



**UNIT GRAPHIC ORGANIZER**

**SUBJECT:** COMMUNICATIVE ENGLISH

**UNIT:** 8-9-10

**COURSE:** TENTH

**TEACHER:** JOHNIBAL JIMENEZ- DANIELA HENAO

**DATE** September 6<sup>TH</sup> 2021

**A GREAT PLACE TO LIVE-A BRIGHT FUTURE- SURPRISE!**

**THROUGH LINES:**

1. What do you think young people can gain from studying abroad?
2. Do you feel positive or negative about the future? Why?
3. What is the biggest surprise you have ever had?
4. Do you like surprises? Why?

**GENERATIVE TOPIC**

**SURPRISING FUTURE!**

**UNDERSTANDING GOALS:**

<p>The student will comprehend vocabulary about collocations, uses of future tenses and modals in the past, thorough the interpretation of different readings, in order to have a clear understanding of the activities.</p>	<p>The student will understand the future tenses uses and modals in the past, by listening short audios and podcasts, in order to identify the parts and characteristics of a story.</p>	<p>The student will describe his/her feelings and his/her experiences, by writing some essays with according to its characteristics, in order to show process and descriptions in a coherent manner.</p>	<p>The student will express his/her thoughts by describing feelings and experiences in order to show some coming ideas by comparing the future tenses as a means to explain events in different moments.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
<b>Exploration Stage</b>	<ul style="list-style-type: none"> <li>• To play videos and podcasts about future events.</li> <li>• To do speaking activities to include new vocabulary such as collocations, future tenses and modals in the past.</li> <li>• To play a games that involve all the topics seen during this terms as a reinforcement example (liveworksheets, quizizz, educaplay games).</li> <li>• To work with activities of the book and digital platform.</li> </ul> <p><b>SYNTHESIS PROJECT</b>  <b>Week 1 and 2:</b> To socialize the project and mention the steps to start working by groups. To decide the way of presenting it and create micro sessions to socialize the initial ideas.</p>	1-2 weeks	<ul style="list-style-type: none"> <li>• Sharing vocabulary to be used in different context.</li> <li>• Discussing about several facts.</li> <li>• Describing narrative tenses components.</li> <li>• Developing and revising activity in student book and virtual platform.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses gestures, restates what someone says, rephrases.</li> <li>• Uses synonyms in order to acquire and practice new vocabulary.</li> <li>• Understands key elements.</li> <li>• Listens for details</li> <li>• Follows the proper pronunciation and intonation.</li> <li>• Shows oral interaction</li> </ul>

<p><b>Guided Stage</b></p>	<ul style="list-style-type: none"> <li>• To read information about fears and phobias to compare how it varies from person to person.</li> <li>• To listen to podcasts, speeches and interviews.</li> <li>• To solve activities proposed in the course book and into the virtual platform.</li> </ul> <p><b>SYNTHESIS PROJECT.</b></p> <p><b>Week 3:</b> to look up information about an unsolved mystery around the world.</p> <p><b>Week 4:</b> the look for specific details about the event, like pictures, characters, history, interviews, etc.</p> <p><b>Week 5:</b> to create a virtual presentation where they can show images (no text) about the mystery with all its characteristics.</p> <p><b>Week 6:</b> to decide the program to present it and practice their speech to do an excellent oral intervention.</p>	<p style="text-align: center;">3-6 weeks</p>	<ul style="list-style-type: none"> <li>• Contrasting the information given previously.</li> <li>• Implementing the topics seen in classes.</li> <li>• Socializing information.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses specific details vocabulary expressions.</li> <li>• Shows functional language.</li> <li>• Uses specific details.</li> <li>• Practices learning strategies.</li> <li>• Follows a sequence.</li> <li>• Shows understanding of key elements.</li> <li>• Takes notes.</li> </ul>
<p><b>Learning Evidence</b></p>	<p style="text-align: center;"><b>SYNTHESIS PROJECT</b></p> <p><b>“Solving the world’s biggest mystery”</b></p> <p>In groups of maximum four people, the students will choose an uncommon country to investigate and talk about its culture, gastronomy, customs, fashion trends and fun/curious facts they find. In addition, they will create a visual presentation in order to show and share the information they have. The presentation will only have pictures about this.</p>	<p style="text-align: center;">7-8 weeks</p>	<ul style="list-style-type: none"> <li>• Students will present and socialize the synthesis project using expressions and grammar learnt during the period.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate vocabulary to give and exchange views, on a range of familiar topics.</li> <li>• Makes a proper use of the time expected for the presentation.</li> </ul>