



UNIT GRAPHIC ORGANIZER

SUBJECT: COMMUNICATIVE ENGLISH

UNIT: 2

COURSE: TENTH

TEACHER: PAOLA GUERRERO -MIGUEL PRADA

DATE: April 15th -2024

ALL IN THE MIND- TAKE IT EASY- PAST TIMES

THROUGHLINES:

1. What things are you naturally good at?
2. What things have you learned to be good at?
3. Which situations typically make you feel stressed?
4. Which periods of history do you find interesting? Why?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

<p>The students will interpret vocabulary and grammar about phrasal verbs, modals, and past habits by being aware of different readings, to have a clear understanding of the given exercises.</p>	<p>The students will distinguish the usage of phrasal verbs, modals, and past tenses by listening to audios, in order to identify daily life situations and real circumstances.</p>	<p>The students will describe their recommendations to other people, by writing an article with its features in order to show advice and descriptions coherently.</p>	<p>The students will express their ideas by telling ways of dealing with several situations by using phrasal verbs, modals, and past tenses.</p>
--	---	---	--

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none"> To play videos about modern alternatives for working under pressure. To do speaking activities to include new vocabulary and grammar such as phrasal verbs, modals, and past habits. To play a game that involves all the topics seen during this term as a reinforcement example To work with activities of the book and digital platform. <p>SYNTHESIS PROJECT Week 1 and 2: Socializing the general and specific contexts of the mission to look into extraterrestrial life by setting up groups of 5 members, where the following roles will be assigned: mission leader, communications, data collection, design, and technical support.</p>	1-2 weeks	<ul style="list-style-type: none"> Sharing vocabulary to be used in different contexts like past habits. Discussing about several facts related with modals. Describing narrative tenses components including phrasal verbs. Developing and revising activities in student book and virtual platform units 3 to 5. 	<ul style="list-style-type: none"> Uses gestures, restates what someone says, rephrases. Uses synonyms in order to acquire and practice new vocabulary. Understands key elements. Listens to details about past tenses. Follows the proper pronunciation and intonation in past tenses. Shows oral interaction

<p>Guided Stage</p>	<ul style="list-style-type: none"> • To Read information about how people are able to work under pressure and deal with stressful situations. • To listen to podcasts, speeches, and interviews. • To solve activities proposed in the course book and into the virtual platform units 3 to 5. <p>SYNTHESIS PROJECT.</p> <p>Week 3 to 7: Establishing different tools by area, the definition, approach, analysis, inquiry, and work plan will be determined through the journal and the exploratory prototype in order to direct the actions and tasks to be developed by the students.</p>	<p>3-6 weeks</p>	<ul style="list-style-type: none"> • contrasting the information given previously related with past tenses and modals. • Implementing the topics seen in classes into units 3 to 5. • Socializing information of stressful situations. 	<ul style="list-style-type: none"> • Uses specific details and vocabulary expressions with past tenses. • Shows functional language including phrasal. • Uses specific details. • Practices learning strategies. • Follows a sequence. • Shows understanding of key elements. • Takes notes about stressful situations.
<p>Learning Evidence</p>	<p>SYNTHESIS PROJECT</p> <p>SPACE MISSION SUMMERHILL SCHOOL.</p> <p>To foster and develop 21st-century skills in students such as critical thinking, problem-solving, and collaboration, through the STEM approach, where students will design and build an exploratory prototype in a practical and relevant context. This experience allows them to apply theoretical concepts in a practical environment, fostering their creativity, innovation, and understanding of science and technology in the real world.</p> <p>Each of the journals will be presented in groups of five in front of their peers giving possible solutions to the problem question based on the final exploratory prototype and field diary.</p>	<p>7-8 weeks</p>	<p>Students will present and socialize the synthesis project; they also will explain, the facts and aspects in past tenses.</p>	<ul style="list-style-type: none"> • Uses appropriate vocabulary to give and exchange views, on a range of familiar topics. • Makes proper use of the time expected for the presentation.