

“Hit the road” and Sure! “I’ll do it”

TASK (project) 1 (Units 5-6)

Aim:

- Describe plans using the future with **be going to** and **will**.
- Give travel advice using **modals** for **necessity** and **suggestion**.
- Make requests and give excuses using **two-part verbs** and modals **can, could, would and would mind**.

GROUP WORK

Written and Oral PRODUCTION

Turn it in by September 27th, 2018

Plan and prepare

You just won a free 30-day trip around the world and \$10,000 dlls. Choose a country or countries you’ll be visiting.

All team members present:

- a vacation **PLAN** (trip)
- **GUIDELINES** for travelers
- **SCENES** (role-play) from moments in the trip.

Write down the plan, the guidelines for travelers and the conversations in a Power Point file and in a Word file. Up load the Power Point in the Escuela en Red platform activity and print out your Word file. Print the instructions and evaluation rubrics (pages 1-3), too and place them in a plastic protector or folder. Each student has to upload, print and turn in, since the task composes part of your portfolio. In case the video file is too heavy, send to mezmarie@mail.com

- ✓ **Step 1. Discuss the following questions so as to plan a vacation trip. Use *be going to* and *will*.**

1. Have you made any plans?	8. How will you get from place to place?
2. How are you going to spend. . . ?	9. How long will you stay in each place? / For how long will you...?
3. Where are you going to go?	10. How much do things cost?
4. What are you going to do there?	11. What are the accommodations like?
5. When will you leave and return?	12. What activities will there be available?
6. Which direction will you go (east, west, north or south)?	13. Will there be entertainment/ nightlife?
7. Where will you choose to stop? Why?	

Describe your plans with images and **recorded audio of your voice**, to create the Power point slides.

- ✓ **Step 2. Discuss these topics so as to give travel advice. Use modals for *necessity* and *suggestion*.**

Shopping, packing, documents, money, reservations, vaccinations What do you need to do before traveling abroad? (Elicit modals for describing necessity.) What are some things you should get or do before taking a trip? (Elicit modals for giving suggestions.) What things <i>should you do or/ and shouldn't</i> you do during the trip?

Research in the internet 10 things you *should, ought to, had better, must, have to and need to* do there. (e.g., You shouldn't eat on the street. You'd better buy . . .).

Make and **write a list of 10 guidelines for travelers**. Include images to explain the rules. Add it to the Power Point presentation.

✓ **Step 3. You had a few complaints.**

Imagine you already did the trip and so, you have spent 30 days together. Prepare a conversation to act out some of those moments.

Video record yourselves making and responding to requests. Up load the video in the Escuela en Red platform activity.

Use *two-part verbs* and modals *can, could, would and would mind*.

A person complains	A: Would you mind turning down the TV volume?
B person apologizes	B: Oh, I'm sorry. I didn't realize it bothered you.

Different ways to apologize

Give an excuse	"I'm sorry. I didn't realize..."
Admit a mistake	"I forgot I left it there."
Make an offer	"I'll take it out right now."
Make a promise	"I promise I'll.../ I'll make sure to..."

***INTEGRATE IN TO YOUR SPEECH, NEW VOCABULARY FROM THE Language summary LISTS (BELOW).**

GRADING CRITERIA

Speaking will be graded as:

Did the student apply the new functions? (Appropriate)	0	.5	1	1.5	2
Did the student apply the new vocabulary? (Complete)	0	.5	1	1.5	2
Was the student Fluent?	0	.5	1	1.5	2
Was the student Intelligible? (Clear voice)	0	.5	1	1.5	2
Did the student apply the new structures? (Accurate)	0	.5	1	1.5	2
total					

Written work will be graded as:

Did the student apply the new functions? (Appropriate)	1	2	3	4	5
Did the student apply the new structures? (Accurate)	1	2	3	4	5
Did the student apply the new vocabulary? (Complete)	1	2	3	4	5
The written work is neat, complete and understandable?	1	2	3	4	5
total					

Units 5-6 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can . . .

Understand descriptions of people's plans (Ex. 1)

Discuss vacation plans (Ex. 2)

Give travel advice (Ex. 2)

Make and respond to requests (Ex. 3, 4)

Apologize and give excuses (Ex. 3, 4)

Very well

OK

A little

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FICHA DE AUTOEVALUACIÓN

INDICADORES	SIEMPRE	A VECES	CASI NUNCA
Muestro interés al realizar mis tareas			
Planifico y realizo mis tareas con anticipación			
Presento mis tareas a tiempo			
Me esfuerzo por superar mis errores			
Participo activamente en clases			
Organizo y lidero el equipo de trabajo			
Me preocupo por superar mis calificaciones			
Me preparo y leo antes de entrar a clases			
Consulto frecuentemente mis dudas al profesor			
Reviso y estudio el tema de la clase anterior.			

Escoge a 5 compañeras y completa la siguiente evaluación

FICHA DE COEVALUACIÓN

INDICADORES					
Respeto la opinión de sus compañeros					
Ayuda a sus compañeros cuando se lo solicitan					
Respeto al docente y a sus compañeros					
Cuida y preserva su aula					
Llega puntualmente a clase					
Fomenta la integración del grupo					
Identifica sus logros personales y grupales					
Emite juicios valorativos correctos acerca de responsabilidad compromiso y libertad					

Reflexión:

Organize your ideas. First draft:

Plans	Possible plans	Necessities	Advice	Complaints	Apologies

Unit 5 Language Summary

Expressions

<p><i>Talking about possible plans</i> I guess I'll Maybe I'll I think I'll I probably won't</p>		<p><i>Describing necessity</i> You must/You need to/You (don't) have to <i>Giving suggestions</i> You'd better/You ought to/You should/You shouldn't</p>			
<p><i>Nouns</i> <i>Activities</i> bike tour camping cruise eat at stalls (on the street) hang out hula rafting sightseeing sing-along stargazing surfing take the train</p>	<p><i>Other</i> accommodations ATM card brochure camper carry-on bag catamaran condition copy credit card cruise danger document double room first-aid kit health identification lodge luggage</p>	<p>medication money belt opportunity plane ticket reindeer rental safety sandals single room specialty stall sub-zero suitcase surfboard swimsuit tap tour vaccination visa wildlife</p>	<p><i>Adjectives</i> beachfront checked excited foreign necessary pleasant round-trip whole</p>	<p><i>Verbs</i> Modals had better must ought to should <i>Other</i> avoid bring back carry check out discover hang out pick (someone) up rent sunbathe</p>	<p><i>Adverbs</i> by myself fairly in advance right away</p>

Unit 6 Language Summary

Expressions

<p><u><i>Making and agreeing/objecting to a request</i></u> Please. . . / . . . , please. In a minute. OK. No problem! Oh, but. . . . All right. I'll. . . . Can/Could you. . . ? Sure, no problem. I'd be glad to. Would you please. . . ? OK. I'll. . . . Would you mind. . . ? Sorry. I'll. . . right away.</p>		<p><u><i>Giving an excuse</i></u> I'm sorry. I didn't realize. . .</p>	<p><u><i>Admitting a mistake</i></u> I'm sorry. I forgot. You're right. /I was wrong.</p>	
		<p><u><i>Making an offer</i></u> I'll. . . right away. Feel free to . . .</p>	<p><u><i>Making a promise</i></u> I promise I'll. . . / I'll make sure to. . . .</p>	
<p><i>Nouns</i> chore expense groceries</p>	<p><i>Adjectives</i> clumsy embarrassed loud</p>	<p><i>Verbs</i> Two-part verbs clean up drive (someone) crazy</p>	<p><i>Other</i> admit apologize bother</p>	<p><i>Adverbs</i> almost as soon as quietly</p>

<p> guest laptop magazine mess noise parking space staff stranger survey trash </p>	<p> (un)reasonable Sure Tasty </p>	<p> go through hang up keep (something) clean let (something or someone) out look after make sure pick up (after yourself) put away take off take out throw out turn down turn off turn on </p>	<p> criticize gain (weight) lend lock make mind promise realize refuse respect text </p>	<p>sincerely</p>
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