



UNIT GRAPHIC ORGANIZER

SUBJECT: Communicative English

UNIT: 2

COURSE: Second

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THE FAMILY AT HOME – ANIMAL WORLD

THROUGH LINES:

1. Are you tall or short? What can you tell us about your physical appearance?
2. Do you live in a house or an apartment building? How is it?
3. What is your favorite animal? Why?
4. What does your favorite animal look like?
5. Have you ever imagined our planet without water?

GENERATIVE TOPIC

RANGO IN THE WATER MUSEUM

UNDERSTANDING GOALS:

<p>The students will understand how to distinguish information about family members, parts of the house, wild and domestic animals using superlatives and comparative adjectives by identifying the main characteristics reading skills, through the use of reading exercises as reading comprehension to understand and communicate the perception about texts.</p>	<p>The students will comprehend how to identify main vocabulary, describing family members, parts of the house, wild and domestic animals through dialogues, songs, chants and videos in order to improve listening skills, with the use of listening activities as listen and circle, complete or answer and to understand and communicate the perception about the proposed task.</p>	<p>The students will realize how to describe the student's family members, parts of the house, and what can see in the zoo, through the use of writing activities as write sentences, complete or answer to understand and express the vocabulary.</p>	<p>The students will use vocabulary learnt by performing role-plays, oral presentations and speaking activities about the family members, favourite animals in the zoo and parts of the house, in order to check vocabulary, through the use of speaking activities as questions and answering, oral presentation using the vocabulary according to their real life.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
<b>Exploration Stage</b>	<ol style="list-style-type: none"> <li>1.To talk about family members and their characteristics.</li> <li>2.To play a random wheel game.</li> <li>3.To describe family members using comparatives adjectives in context.</li> <li>4.To play guessing games, what if games, hang games, to do puzzles, to identify vocabulary and online games to gain and practice vocabulary.</li> <li>5.To watch videos and sing songs related with adjectives.</li> </ol> <p><b>SYNTHESIS PROJECT</b>  <u>Week 1:</u> To Meet Rango and his heroic role in caring for water.  <u>Week 2:</u> To Watch clips from the film and reflect on what our planet would be like without water.</p>	<b>Weeks 2</b>	<ol style="list-style-type: none"> <li>1.Presenting family members.</li> <li>2.Applying comparative adjectives.</li> <li>3.Answering questions related with wild animals.</li> <li>4.Naming the representative vocabulary about animals in the zoo.</li> <li>5.Describing and comparing some animals according to their living place.</li> </ol>	<ul style="list-style-type: none"> <li>• Uses gestures, uses other words to describe family and animals.</li> <li>• Uses strategies to carry out the task related with adjectives and descriptions.</li> <li>• Asks and answers questions about situations related to classroom life.</li> <li>• Lists adjectives about family and animals.</li> </ul>
<b>Guided Stage</b>	<ol style="list-style-type: none"> <li>1.To read about descriptions and comparisons in context.</li> <li>2.To draw family tree.</li> <li>3.To describe friendly farm animals' characters and actions happening now using comparative adjectives.</li> <li>4.To write comparative adjectives.</li> <li>5.To talk about zoo animals.</li> <li>6.To compare animals using Comparative adjectives.</li> <li>7.To read an Australian dreamtime story and thinking about Why the Kangaroo has a pouch?</li> </ol> <p><b>SYNTHESIS PROJECT</b>  <u>Week 3:</u> To identify the importance of water.  <u>Week 4:</u> To make a drop of water and inside it, write and draw about the good use of water, especially at school and at home.  <u>Week 5:</u> To make comparisons of a world with water and another without water.  <u>Week 6:</u> To talk about what they could do to keep the water from running out.</p>	<b>Weeks 4</b>	<ol style="list-style-type: none"> <li>1.Matching pictures related with animals.</li> <li>2.Finding zoo animal's vocabulary and family members.</li> <li>3.Selecting the best answers for activities made into the book.</li> <li>4.Completing sentences using must and mustn't.</li> <li>5.Presenting the family tree.</li> <li>6.Locating parts of the house and talking about what can the people do in these places?</li> <li>7.Describing his-her house and his-her family members.</li> </ol>	<ul style="list-style-type: none"> <li>• Uses communication strategies (gestures, recasts, rephrases, stalls for time, substitutes).</li> <li>• Consults banks of expressions, checklist, models, during the interaction</li> <li>• Expands on the ideas from the text and identifies how they apply to the community and society in general.</li> <li>• Selects, organizes, and adapts information from the text to use in another task.</li> </ul>

<p><b>Learning Evidence</b></p>	<p><b>SYNTHESIS PROJECT</b>  <u>Rango in the water museum</u>  <b>Week 7 and 8:</b>  Starting from the project “Rango in the water museum”, we seek the answer to the question: Have you imagined our planet without water? Where dynamics focused on the care and good use of water will be shown from different themes. Where children can demonstrate their English skills by being the museum's tourist guides.  Children will understand the role of a tour guide and highlight their skills to be able to do so in the water museum.</p>	<p><b>Weeks 2</b></p>	<ol style="list-style-type: none"> <li>1. Following the stages of the project.</li> <li>2. Following rubric criteria for oral presentations.</li> <li>3. Applying vocabulary learnt.</li> </ol>	<ul style="list-style-type: none"> <li>• Uses functional language to describe the synthesis project.</li> <li>• Uses messages corresponds to the requirements of the task.</li> <li>• Uses gestures, restate what someone says, rephrase, stall for time, use other words to describe something.</li> </ul>
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