



UNIT GRAPHIC ORGANIZER

SUBJECT: Communicative English

UNIT: 4

COURSE: Eighth

TEACHER: Adriana Cárdenas Salazar

DATE: September 9th, 2019

English for Life: work, professions, talents and skills.

THROUGHLINES:

What job do people you know do? Why are they important for others?
 What job might you want to do? Why?
 Which jobs are people usually paid the most for?
 What is your dream job? Which skills and talents are needed?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

The student will comprehend professional roles in different scenarios to find out his r her own skills and talents by reading profiles and academic text.	The student will comprehend the world and its specific vocabulary to talk about unlikely situations in present or future by listening to music and video interviews.	The student will provide a selective overview of key aspects about experts' pinions by writing academic reports to repeat what others have said.	The student will figure out the difference between academic and non-academic language and speech by discussing reports.
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	To watch videos about professional roles and jobs around the world. To print and label employments and job positions. To find out skills and talents vocabulary. To read about a takeover day's vocabulary. SYNTHESIS PROJECT To socialize the project's topic and the learning evidence. By groups, students will select a scenario of a professional role to examine, describe and consider world and community problems.	2 weeks	Explaining possible conditions and its probable result in the world of work. Checking comprehension of video interviews by reporting findings.	Student uses the proper tenses, sentence structure, pronunciation and intonation required in task.
Guided Stage	To read opinions and findings of experts. To analyse formal style in scientific reports. To report and describe human skills and talents. To listen to songs and video interviews. To perform book activities of passive voice, reported speech and conditionals. To practice the seen structures in the Cambridge LMS platform (Units 16 to 20). SYNTHESIS PROJECT By groups they will create a chain story which includes written production in formal style using the seen grammar structures.	2 weeks	Writing down a chain story overview using formal style. Reporting orally the information found. Presenting jobs and professions and its features. Completing gaps in the lyrics with specific vocabulary. Using grammar and vocabulary accuracy. Solving activities in the student's book and online platform.	Student uses appropriate functional language and vocabulary Student's message corresponds to the requirements of the task.
Learning Evidence	SYNTHESIS PROJECT Takeover challenge To showcase their presentation which has to contain a brief introduction of professional roles and scenarios (reported commands and 0,1 st and 2 nd conditional) ; world and community solutions (conditionals) and expert's opinion's report (reported speech)by using the accuracy grammar and vocabulary; considering contributions which are relevant, coherent, varied and detailed.	2 weeks	Making a presentation using the time expected, showing a great control of simple grammatical forms, and attempts some complex grammatical forms. Using appropriate vocabulary to give and exchange views, on a range of unfamiliar topics. Producing extended stretches of language with flexibility and ease and very little hesitation.	Students use functional language. Students use simple messages. Students show understanding of key elements.