom instructions and materials. Frequent verbs for school activities (open, close, read, listen). Useful expressions for classroom interaction (How do you say... in English?; May I go to the bathroom?; Can you repeat that, please?)

TMA

Educational Content

