



## UNIT GRAPHIC ORGANIZER

**SUBJECT:** Communicative English  
**TEACHER:** Johanna Martinez- Yuli Rincón

**UNIT:** 3

**COURSE:** Eighth grade

**DATE:** July 7<sup>th</sup>, 2025

### A HEALTHY FUTURE – INCREDIBLE WILDLIFE – MIXED FEELINGS –ON SCREEN – DIGITAL LIFE

#### THROUGHLINES:

1. How are the exotic animals from your country?
2. What kind of things put you in a bad mood?
3. What are your favourite movie genres?
4. How do you prevent yourself from being ill or getting hurt?

#### GENERATIVE TOPIC

### REVOLUTIONARY INVENTIONS

#### UNDERSTANDING GOALS:

The students will understand how to talk about people's health care, mood, wild animals and digital life by reading informative texts of life expectation and wild animals' life in order to describe important aspects about them.	The students will comprehend how to identify people's feelings and how do they react to different life situations by listening to audio-scripts in order to identify vocabulary and complete information in charts.	The students will understand how to describe popular past movies and movie genres by writing factual, opinion statements and using relative clauses in written activities.	The students will understand how to talk about people's health, injuries and ways to prevent illnesses by providing tips and ideas of a healthy menu in order to promote a healthy lifestyle.
---	---	--	---

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
<b>Exploration Stage</b>	<ol style="list-style-type: none"> <li>1. To fill a comparative chart between healthy vs. unhealthy habits.</li> <li>2. To analyse people's mood and how are they presented in people's life.</li> <li>3. To brainstorm about vocabulary related to movies.</li> <li>4. To talk about particularities of some wild animals.</li> </ol> <p><b>Synthesis Project:</b>  <b>Weeks 1 and 2:</b> Explanation of the project "how past inventions have influenced current daily life" let's organize in groups of 4 students by lucky in a roulette, let's establish roles according to the student's abilities.</p>	<b>2 weeks</b>	<ol style="list-style-type: none"> <li>1. Identifying main ideas and principal facts.</li> <li>2. Answering questions</li> <li>3. Emulating a real app promo video having in mind the present simple passive, phrasal verbs and mood adjectives.</li> <li>4. Answering questions based on people's life, animals, feeling and social media.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understands key elements.</li> <li>2. Listens for details</li> <li>3. Follows the proper pronunciation and intonation.</li> <li>4. Shows oral interaction.</li> </ol>

<p><b>Guided Stage</b></p>	<ol style="list-style-type: none"> <li>1. To read informative text to highlight relevant ideas about injuries and exotic animals.</li> <li>2. To listen to the formal reports about digital life.</li> <li>3. To make a poster based on digital interest.</li> <li>4. To practice grammar structures.</li> <li>5. To talk about feelings and moods over hypothetical situations in future life expectations.</li> <li>6. To develop activities from units 11 to 15 in the platform.</li> </ol> <p><b><u>Synthesis Project</u></b></p> <p><b><u>Week 3:</u></b> Brainstorm about famous inventions that have been relevant for humankind and history. Video related to the best 10 inventions around the world.</p> <p><b><u>Week 4:</u></b> Choose an important invent per group and search information on it.</p> <p><b><u>Weeks 5:</u></b> To create a mind map referred to the invention they chose (characteristics, why it has been relevant for daily life, functions, something to improve the original version) Register advance in the monitoring format.</p> <p><b><u>Week 6 and 7:</u></b> To write an article taking into account data from the mind map and corrections given by the teacher using active and passive voice, draw a picture that represents this invention.</p>	<p><b>4 weeks</b></p>	<ol style="list-style-type: none"> <li>1. Answering questions and highlighting main information.</li> <li>2. Filling gaps.</li> <li>3. Creating simple statements to describe social media.</li> <li>4. Participating in oral presentations.</li> <li>5. Using vocabulary and grammar learned.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shows functional language.</li> <li>2. Uses specific details.</li> <li>3. Practices learning strategies.</li> <li>4. Follows a sequence.</li> <li>5. Shows understanding of key elements.</li> <li>6. Takes notes.</li> </ol>
<p><b>Learning Evidence</b></p>	<p><b><u>Synthesis project:</u></b></p> <p><b><u>Week 8:</u></b> Synthesis project presentation. To design a newspaper per group with 5 articles, each one about different inventions using Spanish, French and English languages supporting new ideas to improve the original, use pictures, games and creative way to present final version.</p>	<p><b>2 weeks</b></p>	<ol style="list-style-type: none"> <li>1. Using structures and vocabulary learned (active and passive voice)</li> <li>2. Taking into account the rubric criteria made for the synthesis project presentation.</li> <li>3. Developing of the stages of the project on time.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses functional language, human and material resources to carry out the task.</li> </ol>