

# ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR



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**COURSE:** ENGLISH B1. OPENING NEW GLOBAL PERSPECTIVES

## LEARNING UNIT 2 EVIDENCE

### "Request Video Project"

#### COMPETENCES OF THE GRADUATION PROFILE

Uses critical thinking and creativity to solve problems.

Uses language to establish harmonious and responsible relationships when exercising citizenship.

Reflects on one's own learning process to act consciously in communicative exchanges.

**SALTILLO, COAHUILA**

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# LEARNING UNIT 2 EVIDENCE

## Request Video Project

**Objective:** To practice using modals for making requests in a real-life context and create a video demonstrating these requests.

### Materials Needed:

- Video recording equipment (e.g., smartphones, cameras, or tablets).
- Access to video editing software or apps (if available).
- Whiteboard and markers.
- Information about two-part verbs, modals for requests and expressions to respond to requests and apologize. (notes in your notebook, book and workbook pages)

## Instructions

### Preparation activities:

- a. Start by discussing the importance of making polite and effective requests in various real-life situations.
- b. Introduce the concept of modal verbs and how they can be used to make requests.
- c. Provide examples of sentences using modal verbs for requests.
- d. Complete the requests with the correct word in parentheses.
  1. Turn down (down / up / on) the music. I'm trying to study.
  2. Turn on (down / off / on) the TV. I'd like to watch the news.
  3. Hang up (over / down / up) your clothes. They're on the floor.
  4. Please let the cat out (away / out / off). He needs some exercise.
  5. Clean up (up / away / off) your room. It's a mess!
  6. Pick up (up / down / over) your socks. They're on the floor.
  7. Take out (in / out / off) the garbage. The wastebasket is full.
  8. Take away (away / out / off) your coat. It's warm in here.
  9. Put away (away / off / on) the groceries. They're in the kitchen.
  10. Turn on (on / off / out) the lights. I can't see a thing!

e. Make conversations using the requests from above and the expressions in the box. Your partner responds.

Can you . . . ?  
Could you . . . ?  
Would you please . . . ?  
Would you mind . . . ?



**EXAMPLE:**

A: Could you turn down the music? I'm trying to study.

B: Of course. I didn't realize it was so loud.

1. A. Could you turn down the music? I'm trying to study.  
B. Of course. I didn't realize it was so loud.
2. A. Can you turn on the TV? I'd like to watch the news.  
B. Yes, I'll turn it on.
3. A. Would you mind hanging up your clothes? They're on the floor.  
B. Of course, I'll hang them up.
4. A. Would you please let the cat out? He needs some exercise.  
B. I can't right now, sorry.
5. A. Can you clean up your room? It's a mess!  
B. I'm sorry, but I'm busy.
6. A. Could you pick up your socks? They're on the floor.  
B. Sorry, I forgot I left them there.
7. A. Would you please take out the garbage? The wastebasket is full.  
B. Sure, I'll take it out when I arrive home.
8. A. Would you mind taking away your coat? It's warm in here.  
B. Sure, no problem. I'd be glad to.
9. A. Could you put away the groceries? They're in the kitchen.  
B. Oh, all right. I'll put them away right now.
10. A. Can you turn on the lights? I can't see a thing!  
B. No problem. I'll do it.

**Write your conversations here.**

## **Development:**

a. Brainstorm and **write down a list of scenarios** in which you might need to make requests (creativity and variety).

**1. School**

**2. Restaurant**

**3. Airport**

**4. House**

**5. Cafeteria**

b. Choose a scenario from the list, and come up with a short dialogue or scene that includes requests with two part verbs and modal verbs.

**Scenario:** School

c. Plan your video scenes, write scripts, and decide on roles.

**Scene 1:** Welcome to school

**Roles:** Dulce (teacher), Perla (student), Natalia (student)

**Script for scene 1:**

**Dulce:** Good morning and welcome to our first class.

**Perla:** Hello teacher, my name is Perla

**Dulce:** Would you mind not using your phone in class?

**Natalia:** Sorry, I had to talk to my mom.

**Dulce:** Sure, no problem.

**Scene 2:** Giving a class

**Roles:** Dulce (teacher), Perla (student), Natalia (student)

**Script for scene 2:**

**Dulce:** Today we are going to talk about the music

**Perla:** Teacher, would you please turn on the air conditioner? The classroom is very hot.

**Dulce:** Sure, no problema. I'd be glad to.

**Natalia:** And would you mind speaking more quietly?

**Dulce:** Sorry, I didn't realize that. Now we can continue with the class.

**Scene 3:** Homework

**Roles:** Dulce (teacher), Perla (student), Natalia (student)

**Script for scene 3:**

**Perla:** Teacher could you please send us the presentation?

**Dulce:** Of course, actually you need to do a summary about the presentation

**Natalia:** Perla, can you help me with my homework?

**Perla:** I'm really sorry, but I'm busy.

d. Record your video scenes, remember to use clear pronunciation, appropriate tone, and body language during recording.

e. Edit your video and upload it to YouTube or your drive.

**Write the link to your video here:** <https://youtu.be/t2oAiHGxiJA?si=KwOWfzKnG58hbH19>

**Presentation:**

a. On Thursday 16th, each team present their video to the class.

b. After each video, discuss about the use of modals, the effectiveness of the request, and any areas for improvement.

c. Complete the self-evaluation and the co-evaluation in Escuela en Red, and write your reflective note.

## RUBRIC

Criteria	Excellent (5)	Good (4)	Average (3)	Needs improvement (2)	Not delivered
<b>Content and creativity</b>	Exceptional creativity and originality in the request scenario.	Good creativity and originality in the request scenario.	Adequate creativity and originality in the request scenario.	Limited creativity and originality in the request scenario.	
<b>Use of grammar structures (two-part verbs and modals)</b>	Perfect use of modals and two-part verbs in requests, showing a deep understanding of their meaning.	Correct use of modals and two-part verbs in most requests, demonstrating a good understanding of their meaning.	Adequate use of modals and two-part verbs in some requests, with a basic understanding of their meaning.	Limited or inconsistent use of modals and two-part verbs in requests, indicating a limited understanding of their meaning.	
<b>Role-play Performance</b>	Exceptional performance in role-play scenarios. Role-play is realistic and engaging.	Good performance in role-play scenarios. Role-play is mostly realistic and engaging.	Adequate performance in role-play scenarios. Role-play may lack some realism and engagement.	Limited performance in role-play scenarios. Role-play lacks realism and engagement.	
<b>Speaking Performance</b>	Extremely clear and effective communication. Speech is well-paced, natural, and easy to understand. Exceptional pronunciation and accent.	Clear and effective communication. Speech is mostly well-paced and understandable. Good pronunciation and accent.	Adequate communication with occasional clarity issues. Speech may be too fast or unclear at times. Adequate pronunciation and accent.	Communication lacks clarity and effectiveness. Speech is often too fast or unclear, affecting comprehension. Pronunciation is often unclear, and the accent is strong, affecting comprehension.	
<b>Overall Presentation</b>	A well-organized and engaging video that fully meets the assignment's requirements.	A well-organized video that mostly meets the assignment's requirements.	An organized video that partially meets the assignment's requirements.	A somewhat organized video that minimally meets the assignment's requirements.	
<b>TOTAL</b>					<b>/25</b>

## REFLECTIVE NOTE

- a. Discuss the strengths and weaknesses of the videos as a class.
- b. Reflect on what you learned from the activity and write a reflective note about the learning outcomes from this project.

**Write your reflective note here.**

Considero que a lo largo de esta unidad logré aprender cosas muy significativas, el contenido y la creatividad fueron buenos, pues se llevó a cabo dentro de un salón como se especificaba en el escenario del escrito, utilizamos la gramática que se nos solicitó, pudimos mantener la conversación un poco más fluida y natural. Algo que considero un área de oportunidad es la calidad del video, en mi caso yo no sé sobre edición, entonces fue algo que se vio afectado en el video al no tener mucha creatividad.