**ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR**

**ENGLISH A2.2**

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**UNIT 5 PROJECT**

**MY PRACTICE JOURNEY**

**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) 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 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 do\_\_ (do) my homework.

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

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

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

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

\_Is\_ the children \_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* | Read a book. | See a video. | Make a food. | Write your name. | Make a drawing. |
| *Paint a picture* | Paint a hand. | Exhibit your work. | Talk of the family. | Play soccer. | Play lotería. |
| *Read a story* | Make a picture frame. | Dance a song. | Count apples. | Read a book. | See a movie. |

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.

On Monday we are a Reading a book to start, then children are painting a hand, and finally they are making a picture frame. On Tuesday first the childrens are going to see a video, next they are exhibing your work and lastly we are a dancing a song. On Wednesday we are going to make a food in the morning, later they are talking of the family, and finally the childrens are counting apples. On Thursday the childrens are going to writing yours name in the beginning, then they are playing soccerwith your sports teacher, and at last we are reading a book. On Friday first the childrens are going to make a drawing, next we are playing lotería, and finally they are see a movie.

**LINK:**

[**https://www.youtube.com/watch?v=ivq\_qX-DO1I**](https://www.youtube.com/watch?v=ivq_qX-DO1I)

**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**

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| --- | --- | --- | --- |
| **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 |  |  |  |