



## UNIT GRAPHIC ORGANIZER

**SUBJECT:** COMMUNICATIVE ENGLISH

**UNIT:** 4

**COURSE:** TENTH

**TEACHER:** GERALDINE MEZA ROMERO

**DATE:** SEPTEMBER 9th, 2019

**Being positive, surprise!**

**THROUGH LINES:**

1. How will be the planet in 10 years from now?
2. What kind of futuristic stuff in the movies are real in our present?
3. Flash mobs: massive unexpected events
4. Different reactions in sudden situations

**GENERATIVE TOPIC**



**UNDERSTANDING GOALS:**

<p>The student will understand probable further events about the planet and his/her life by reading some informative texts in order to evidence future tenses continuous and perfect.</p>	<p>The student will comprehend vocabulary such as collocation words by listening different speeches in order to improve stress and pronunciation.</p>	<p>The student will make predictions of many situations in his/her future life by describing in a timeline his/ her plans from now by using modals in the past for comparing the current life with future one.</p>	<p>The student will present the timeline of his/her life individually including regrets and future predictions related to what would happen in five, ten and 15 years from now.</p>
---	---	--	---

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	<b>ACTIONS</b>		<b>WAYS</b>	<b>CRITERIA</b>
<b>Exploration Stage</b>	<ul style="list-style-type: none"> <li>To play introduction games (puzzles, memory, stop, matching ) about curious data of the planet</li> <li>To show short video clips from TED about the environmentally situation of the Earth</li> <li>To work with activities in worksheets</li> </ul> <p>Synthesis: To mention the project, its purpose and language functions.</p>	<b>1-2 weeks</b>	<p>Talking about present actions and future consequences</p> <p>Explaining how to use future continuous and perfect to talk about general events</p> <p>Developing and revising individual and group activities</p> <p>Setting information using the topics seen in class</p>	<p>Uses appropriate vocabulary to give and exchange views, on a range of familiar topics.</p>
<b>Guided Stage</b>	<ul style="list-style-type: none"> <li>To look for information about advances in technology and science</li> <li>To listen TED recordings</li> <li>To develop activities proposed in the course book</li> </ul> <p>Synthesis: To organize the information to be worked on class.</p>	<b>3-6 weeks</b>	<p>Contrasting information</p> <p>Using grammar tenses and recycling vocabulary such as phrasal verbs</p> <p>Doing feedback of done activities</p>	<p>Lists all the main points of the text without having the text in front of them</p>
<b>Learning Evidence</b>	<p>Synthesis project</p> <p style="text-align: center;"><b>“BACK TO THE FUTURE“</b></p> <p>Individually, the students will create a foldable paper in which they draw and tell their life projection in 5, 10 and 15 years from now by using pictures, to be presented in front of the class.</p>	<b>7-8 weeks</b>	<p>Preparing information to be presented in a detailed and organized way.</p>	<p>Produces extended stretches of language with flexibility and ease and very little hesitation. Contributions are relevant, coherent, varied and detailed.</p> <p>Makes a proper use of the time expected for the presentation.</p>

