**TBL PROPOSAL FOR ENGLISH 1 – MODULE 1 and 2 (UNIT 1, 2, 3 AND 6):**

**SCRAPBOOK**

**PROFESSORS:**

**Fanny Vasquez**

**Lina Villamizar**

**Johanna Valencia**

Students are going to share some family stories with their classmates while they use the vocabulary (family, places, and activities) and grammar (past tense, frequency adverbs, modifiers) from units 1, 2, 3 and 6. Besides, they are going to make questions to go deeper into their friends’ stories and have a real conversation time. This way, they use the four communicative skills.

**Pre – task: What is a Scrapbook and why is it important?**

1. Ask students if they know what a scrapbook is, then give them the chance to write key words about it. Then show them what Wikipedia says and compare the answers**.**

Scrapbooking is a method of preserving, presenting, arranging personal and family stories in the form of a book, box, card. Typical memorabilia include photographs, printed media, and artwork. Scrapbook albums are often decorated and frequently contain extensive journaling. Scrapbooking started in the United Kingdom in the nineteenth century but is now primarily a United States phenomenon.

**Taken from source :** <https://en.wikipedia.org/wiki/Scrapbooking>

1. Divide the class into 3 groups and give them different pieces of papers the history, some facts and some benefits of making a scrapbook. Teacher gives students mixed papers. Teacher writes on the blackboard “Scrapbook’s history/ History of the Scrapbook”, “Scrapbooks fun facts” “Benefits”.

Students read and understand the information and then decide where to put that information on the blackboard.

History of the scrapbook: <https://en.wikipedia.org/wiki/Scrapbooking> Look at the history (teacher needs to print and cut the paragraphs).

Fun Facts about scrapbook: <https://blog.createandcraft.tv/5-surprising-facts-about-scrapbooks/> (teacher needs to print and cut the paragraphs).

Benefits of scrapbooking: <http://www.cindy-miles.com/health-benefits-of-scrapbooking-you-should-know-about/>

Finally ask students in turns to explain the history of the scrapbook and to tell the rest of the class the facts and benefits.

1. Give students the listening comprehension questions about the video “ Tools you need, Scrapbooking: <https://www.youtube.com/watch?v=AuVjVKJqB8o> (**slow the speed of the video to 0.75**, it’s going to be understandable to them).

**Listening Comprehension:**

First read the questions. Do vocabulary or comprehension questions to the teacher if you have any. Then watch the video and answer the questions. Teacher will show the video three (3) times.

1. What is the video about? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Give a title to the video: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What kind of video is it?
4. Critics b. Informative c. Narrative
5. How many types of tools does she advice to have to make a scrapbook? \_\_\_\_\_\_\_\_\_\_\_
6. Every scrapbooker thinks that those tools are the essential ones ? YES – NO
7. Why does she have a white eraser? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Instead of having a “paper trimmer”, she advices to have a:
2. a knife 

b. a craft knife 

c. hammer

1. Is it important to buy a lot of stickers? YES – NO

Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Chose the basic tools that the woman recommend to have:

* Folder
* Scissors
* Pencils
* Pens
* Paper
* Photos
* Books

1. Are you ready to create your own scrapbook? 😊 Write a comment about.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# What You Need to Get Started Scrapbooking

Here are some things that you really need to get started making beautiful scrapbooks!

**1) An Album** - Select the size, a color or pattern that works for the theme of your scrapbook or make your own from a notebook, a calendar or any cardstock size.   
**2) Refill pages – Extra** pages so all your scrapbook looks the same size and uses the same kind of paper.

**3) A pair of scissors – Any size, but they need to be sharp.**

**4) Adhesive tape –** There are many different styles of adhesive tape. Choose an acid-free adhesive tape that will work well on both cardstock and photos.

**5) Cardstock and Patterned Papers –** Select paper to go with the colors you wish to accent in your photos and the writing describing your photos about the different topics.   
**6) Journal Pens –** Look for acid-free, permanent, pens with fine tips for hand writing your journaling. If you wish to hand write titles for your pages you may wish to purchase pens that have a fine tip on one end and a wider tip on the opposite end.

**Taken from source:** <https://www.thesprucecrafts.com/supplies-to-start-scrapbooking-2960504>

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| --- | --- | --- | --- | --- |
| **Rubrics for Level 1 Module 1 Task-based Activity: SCRAPBOOK** | | | | |
| **Category** | **2,0** | **1,5** | **1,0** | **0,5** |
| **Writing –**  **Organization** | Information is very organized with well-constructed paragraphs. | Information is organized with well-constructed paragraphs. | Information is organized, but paragraphs are not well-constructed. | The information appears to be organized. |
| **Writing –**  **Grammar** | There are no grammatical mistakes in the scrapbook. | There are few grammatical mistakes in the scrapbook and do not impede comprehension. | There are some grammatical mistakes in the scrapbook, but do not impede comprehension. | There are too many grammatical mistakes which impede comprehension. |
| **Content –**  **Accuracy** | All information described is accurate without capitalization or punctuation mistakes. | Some information described is accurate and with few capitalization or punctuation mistakes. | Not all information described is accurate and there is some capitalization and punctuation mistakes. | No information described is accurate and has many capitalization and punctuation mistakes. |
| **Attractiveness & Creativity** | The scrapbook is extremely attractive and shows unique creativity. | The scrapbook is quite attractive and shows quite good creativity. | The scrapbook is somewhat attractive and shows some creativity. | The scrapbook isn’t attractive or creative. |
| **Module focus** | The scrapbook content is extremely focused on the topics seen throughout the four units. | The scrapbook content is quite focused on the topics, but misses some information seen throughout the four units. | The scrapbook content is not quite focused on the topics and includes few of the topics seen throughout the four units. | The scrapbook content is not at all focused on the topics and includes very few topics seen throughout the four units. |

Como se expuso en la semana 11, de acuerdo con los parámetros del Departamento de Idiomas, estaremos realizando una actividad donde integremos los Módulos I y II (unidades 1, 2, 3 y 6) por medio de un **SCRAPBOOK**. **(Semana de Inicio: 11 – Semana de Finalización: 14)**

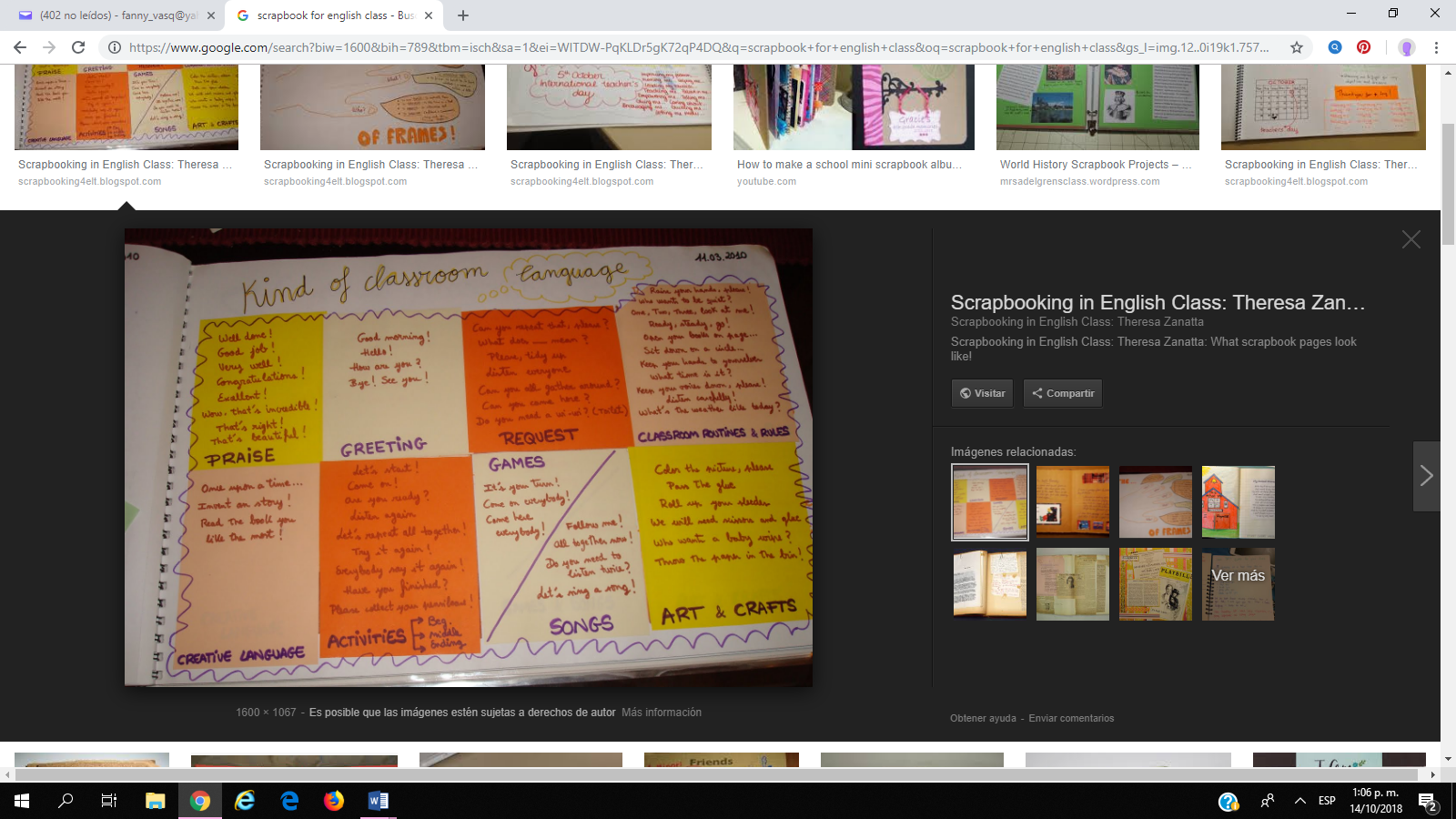
La idea es realizar de manera creativa un **scrapbook** donde se plasmen los contenidos de estos dos módulos de manera creativa, incluyendo en él los temas estudiados durante este proceso en los módulos mencionados anteriormente.

He aquí algunos ejemplos, no necesariamente deben ser así, ustedes de manera creativa lograrán personalizarlo.

El estudiante puede utilizar fotos propias para describir los diferentes temas vistos a través de los módulos.

* Presentarse utilizando información personal (nombre, edad, origen, nacionalidad, ocupación, dirección de correo electrónico, teléfono, etc.
* Hablar del grupo al que se pertenece dando detalles de las actividades que realizan juntos y justificando por qué se siente identificado con el grupo.
* Hablar de un amigo y de sí mismo describiendo características de personalidad, expresando la frecuencia en que realizan ciertas actividades.
* Describir las rutinas diarias de sí mismo y otra persona cercana.
* Y así sucesivamente hasta plasmar

todo lo estudiado.



* El estudiante detalla vocabulario clave y estructuras gramaticales.
* El estudiante hace un texto escrito donde utilice lo señalado, resaltándolo y combinándolo de manera creativa para desarrollar su scrapbook.

Recuerden que se puede combinar las dos ideas anteriores para hacer su **scrapbook.** Este proyecto tiene como finalidadel compartir con los compañeros de clase nuestra información en el idioma que se está aprendiendo y visualizar los resultados al final del proceso.