



## UNIT GRAPHIC ORGANIZER

**SUBJECT:** Communicative English

**UNIT:** 4

**COURSE:** Fourth

**TEACHER:** Yuly Rincón / Alexis Rivera

**DATE:** September 6<sup>th</sup>, 2021

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### NATURAL WORLD / WORLD OF SPORTS

**THROUGHLINES:**

1. What are the most important actions you should do to protect the nature?
2. Why are there some animals endangered in your country?
3. What's your favorite sport? Why is it important?
4. Have you ever taken part of a sport competition? How was that?

**GENERATIVE TOPIC**



**UNDERSTANDING GOALS**

<p>The students will comprehend how to describe actions made by people by reading articles in order to protect the natural environment.</p>	<p>The students will understand how to identify issues from endangered animals by listening to scripts in order to classify information.</p>	<p>The students will understand how to describe sports and their features by designing posters in order to apply target language.</p>	<p>The students will talk about sports and how are they practiced by performing a sport player in order to present relevant information and use key vocabulary.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ol style="list-style-type: none"> <li>1. To play interactive games</li> <li>2. To mime the endangered animal.</li> <li>3. To watch videos about most common sports</li> <li>4. To draw his / her favorite sport.</li> </ol> <p style="text-align: center; margin-top: 10px;"><b>Synthesis Project:</b></p> <p><b>Week 1:</b> To socialize the general aspects of the project.</p> <p><b>Week 2:</b> To make a Pictionary about sports</p>	2 WEEKS	<ul style="list-style-type: none"> <li>- Recognizing main vocabulary about environments and endangered animals.</li> <li>- Performing relevant features.</li> <li>- Asking and answering questions about things we should / shouldn't do</li> <li>- Identifying main features.</li> <li>- Describing the context and expressing meaningful emotions.</li> <li>- Explaining the steps proposed.</li> </ul>	<ul style="list-style-type: none"> <li>- Takes turns when speaking and answering appropriately.</li> <li>- Participates in oral interaction.</li> <li>- Pays selective attention.</li> </ul>

<p><b>Guided Stage</b></p>	<ol style="list-style-type: none"> <li>1. To read and match sentences.</li> <li>2. To listen and check key vocabulary.</li> <li>3. To describe sports and how can be practiced.</li> <li>4. To talk about sports students have been practiced.</li> <li>5. To develop activities from units 7 &amp; 8 in the platform</li> </ol> <p><b>Synthesis Project:</b></p> <p><b>Week 3:</b> To watch a video related to unusual sports</p> <p><b>Week 4:</b> To choose a sport and describe its main characteristics.</p> <p><b>Week 5:</b> To create a Olympic medal to be used during the presentation</p> <p><b>Week 6:</b> To looking for the custom by using objects from home.</p>	<p><b>4 WEEKS</b></p>	<ul style="list-style-type: none"> <li>- Analyzing several pictures related to environments and endangered animals.</li> <li>- Completing ideas of animals and their environment. <ul style="list-style-type: none"> <li>- Completing charts</li> <li>- Expressing relevant reasons</li> </ul> </li> <li>- Answering specific questions. <ul style="list-style-type: none"> <li>- Identifying different sports.</li> </ul> </li> <li>- Following the instructions given by the teacher and Using the materials needed.</li> <li>- Taking into account the steps socialized.</li> </ul>	<ul style="list-style-type: none"> <li>- Shows and tells functional language.</li> <li>-Evidences comprehension in specific contexts.</li> <li>- Uses information to carry out another task.</li> <li>- Uses human and material resources to carry out the task.</li> </ul>
<p><b>Learning Evidence</b></p>	<p><b>SYNTHESIS PROJECT:</b></p> <p><b><u>A WORLD OF SPORTS</u></b></p> <p>Students will participate in a Show &amp; tell presentation where they will talk about sports and how are they practiced by performing a sport player. Students will have to use target language learnt during the term in order to describe how can they practice those sports and they will have to present an informative brochure about the sport selected that they will design in English Literature. Also, students will create an Olympic medal and they should wear costumes related to the sports the will present</p> <p><b>Week 7:</b> To finish the project and write a general description of this.</p> <p><b>Week 8:</b> To present the project</p>	<p><b>2 WEEKS</b></p>	<ul style="list-style-type: none"> <li>-Taking into account the rubric criteria for oral presentation (time limit, pronunciation, vocabulary, interactive communication and good grammar).</li> <li>- Completing the stages of the project</li> </ul>	<ul style="list-style-type: none"> <li>- Consults the teacher and his/ her pairs.</li> <li>- Provides work of the highest quality.</li> </ul>