**ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR**

**ENGLISH A2.2**

**UNIT 5 PROJECT**

**MY PRACTICE JOURNEY**

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

plans.

**PREPARATION ACTIVITIES:**

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

**Example.** I *am sending* (send) theprojecttomorrow.

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

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

I ***visiting*** (visit) my grand mother tomorrow morning

You ***playing*** (play) football next weekend.

Steve ***having*** (have) his birthday party next Friday.

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

***Is*** Sue ***going*** (go) on holidays in July? No, she **is**.

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

1. Complete thesentencesusing*be+going to + verb.*

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

I ***am*** ***doing*** (do) my homework.

My Friends ***coming*** (come) to Saltillo next weekend.

***Is*** your teacher ***buying*** (buy) a car?

My parents ***traveling*** (travel) next month.

We ***are making*** (make) the beds in the afternoon.

***Is*** the children ***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 one ach 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* | Relate text holders with image | Coloring animals | Answer questions | Watch a video | Paste images |
| *Paint a picture* | Find your name in the room | Cut figures | Listen to a story | Write the name | Recognize the numbers |
| *Read a story* | Play the lotery | Make paper balls | draw what you like | Dance | Tell |

1. Write a paragraph describing what you’re going to do with your children one ach day. There are some use ful expressions you may use.}

On Monday morning and Wednesday we are going to dance to a song, then we are going to stick pictures of living beings and natural elements and at the end of the day we are going top lay the lottery.

On Tuesday and Thursday first we are going to dance a song, then they are going to color some fish and finally they will count them and put them in a fish tank.

**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.

**PRODUCTS:**

1. Uploadthe**documentwiththepreparationactivities** 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://drive.google.com/file/d/1vVNZyNukADx6aiO17toHFBZqs0\_5tpu3/view?usp=drivesdk**](https://drive.google.com/file/d/1vVNZyNukADx6aiO17toHFBZqs0_5tpu3/view?usp=drivesdk)

**RUBRIC**

|  |  |  |  |
| --- | --- | --- | --- |
| **DESCRIPTORS** | **1****POINT** | **2 PTS.** | **3 PTS.** |
| **COMPLETION OF THE ACTIVITIES**  |
| Thesentences in thepreviousexerciseswerecompletedfollowingthedirections. |  |  |  |
| The chart wascompletedwith at leastthreeactivities per day. |  |  |  |
| Theparagraphincludesalltheactivitiesfromthe chart. |  |  |  |
| The video wasuploaded and thestudentappearsonittalkingaboutherplansforthepracticejourney. |  |  |  |
| Thedocumentwasuploaded to Escuela en Red on time. |  |  |  |
| **GRAMMAR AND VOCABULARY** |
| Thestudenttalksaboutthefutureusingthepresentcontinuous. |  |  |  |
| Thestudenttalksaboutthefutureusingbe+going to. |  |  |  |
| Thestudent uses time expressions and sequencewords. |  |  |  |
| **SPEAKING PERFORMANCE** |
| Fluency |  |  |  |
| Intonation |  |  |  |
| Pronunciation |  |  |  |