



UNIT GRAPHIC ORGANIZER

SUBJECT: Communicative English

UNIT: 4

COURSE: SIXTH

TEACHER: Miguel Prada/ Jhonny Jimenez/Rosmary Rodríguez/Sebastián Guzmán

DATE: September 9th, 2019

AMAZING ANIMALS/WHAT'S ON? /PAPERS AND MAGAZINES/SCHOOL CAN BE FUN! /FAMILIES

THROUGHLINES:

1. How did I feel when I first saw a wild animal?
2. Can I talk about future events and make suggestions in a T.V. Show?
3. What can I do at school?
4. Which activities can I enjoy with my family members?

GENERATIVE TOPIC:



UNDERSTANDING GOALS:

<p>The student will understand some wild animals' affairs by doing reading activities to recognize actions that stopped activities in a specific moment.</p>	<p>The student will comprehend how the mass media works by listening to short conversations in order to identify how to talk about it in the future tense.</p>	<p>The student will identify the main features to create a blog by doing some writing activities talking about duties and making suggestions.</p>	<p>The student will know more about relatives and family members by talking about them and the activities they carry out at home.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ol style="list-style-type: none"> 1. To do a word search puzzle 2. To watch a series of cartoons, anime or popular TV shows 3. To share a funny memes collection 4. To draw, paint and organize an original family tree <p><u>Synthesis project:</u> <u>My first infographic.</u> <i>The students will create an infographic about the English Fair outcome.</i></p> <p><u>Week 1 and 2:</u> <i>The teachers will give the instructions to the students and then they will be organized in groups of four in order to start developing the project..</i></p>	2 WEEKS	<ol style="list-style-type: none"> 1. Recognizing wild animals vocabulary. 1.1 Categorizing key vocabulary 2. Classifying TV shows 2.1 Talking about the favourite ones 2.2 Naming parts of the body. 3. Organizing information and expressing opinions 4. Matching vocabulary 	<ol style="list-style-type: none"> 1. Understands key elements. 2. Follows the proper pronunciation and intonation. 3. Listens for detail. 4. Shows oral interaction.

<p>Guided Stage</p>	<ol style="list-style-type: none"> 5. To recognize vocabulary about wild animals when reading short interpretations. 6. To develop reading comprehension activities about The San Andreas fault. 7. To comprehend main ideas and characteristics from short dialogues. 8. To detect future events in different situations. 9. To complete information regarding duties and suggestions. 10. To write a short paragraph or article. 11. To talk about family members' activities. 12. To develop book and platform activities from unit 16 to 20. <p><u>Synthesis project:</u> <u>Week 3:</u> Students will start creating the infographic template. <u>Week 4:</u> Students will present the first preview to their teachers. <u>Weeks 5:</u> Students will present the second preview to their teachers.</p>	<p style="text-align: center;">3 WEEKS</p>	<ol style="list-style-type: none"> 5. Skimming and scanning <ol style="list-style-type: none"> 5. 1 Highlighting unknown words 5. 2 Identifying key words. 6. Drawing conclusions and inferences from the text. <ol style="list-style-type: none"> 6.1 Answering questions 6.2 Using past simple and past continuous within one sentence. 7. Bringing out new words. <ol style="list-style-type: none"> 7.1 Taking notes 7.2 Matching pictures 8. Answering questions <ol style="list-style-type: none"> 8.1 Categorizing information 9. Organizing information <ol style="list-style-type: none"> 9.1 Unscrambling sentences to make suggestions and express duties. 10. Making notes <ol style="list-style-type: none"> 10.1 Organizing sentences 10.3 Checking the correct usage of <i>as, because, so</i> and <i>when</i>. 11. Retelling accounts of family happenings by using adverbs of manner 12. Solving grammar drills. <ol style="list-style-type: none"> 12. 1 Matching pairs 12.2 Filling in the gaps 	<ol style="list-style-type: none"> 5. Shows functional language 6. Uses specific details 7. Practises learning strategies 8. Follows a sequence 9. Shows understanding of key elements 10. Takes notes
<p>Learning Evidence</p>	<p><u>Synthesis Project:</u> <i>The students will describe the English fair activities they carried out and the ones they liked the most by using the different grammar topics asked and given by the teacher.</i></p> <p><i>The students must design and organize the infographic's information in an interesting way.</i></p> <p><u>Week 6:</u> Students will finish to prepare the presentation in order to be ready to present it.</p> <p><u>Week 7:</u> Students will present the infographic to both; their classmates and their teacher during the last project session.</p>	<p style="text-align: center;">3 WEEKS</p>	<ol style="list-style-type: none"> 13. Speaking production by using the main topics of the term. 14. Following a process. 15. Evaluating students through the use of a rubric sheet. 	<p>Uses functional language, human and material resources to carry out the task.</p>