UNIT GRAPHIC ORGANIZER

SUBJECT: COMMUNICATIVE ENGLISH   **UNIT**: 3   **COURSE**: TENTH

TEACHER: ANDRÉS ROJAS – LINA SOTO   **DATE** : JULY 7TH 2025

PAST TIMES - TOTALLY EMOTIONAL – TELLING STORIES

THROUGHLINES:

1. Which emotions you experience the most? Why do you feel this way?
2. Which periods of history have you studied at school?
3. What genres of story do you like?
4. What makes a good story?

GENERATIVE TOPIC

WAR THROUGH VIDEOGAMES

UNDERSTANDING GOALS:

The students will comprehend vocabulary about adverbs, uses of past tenses and past habits, time phrases, through the interpretation of different readings, in order to have a clear understanding of the given exercises.	The students will understand the perfect tenses uses (past and present and adverbs, by listening to short audios, in order to identify the beginning, the middle and the ending of a story.	The students will describe his/her emotions and his-her experiences, by writing some stories with the features of it, in order to show process and descriptions in a coherent manner.	The students will express his/her ideas by describing experiences and emotions in order to show some previous facts by comparing the perfect tenses in order to explain events in different moments.

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA

Exploration Stage	• To play videos about past events and past habits. • To do speaking activities to include new vocabulary such as adverbs, perfect tenses and time phrases. • To play a game that involves all the topics seen during this term as a reinforcement example • To work with activities of the book, workbook and digital platform. **SYNTHESIS PROJECT** Explore the impact of war on history, technology, and society through the analysis of war video games, the development of an interactive simulation, and a reflection on the ethics of war in digital entertainment.	**1-2 weeks**	• Sharing vocabulary to be used in different context. • Discussing about several facts in history. • Describing narrative tenses components. • Developing and revising activity in student book and virtual platform. • Organizing work groups according to established roles and functions. • Researching the impact of war on human history. • Conducting a thorough analysis of the war games they have encountered. • Analyzing the impact of artificial intelligence on war video games and their realism.	• Uses gestures, retells what someone says, rephrases. • Uses synonyms in order to acquire and practice new vocabulary. • Understands key elements related to past habits. • Listens to details about information taken from student book. • Follows the proper pronunciation and intonation. • Shows communicative interaction • Follows the proper pronunciation and intonation. • Shows oral interaction • Proposes models to predict the results of their simulation

Guided Stage	• To read information about fears and phobias to compare how it varies from person to person. • To listen to podcasts, speeches and interviews related to the topics at stake. • To solve activities proposed in the course book and into the virtual platform. **SYNTHESIS PROJECT.** GUIDED STAGE • Encourage critical thinking and problem-solving through a reflective analysis of ethics in digital entertainment. • Create an interactive representation of war through a video game or simulation	**3-6 weeks**	• Contrasting the information given previously. • Implementing the topics seen in classes. • Socializing information. • Designing a simulation that will enhance critical thinking, problem-solving, and collaborative work. This experience will allow students to apply theoretical concepts in a practical setting, involving all areas of knowledge in this degree. • Presenting a pop-up (log or timeline) with all the research activities carried out during the development of the project.	• Uses specific details vocabulary expressions. • Shows functional language. • Uses specific details. • Practices learning strategies. • Follows a sequence. • Shows understanding of key elements. • Takes notes.
Learning Evidence	**SYNTHESIS PROJECT** **WAR THROUGH VIDEOGAMES** Presenting and supporting pop art, highlighting the programming language to be used in its construction.	**7-8 weeks**	• Students will present and socialize the synthesis project; they also will explain, the facts and aspects in past tenses.	• Uses appropriate vocabulary to give and exchange views, on a range of familiar topics. • Makes a proper use of the time expected for the presentation.