



UNIT GRAPHIC ORGANIZER

SUBJECT: _____ Communicative English _____

UNIT: _2_

COURSE: __FOURTH__

TEACHER: _____ Lorena Molina / Lila Yaguara _____

DATE: April 9th- 2025

Let's celebrate-Time of our lives-Let it snow!

THROUGHLINES:

How can you talk about what you've just done and what you'll do later today?
Can you describe what people were doing at a specific time yesterday, like at 3 PM?
How do you use "will" to make promises or offers for tomorrow and explain why?
Can you talk about your weekend plans, what you've done, and what you're excited to do?

GENERATIVE TOPIC

AguaGuardians Podcast!

UNDERSTANDING GOALS:

The students will use the present perfect with "just," "already," and "yet" by reading stories or articles about recent events, they will learn how these words describe actions that have recently occurred or are expected, helping them to follow descriptions of events in news or personal stories, especially when actions are still relevant.

The students will comprehend conversations using the past progressive and time expressions like "since" and "for." By listening to stories about festivals or competitions, understanding how actions were ongoing at specific points in the past, improving their ability to follow a timeline of events and actions.

The students will understand text with "will" and "won't" to make offers, promises, and requests. By writing invitations or commitments learning how to express future intentions clearly, encouraging them to write polite and natural messages when planning events or making arrangements.

The students will express themselves using "so" and "because" to explain their thoughts and opinions. By discussing preferences like seasons or weather, learning how to give reasons for their opinions, motivating them to connect their ideas clearly and have smoother conversations when explaining why they feel the way they do.

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT
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	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none"> To play a "memory game" with "just," "already," and "yet." To watch videos about festivals and competitions. To play a "guessing game" about what people have or haven't done. To describe experiences using "just," "already," and "yet." To introduce unit 3 by talking about recent events in festivals. <p>SYNTHESIS PROJECT:</p> <p>Planning and Scripting:</p> <ul style="list-style-type: none"> Students choose the main theme of their podcast, focusing on their assigned region in Colombia, and outline the structure (introduction, main content, conclusion). Students decide on the tone and style of the podcast, then begin drafting the script. 	1 – 2 weeks	<ul style="list-style-type: none"> Asking and answering questions about recent experiences at festivals or competitions using "just," "already," and "yet." Matching actions with the correct form of the present perfect. Describing experiences by using "just," "already," and "yet" in sentences. Spelling words related to music, festivals, and competitions. 	<ul style="list-style-type: none"> Demonstrates correct use of Present Perfect with "just," "already," and "yet" in questions, answers, and descriptions about recent experiences. Participates actively by asking and answering questions about their experiences using the target grammar and vocabulary.

Guided Stage	<ul style="list-style-type: none"> To play a "timeline game" to practice past progressive with specific time expressions (since, for). To watch videos about ongoing events in the past (festivals or sports competitions). To describe ongoing actions during events, using past progressive and time expressions like 	3-4 weeks	<ul style="list-style-type: none"> Asking and answering questions about what people were doing during specific events (using past progressive). Matching activities with the correct time expressions ("since" vs. "for") to describe 	<ul style="list-style-type: none"> Uses Past Progressive accurately to describe actions happening at specific points in the past. Applies "Since" and "For" correctly to describe the duration of ongoing actions, both in the past and
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	<p>"since" and "for."</p> <ul style="list-style-type: none"> To introduce unit 4 by discussing ongoing activities during music festivals or sports competitions. <p>SYNTHESIS PROJECT:</p> <p><i>Finalizing the Script and Rehearsing:</i></p> <ul style="list-style-type: none"> Students refine their script, breaking it down into key points and stories for clarity and flow. Students rehearse reading the script, focusing on pronunciation, pacing, and smooth transitions. 		<p>ongoing actions.</p> <ul style="list-style-type: none"> Describing past events by using past progressive with "since" and "for." Comparing timelines of events and actions using past progressive and present perfect. 	<p>present.</p>
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<p>Learning Evidence</p>	<ul style="list-style-type: none"> To play a "role-play game" to practice making offers, promises, and requests using "will" and "won't." To watch videos about people making future plans for events. To play a "decision-making game" where students use "will" and "won't" to make promises or offers. To describe future plans using "will" and "won't" in the context of seasons and weather. To practice using conjunctions "so" and "because" to explain reasons for preferences about seasons and weather. 	<p>5-6 week</p>	<ul style="list-style-type: none"> Asking and answering questions about future plans and making promises using "will" and "won't." Completing sentences by adding "so" and "because" to explain reasons for certain actions or preferences. Writing future plans with "will" and "won't," and explaining decisions using "so" and "because." Describing seasons and weather using "will" and "won't" to talk about future expectations. 	<ul style="list-style-type: none"> Makes offers, promises, and requests using "will" and "won't" in context. Explains preferences clearly using "so" and "because" to give reasons for choices and decisions.
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	<p>SYNTHESIS PROJECT:</p> <p>Recording and Initial Editing</p> <ul style="list-style-type: none"> Students record their podcast in a quiet space, following the final script. Students edit the audio, removing mistakes and adjusting volume, while adding music or sound effects if needed. 			
Guided Stage	<ul style="list-style-type: none"> Watch videos showing different grammar structures in real-life contexts. Play a "grammar challenge" matching sentences with the correct tense. Write short stories or dialogues about a festival, using all grammar points. Discuss future plans for a season, using all structures. <p>SYNTHESIS PROJECT: oral presentation:</p> <p>Review, Feedback, and Final Presentation:</p> <ul style="list-style-type: none"> Students review their podcast, gather feedback, and make necessary edits for 	7-8 week	<ul style="list-style-type: none"> Asking and answering questions with all grammar structures. Completing sentences with the correct tense or structure. Explaining preferences with "so" and "because." Describing a timeline of events, using different tenses. 	<ul style="list-style-type: none"> Uses all grammar structures correctly (Present Perfect, Past Progressive, "Will/Won't," "So" / "Because") in conversations, stories, and activities. Integrates vocabulary effectively related to festivals, weather, and seasons into speech and writing.

	<p>clarity and quality.</p> <ul style="list-style-type: none">● Students finalize their podcast, present it to the class, and submit the completed version for publishing.			
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