



## UNIT GRAPHIC ORGANIZER

**SUBJECT:** Communicative English

**UNIT:** 2

**COURSE:** Third

**TEACHER:** Cristina Benitez Zambrano and Paola Marengo

**DATE:** April 15<sup>th</sup>, 2024

### Fun in the jungle / Behind the scenes

**THROUGHLINES:**

1. What do you do usually do at home?
2. What did you do on vacation?
3. What do you do when you are sick?
4. Let's talk about you, when you were a little child.

**GENERATIVE TOPIC**



**UNDERSTANDING GOALS:**

<p>The students will understand how to recognize how is an adventure in the jungle, using past tense and superlatives by reading advertisings, in order to complete sentences about it, using their own experiences.</p>	<p>The students will understand how to identify activities using past tense and superlatives, by listening to songs and conversations in order to socialize actions in the past.</p>	<p>The students will apply key (past tense, adverbs of frequency and superlatives) by writing short sentences about their experiences, solving exercises in class to communicate personal information about it.</p>	<p>The students will use vocabulary learnt by performing role-plays, oral presentations and speaking activities about routines, actions in the past and superlatives, in order to talk about it.</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 watch videos</li> <li>2. To sing songs.</li> <li>3. To displaying pictures.</li> <li>4. To play games.</li> <li>5. To talk about vacations and the jungle.</li> <li>6. To identify verbs in the past and superlatives.</li> </ol> <p><b>SYNTHESIS PROJECT</b>  <b>Week 1:</b> To talk about the project.  <b>Week 2:</b> To share experiences related to bad habits, in order to prepare the students to improve the problem-solving skills.</p>	2 weeks	<ol style="list-style-type: none"> <li>1. Asking and answering questions.</li> <li>2. Improving pronunciation.</li> <li>3. Matching pictures with descriptions.</li> <li>4. Identifying key vocabulary.</li> <li>5. Drawing pictures relate to vacation to use verbs in the past and superlatives.</li> <li>6. Playing some games to memorize vocabulary.</li> </ol>	<ul style="list-style-type: none"> <li>• Shows reading comprehension related with past tenses and superlatives.</li> <li>• Demonstrates functional language when uses past conjugations.</li> </ul>
<b>Guided Stage</b>	<ol style="list-style-type: none"> <li>1. To read descriptions about adventures in the course books.</li> <li>2. To listen some audios about vacations and past tense.</li> <li>3. To learn about amazing experiences and past tense, talking about vacation.</li> <li>4. To share information about people's activities in the past.</li> <li>5. To develop activities from units 4 and 5 in the platform.</li> </ol> <p><b>SYNTHESIS PROJECT</b>  <b>Week 3:</b> To find ideas to prevent illness in the school making a questionnaire to plan a possible solution about it.  <b>Week 4:</b> To introduce past tense using experiences in the</p>	4 weeks	<ol style="list-style-type: none"> <li>1. Identifying target expressions.</li> <li>2. Coloring and describing pictures of comparisons.</li> <li>3. Completing charts about past tenses.</li> <li>4. Acting role plays.</li> <li>5. Writing simple sentences using past tense.</li> <li>7. Filling information about healthy habits.</li> </ol>	<ul style="list-style-type: none"> <li>• Takes risks to ask questions using auxiliars in past.</li> <li>• Gives required information with superlatives and comparisons.</li> <li>• Expresses ideas, thoughts, feelings, and points of view.</li> </ul>

	<p>past to prevent illnesses.</p> <p><b>Week 5:</b> To talk about how to prevent illnesses making and using cleaning products at home and school as soap to prevent virus.</p> <p><b>Week 6:</b> To make a poster of a practical text explain How to make a cleaning product step by step. In order to prevent virus and common illnesses.</p>			
<b>Learning Evidence</b>	<p><b>SYNTHESIS PROJECT</b></p> <p><b>“Summer Cleaning”</b></p> <p><b>Week 7 and 8:</b></p> <p>The student will present a cleaning product showing the cleaning product they will include a presentation talking about the process. Areas like Spanish, Math, Science, history and Competencies are in included.</p>	<b>2 weeks</b>	<ol style="list-style-type: none"> <li>1. Developing the stages of the project.</li> <li>2. Following the criteria for oral presentation.</li> <li>3. Applying expressions and vocabulary learnt.</li> </ol>	<ul style="list-style-type: none"> <li>• Uses gestures, restates what someone says, rephrases, stalls for time, and uses other words to describe something.</li> </ul>

