**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.

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

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

I \_am going to do\_ (do) my homework.

My Friends \_are going to come\_ (come) to Saltillo next weekend.

\_Are\_ your teacher \_going to buy\_ (buy) a car?

My parents \_are going to travel\_ (travel) next month.

We \_are going to make\_ (make) the beds in the afternoon.

\_Is\_ the children \_are going to play\_ (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* | Describe a movie | Describe a movie | Describe a movie | Describe a movie | Describe a movie |
| *Paint a picture* | Produce popcorn | Produce popcorn | Produce popcorn | Produce popcorn | Produce popcorn |
| *Read a story* | Find the treasure | Find the treasure | Find the treasure | Find the treasure | Find the treasure |

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.

From Monday to Friday the same activities are repeated

* first they will make a poster with tickets for a movie and they will give a synopsis of it
* Then they will make popcorn with plasticine in a certain time and at the last they will count how many popcorn they managed to produce
* At the end they will find in pairs the lost treasure in the playground

Link del vídeo

<https://youtu.be/Fu62wk01z90>

**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.**

**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 |  |  |  |