**ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR**



**STUDENT’S NAME:** XXXXXXXXXXXXXXXXXX

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

**LEARNING UNIT 1 EVIDENCE**

**"Career Choices and Future Scenarios "**

**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 APRIL 22ND, 2024**

**LEARNING UNIT 2 EVIDENCE**

**Career Choices and Future Scenarios**

**Objective:**

* To practice using the first conditional structure in English.
* To discuss preferences and skills related to career choices and work using gerunds.
* To enhance speaking and listening skills through group discussions and presentations.

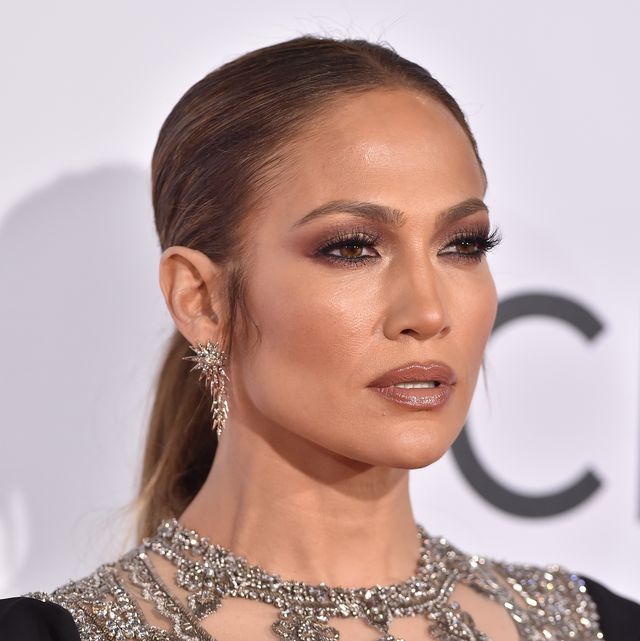
**Instructions**

**Preparation activities:**

1. Start by **reviewing** the information we practiced in class about grammar structures for the first conditional (if + simple present tense, + future tense) and the use of gerunds to talk about preferences and skills related to career choices.
2. **Provide examples** of both structures in class and do the **speaking activities** in teams.
3. **Go** to <https://www.liveworksheets.com/w/en/english-second-language-esl/128414> and **complete** the exercise to practice the first conditional.

**PASTE A SCREENSHOT OF YOUR RESULT HERE.**

1. Paste a picture of three celebrities and write 4 sentences about their skills and preferences using gerunds. Check and follow the example.



She loves ***going*** out with her friends.

She is interested in ***designing*** clothes and perfumes.

She is good at ***doing*** business.

She is not good at ***cooking*** for her family.

**PASTE YOUR CELEBRITIES AND SENTENCES HERE.**

**Development:**

a. Write a list of five **unusual or extraordinary professions**.

**1.**

**2.**

**3.**

**4.**

**5.**

b. Do some research on **ONE** of the professions you wrote and write a list of **five adjectives** that this worker with a short description. Write **ten sentences** to talk about this worker´s skills and preferences using gerunds (-ing).

|  |  |  |
| --- | --- | --- |
| **JOB / PROFESSION** | **ADJECTIVES** | **SKILLS / PREFERENCES** |
| *Ex. Teacher* | *A teacher is* ***patient****, she has to listen to a lot of children at the same time.* | *A teacher is good at* ***creating*** *material for students.* |
| **WRITE YOUR PROFESSION HERE** | *1.*  *2.*  *3.*  *4.*  *5.* | *1.*  *2.*  *3.*  *4.*  *5.*  *6.*  *7.*  *8.*  *9.*  *10.* |

c. Create **TEN** scenarios for the profession you chose, imagine you practice this profession and write sentences using the **FIRST CONDITIONAL**. Remember the structure: CONDITIONAL (If + simple present) + CONSEQUENCE (future). Check and follow the example.

Ex. ***If a kid falls*** *down in recess, I* ***will take*** *him to the medical office.*

**1.**

**2.**

**3.**

**4.**

**5.**

**6.**

**7.**

**8.**

**9.**

**10.**

**Presentation:**

d. Choose one person from the team to talk about the profession to the rest of the class, the presentation must include.

* Picture of the profession
* Introduction of the team
* List of professions or jobs
* The chosen profession and the adjectives, skills and preferences
* Scenarios using conditionals

**NOTE:** THE GRADE FOR SPEAKING PERFORMACE WILL BE THE SAME FOR ALL THE MEMBERS OF THE TEAM.

**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.**

**EVALUATION CHECKLIST**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1 – Poor**  **2 – Fair**  **3 – Good**  **4 – Very good**  **5 – Excellent** | **1** | **2** | **3** | **4** | **5** |
| **PREPARATION ACTIVITIES (INDIVIDUAL)** | | | | | |
| The student participated actively in the speaking activities in class. |  |  |  |  |  |
| The product includes a screenshot of the online worksheet to review the first conditional. |  |  |  |  |  |
| The product includes 3 pictures of celebrities with 4 sentences each about their preferences and skills using gerunds. |  |  |  |  |  |
| **DEVELOPMENT ACTIVITIES (GROUP)** | | | | | |
| The product includes a list of 5 unusual or extraordinary jobs or professions. |  |  |  |  |  |
| The product includes 5 sentences using adjectives to describe a worker for the chosen profession. |  |  |  |  |  |
| The product includes 10 sentences using gerunds to talk about the skills and preferences of the chosen profession. |  |  |  |  |  |
| The product includes 10 scenarios using the first conditional. |  |  |  |  |  |
| The vocabulary from both cycles are included in the project development. |  |  |  |  |  |
| The first conditional is used accurately. |  |  |  |  |  |
| The gerund is used accurately to talk about skills and preferences in a job or career. |  |  |  |  |  |
| **PRESENTATION (GROUP)** | | | | | |
| The presentation covers all the required elements |  |  |  |  |  |
| Grammar and vocabulary |  |  |  |  |  |
| Fluency |  |  |  |  |  |
| Pronunciation |  |  |  |  |  |
| Rhythm and intonation |  |  |  |  |  |
| **REFLECTIVE NOTE** | | | | | |
| The product includes a reflective note where the student shares what she learnt and what she has to practice more. |  |  |  |  |  |
| **TOTAL** | **/80** | | | | |