



## UNIT GRAPHIC ORGANIZER

SUBJECT: Communicative English

UNIT: 3

COURSE: Second

TEACHER: Alejandra Quiroga

DATE: July 7<sup>th</sup> 2025

### OUR WEATHER – LET'S COOK!

#### THROUGHLINES:

1. What's the weather like today?
2. Were you at school on Wednesday? What did you do there?
3. What was on TV?
4. Did you cook the meal? What did you cook?
5. How can I properly express and regulate my emotions to improve my well-being, academic performance, and interpersonal relationships?

#### GENERATIVE TOPIC

Emotions tools.

#### UNDERSTANDING GOALS:

The students will understand how to distinguish information about the weather, clothes, food and actions in the kitchen using simple past by identifying the main characteristics reading skills, through the use of reading exercises as reading comprehension to understand and communicate the perception about texts.	The students will understand how to identify main vocabulary about the weather, clothes, food and actions in the kitchen using simple past 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.	The students will understand how to describe the student's clothes, weather food and actions in the kitchen using simple past, through the use of writing activities as write sentences, complete or answer to understand and express the vocabulary.	The students will use vocabulary learnt by performing role-plays, oral presentations and speaking activities about the weather, clothes, food and actions in the kitchen using simple past, 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.
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA

Exploration Stage	<ol style="list-style-type: none"> <li>1. To talk about weather and clothes.</li> <li>2. To play a random wheel game.</li> <li>3. To describe their family's clothes using simple past.</li> <li>4. To play guessing games, what if games, hang games, do puzzles to identify vocabulary and online games to gain and practice vocabulary.</li> <li>5. To watch videos and sing songs.</li> </ol> <p><b>SYNTHESIS PROJECT</b> English and speaking lab class will develop the project according to the next activities.</p> <p><b>Advance 1:</b> To socialize the project objectives and to divide the students in groups.</p> <p><b>Advance 2:</b> To watch clips from the film intensely movie and reflect on How can I express my emotions? Students will learn new vocabulary thought the movie.</p>	Weeks 2	<ol style="list-style-type: none"> <li>1. Presenting Weather and clothes.</li> <li>2. Applying verbs in past.</li> <li>3. Answering questions.</li> <li>4. Naming the representative vocabulary about food.</li> <li>5. Describing and comparing.</li> </ol>	<ul style="list-style-type: none"> <li>* Uses gestures, uses other words to describe something.</li> <li>* Uses strategies to carry out the task.</li> <li>* Asks and answers questions about situations related to classroom life.</li> <li>* Lists adjectives.</li> </ul>
Guided Stage	<ol style="list-style-type: none"> <li>1. To read about descriptions and comparisons in context.</li> <li>2. To draw a recipe.</li> <li>3. To describe family's clothes and actions happened using regular verbs.</li> <li>4. To write comparative adjectives.</li> <li>5. To talk about the food.</li> <li>6. To read about instruments to measure the weather.</li> <li>7. To read and learn about how we use plants in food.</li> </ol> <p><b>SYNTHESIS PROJECT</b> <b>Advance 3:</b> To identify the importance of express my emotions to strengthen my learning.</p> <p><b>Advance 4:</b> To create cards with motivational phrases in the form of Band-Aid that help them manage and understand what they can do if they feel sad.</p>	Weeks 4	<ol style="list-style-type: none"> <li>1. Matching pictures.</li> <li>2. Finding clothes vocabulary and weather.</li> <li>3. Completing sentences using was and were.</li> <li>4. Selecting the best answers using simple past (regular verbs).</li> <li>5. Presenting the kitchen.</li> <li>6. Talking about did you cook the meat?</li> <li>7. Describing their family's clothes.</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>
Learning Evidence	<p><b>SYNTHESIS PROJECT</b> <b>Emotions tools.</b></p> <p>Students will identify emotions and understand how to manage, regulate, and express them appropriately improving their personal well-being, academic performance, and interpersonal relationships, developing a first-aid kit with emotional tools.</p>	Weeks 2	<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.</li> <li>* Student's message 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>