**ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR**

**ENGLISH A2.2**

**UNIT 5 PROJECT**

**MY PRACTICE JOURNEY**

**Aim:** To use the present continuous and going to to talk about future plans.

**FATIMA NUNCIO MORENO 29**

**PREPARATION ACTIVITIES:**

1. Complete the sentences using the *present continuous*.

**Example.** I *am sending* (send) the project tomorrow.

We are flying (fly) to Paris on Tuesday evening.

I am not staying (not/stay) at home on Saturday.

I am visiting (visit) my grandmother tomorrow morning

You are playing (play) football next weekend.

Steve is heaving (have) his birthday party next Friday.

Are they is having (have) a meeting on Thursday? Yes, they are.

Are Sue going to (go) on holidays in July? No, she am not.

Are you eating (eat) tacos next weekend? Yes, I am.

1. Complete the sentences using *be + going to + verb.*

**Example.** I *am going to send* (send) the project tomorrow.

I am going to doing (do) my homework.

My Friends am going to coming (come) to Saltillo next weekend.

 Are going to your teacher buying (buy) a car?

My parents going to traveling (travel) next month.

We are going to making (make) the beds in the afternoon.

We are the children going to playing (play) in the park this afternoon?

**DEVELOPMENT ACTIVITIES:**

1. Complete the chart writing three activities you have planned for the first week of your practice journey. Write about what you or your students are going to do on each day.

Look at the example.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Example******DAY 1*** | **DAY 1****MONDAY** | **DAY 2****TUESDAY** | **DAY 3****WEDNESDAY** | **DAY 4****THURSDAY** | **DAY 5****FRIDAY** |
| *Sing a song* | Greet and roll call with the name of an animal with the initial of the name | Play number roulette | Hand out and display pictures of various objects | Comment and discuss the use of informational texts | Do an exercise routine to wake up |
| *Paint a picture* | Record the findings with the rainbow experiment | Engage in number counting | Colorize the pictures | Draw a picture of your favorite pet | Explain how we feel today |
| *Read a story* | Discuss their conclusions as a group | Fill and compete the activities in the graphic material | Write what it is for, how it is used, care and comment on your ideas | Write down qualities of the Little animal, explain and expose its achievements | Mold our emotion with plasticine |

1. Write a paragraph describing what you’re going to do with your children on each day. There are some useful expressions you may use.

**Example.** On Monday we are going to sing a song in the morning, *then* children are going to paint a picture, and *finally* I’m going to read a story about the school.

Every day first I will tell them a bedtime story, then in the morning they will make their bed, then have breakfast and brush their teeth, and finally they will go to school until i finally pick them up an eat together.

**PRODUCTS:**

1. Upload the **document with the preparation activities** to Escuela en Red.
2. Make a video where you talk about your plans for the first week of your practice journey. You must include at least three activities per day and some pictures. YOU MUST APPEAR IN THE VIDEO.
3. Upload your video to your Google Drive or Youtube and **paste the link in this document**

**LINK DEL VIDEO:** [**https://www.youtube.com/watch?v=k9qoc1BPNvs**](https://www.youtube.com/watch?v=k9qoc1BPNvs)

**RUBRIC**

|  |  |  |  |
| --- | --- | --- | --- |
| **DESCRIPTORS** | **1****POINT** | **2 PTS.** | **3 PTS.** |
| **COMPLETION OF THE ACTIVITIES**  |
| The sentences in the previous exercises were completed following the directions. |  |  |  |
| The chart was completed with at least three activities per day. |  |  |  |
| The paragraph includes all the activities from the chart. |  |  |  |
| The video was uploaded and the student appears on it talking about her plans for the practice journey. |  |  |  |
| The document was uploaded to Escuela en Red on time. |  |  |  |
| **GRAMMAR AND VOCABULARY** |
| The student talks about the future using the present continuous. |  |  |  |
| The student talks about the future using be+going to. |  |  |  |
| The student uses time expressions and sequence words. |  |  |  |
| **SPEAKING PERFORMANCE** |
| Fluency |  |  |  |
| Intonation |  |  |  |
| Pronunciation |  |  |  |