

ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR



STUDENT'S NAME: González Ramos Keren Stephania #10

COURSE: ENGLISH B1. OPENING NEW GLOBAL PERSPECTIVES

LEARNING UNIT 3 EVIDENCE

"Storytelling"

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 3 EVIDENCE

Storytelling

Objective:

- To practice using when and while.
- To practice using the present tenses, the simple past tense and the past continuous to tell stories.

Instructions

Preparation activities:

- Start by **reviewing** the information we practiced in class about grammar structures for the simple past tense, the past continuous and the use of while and when to tell stories.
- Provide examples** of both structures in class and do the **speaking activities** in teams.
- Go** to <https://www.liveworksheets.com/es/w/en/english-second-language-esl/2237625> and **complete** the exercise to practice all the contents addressed in the unit.

10/10

PAST CONTINUOUS vs SIMPLE PAST

COMPLETE THE SENTENCES. USE THE PAST CONTINUOUS FORM OF THE VERBS IN BRACKETS

- My father was cooking (cook) lunch when I **got** home.
- The plane was flying (fly) to Paris when it **crashed**.
- The students were waiting (wait) for the bus when it **started** to rain.
- We were crossing (cross) the street when the traffic lights **turned** red.
- Sue was washing (wash) the dishes when the phone **rang**.
- Mary was slicing (slice) the bread when she **cut** her hand.

CHOOSE THE CORRECT ALTERNATIVE IN EACH SENTENCE.


- Jim **was breaking** / **broke** his leg while he was playing golf.
- She was **surfing/surfed** when the shark attacked her.
- While I **had** / **was taking** a shower, my cell phone rang.
- Anna **was calling** / **called** Judy while she was reading a newspaper.
- Someone **was taking** / **took** Peter's bag while he was making a phone call.
- Maria was walking home when a burglar **was stealing** / **stole** her purse.

PUT THE VERBS IN BRACKETS INTO THE SIMPLE PAST OR PAST CONTINUOUS.

- My father was driving (**drive**) his car when a policeman stopped (stop) him.
- Two boys were playing (play) soccer when the teacher came (come) into the classroom.
- I was running (run) to the park when I heard a terrible noise (hear).
- While Tony was cleaning (clean) the bathroom, his son shouted (shout) in the kitchen.
- My son broke (break) his pencil while he was doing (do) his homework.
- I was waiting (wait) for my friend when the bus arrived (arrive).

CHOOSE THE CORRECT ALTERNATIVE (WHEN - WHILE).

- I had a bad dream WHILE I was sleeping on the sofa.
- Karina was doing her homework when the lights went out.
- I was talking to my husband in the park when two cars crashed behind us.
- You called me last night while I was studying for an important exam.
- My mother found some old photographs while she was cleaning her room.



- d. Write an adverb from the box to complete the sentences. More than one adverb could be correct.

coincidentally	sadly	strangely
fortunately	suddenly	surprisingly
luckily	miraculously	unexpectedly
	unfortunately	

Ex. My sister was driving to school when **suddenly** she got a flat tire.

1. Last weekend my best friend lost her ID while she was shopping, **miraculously** someone found it and gave it to the cashier.
2. My cat was very sick, the vet was checking her vital signs, when, **fortunately**, she got better and started walking and playing.
3. We were having a party when, **unfortunately**, the lights went out.
4. I was dancing at the party when, **surprisingly**, I fell down!
5. My dog and I were alone at home when, **strangely**, he barked to the wall.

Development and presentation activities

- a. Find five pictures of people, places or things in magazines, newspapers or the internet, they should not have anything to do with each other. Paste them in a word document and send them to the student chosen by the teacher.



- b. You must **write a story** connecting the five pictures following the next activities. Be creative and imagine other characters or events that are not in the pictures to make the story more interesting. Remember to use sequence words (first, next, then, last, finally, at the beginning, after that), as well as grammar structures and adverbs for storytelling from the previous exercises.

STEP 1. PLAN

CHARACTERS	SETTING	TIME
<i>Who?</i> <ul style="list-style-type: none"> • Kid • Dog • Cockroach 	<i>Where?</i> <ul style="list-style-type: none"> • Beach 	<i>When?</i> <ul style="list-style-type: none"> • In the afternoon
MAIN PROBLEM	<i>The puppy disappeared.</i>	
SOLUTION	<i>The kid pastes a lot of cartels in the street to find it.</i>	
STORY PLOT		
FIRST	THEN	LAST
The kid was walking with his puppy in the beach.	When the kid stops to read a book whit her mom, the puppy disappeared.	A woman found her puppy.

STEP 2. WRITE

Write a story connecting the five pictures following the next activities. Be creative and imagine other characters or events that are not in the pictures to make the story more interesting. Remember to use sequence words (first, next, then, last, finally, at the beginning, after that), as well as grammar structures and adverbs for storytelling from the previous exercises. **THE STORY MUST HAVE ALL THE PICTURES PROVIDED BY YOUR CLASSMATE AND AT LEAST 150 WORDS.**

FINDING OLIVE

Have you ever felt that fear of losing your pet? Well, this time it happened to Annabell. Annabell is a little kid, who really enjoys singing, dancing, and spending time whit is puppy Olive.

One day, Annabell and her mom decided to go for a walk on the beach with Olive. When they arrived at the beach, they saw how the sun began to hide, leaving a beautiful view of the evening. While Annabell and her mom were resting reading a book, Olive ran out when he saw a cute kitten. When Annabell and her mom were going to leave, they realized that Olive wasn't there. Annabell looked for Olive everywhere and didn't find him.

The days passed and Annabell's family put up posters with Olive photo everywhere so that whoever saw it could take him back home. Annabell felt like the meme of the cockroach crying while eating a hamburger, she felt devastated for not having Olive with her. A week later Annabell was on her way home after school when a lady approached her with Olive in her arms. The kid returned home with Olive and her family was so happy to have the puppy back home.

STEP 3. TELL YOUR STORY

- **Record** yourself reading your story aloud and save the file.
- Upload the audio file to a web platform and paste the link in this space.
- Share your story with your classmates, they will listen to it and make comments about it.

<https://youtu.be/tVoc5-dk1dY>

REFLECTIVE NOTE

a. Reflect on what you learned from the activity and write a reflective note about the learning outcomes from this project. Write about what you are able to do and what you have to practice more.

Write your reflective note here.

Durante la unidad, se abordaron diferentes temas, los cuales nos dieron insumos para la elaboración de este proyecto. Considero que es uno de los temas que mas me costo trabajo entender, pero mediante actividades de speaking, writing, el uso de plataformas digitales y este proyecto de unidad, pude entender un poquito más el propósito de esta unidad y si continuo practicando el uso del when y el while, en un future va a ser más sencillo para mi hacer un uso correcto.

PROJECT RUBRIC

PREPARATION TASKS	WRITING ASSIGNMENT	SPEAKING PERFORMANCE
10%	50%	40%

Rubric – Writing assignment

	0 points	1 point	2 points	3 points
Presentation	Poor first impression. No capital letters. Lack of margins. Poor punctuation.	Some words are crossed out, illegible. Poorly defined margins and paragraphs. Some words are too close together.	Good first impression Capital letters are used. One or two words are crossed out.	Well presented text. Well defined margins. Correct use of paragraphs. Legible hand-writing.
Spelling	Mistakes in every sentence.	Most sentences have a mistake or two.	Most sentences are correct but there are two or three sentences with mistakes.	Most or all words spelled correctly.
Grammatical structures	Incorrect use of grammar. Incorrect word order. Incomplete sentences.	Very limited use of grammar. Mistakes in structures.	Shows awareness of different grammatical structures, although some are used incorrectly.	Correct use of a variety of grammatical structures.
Relevance and coherence	Too many errors in sentence structure make meaning unclear.	Tries to answer the question but misses some important information or includes some irrelevant information.	Makes writing meaningful and easy to read. Meaning is still is clear.	Very easy to understand. Answers the question. Well developed ideas.
Vocabulary	Very limited grade level vocabulary.	Limited variety of grade level vocabulary.	Enough grade level vocabulary to express ideas but range is limited.	Wide range of grade level vocabulary.

Rubric – Speaking performance

CATEGORY	9 to 10	7 to 8	5 to 6	3 to 4	1 to 2
Pronunciation and Articulation	Clear and consistently good pronunciation	Clear pronunciation with occasional errors that do not affect understanding of the passage	Generally clear pronunciation with several errors that are can be heard and affects understanding of the passage	Pronunciation somewhat difficult to understand, with numerous serious errors	Very unclear pronunciation, with most words being mispronounced
Rhythm and Fluency	Fluent reading delivered with appropriate pauses and without hesitations	Smooth delivery with almost no hesitations	Generally smooth delivery with some hesitations	Generally uneven delivery with a number of noticeable hesitations	Very slow and jerky delivery, almost word-by-word pronunciation
Expressiveness	Appropriate variation of pitch and tone. Conveys the information, ideas and feelings in a passage very well	Some variation of appropriate pitch and tone. Conveys the information, ideas and feelings in a passage some of the time	A slight attempt to vary pitch and tone. Conveys the information, ideas and feelings in a passage once in a while	Reads mostly in a monotone. Hardly conveys the information, ideas and feelings in a passage	Reads entirely in a monotone