



# PLANS AND PREDICTIONS

**BLOQUE IV**  
UAdeC

# Introduction to Block IV

## **INTRODUCTION**

In this block we will talk about the future. What are your plans? What do you want to do this semester? What do you want to do when you finish your high school? Do you plan to continue studying? Do you want to join the labor force right away? Do you want to do both: work and study? Do you want to take a gap year? What are your possibilities?

## **DISCIPLINARY COMPETENCE OF THE BLOCK**

The student applies the future tense to make predictions about plans and weather in social and work setting through the communicative skills in a natural and respectful manner.

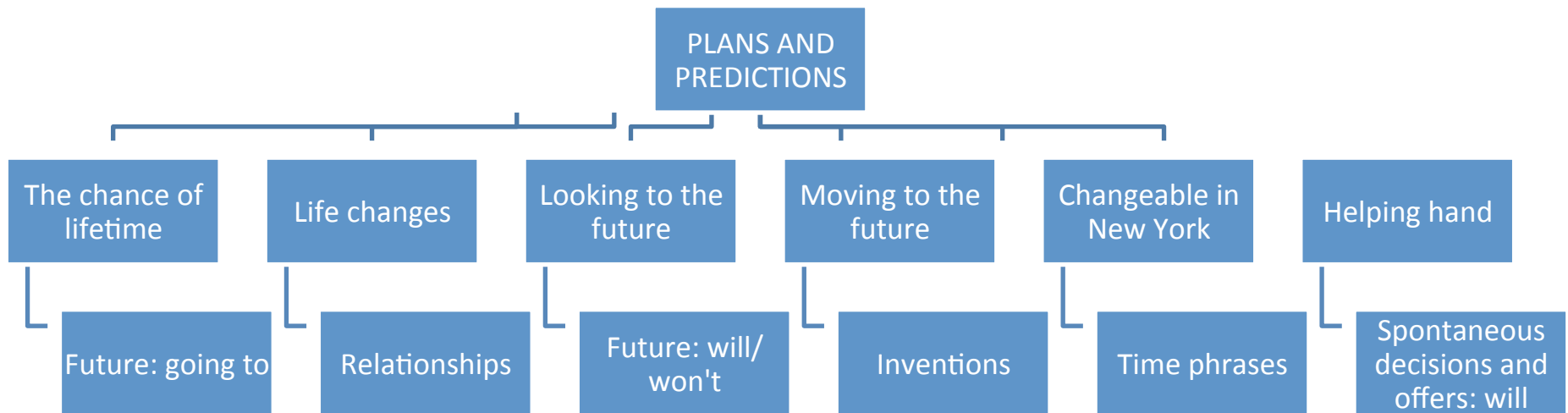
# Introduction to Block IV

## DIDACTIC STRUCTURE OF THE SUBJECT

Block IV Knowledge/Topics	Generic Competencies	Skills/attributes	Activities	Evaluation /Learning Evidence	Attitudes/Values
<b>The chance of life time</b>	4. Listen, interprets and emit pertinent messages in distinct contexts through using means, codes and properly tools	5.2. Sort information according to categories, hierarchies and relationships.	The student orders the sentences and locate then in the right box	Sort information according to categories <b>Order Sentences</b>	Self-learning Interest in reading Critical and Reflective Thinking Responsibility in the delivery of Acti Time organization Knowledge management Shows understanding of the lexical differences between the two languag Shows initiative and interest in learn and finding information that goes be
<b>Life Changes</b>		6.4. Structure ideas and arguments in a clear, coherent and synthetic way	Write a letter about relationships	Structure ideas and arguments <b>Writing letter</b>	
<b>Looking to the future</b>	5. Develop innovations and propose solutions to problems by established methods	6.2. Evaluates arguments and opinions and identifies prejudices and fallacies.	Change these sentences from simple present-to-present progressive as future in the negative form	Evaluates arguments and opinions to <b>Change sentences</b>	
			Change sentences into future with "will"		
<b>Moving to the future</b>	6. It keeps a personal position on subjects of interest and general relevant, considering other points of view in a critical and reflective way.	4.2. Apply different communicative strategies according to who their partners are, the context in which they are and the objectives pursued	Read an article about oxygen, then relate to the correct answer	Apply different communicative strateg <b>Read an article an relate terms</b>	
<b>Changeable in New York</b>					
<b>Helping Hand</b>		6.4. Structure ideas and arguments in a clear, coherent and synthetic way	Write sentences expressing spontaneous decisions to answer these statements	Structure ideas and arguments <b>Writing sentences</b>	
		6.2. Evaluates arguments and opinions and identifies prejudices and fallacies.	Answer a questionnaire using knowledge about "Will"	Evaluates arguments and opinions in a <b>Questionnaire</b>	
			Complete sentences with "will" or "going to"	Evaluates arguments and opinions to <b>Complete the sentences</b>	

# Introduction to Block IV

## MAP OF CONTENTS



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## LEARNING EVIDENCE / EVALUATION OF THE BLOCK

Evaluation	Points
Order the sentences - Future with present progressive	2
Write - Relationships	1
Change sentences - Future	2
Change sentences -Will	2
Writing - Will Happen	2
Questionnaire - True or false	2
Relate terms - Oxygen for DGB	1
Coevaluation activity: Collage - Learning English	2
Write Sentences - Will	1
Questionnaire - Will	2
Complete sentences - Will	3
<b>Total</b>	<b>20</b>