



UNIT GRAPHIC ORGANIZER

SUBJECT: Communicative English

UNIT: 4

COURSE: FIFTH

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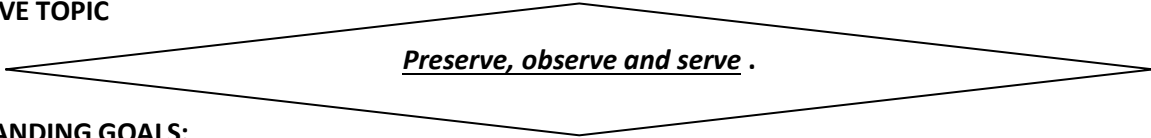
DATE: September 11th, 2024

PRETTY CITIES – LIGHTS, CAMERA, ACTION...

THROUGHLINES:

1. Which place or foreign country would you like to travel or visit next vacation?
2. Which is your favorite kind of movies?
3. Who is your favorite actor or actress and where is he or she from?
4. How do you describe a handmade dehydrator for preserving, observing and serving kinds of aromatic plants?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

The students will understand how to analyze written information about places around the world and characteristics of types of movies by reading articles and answering comprehension questions in order to improve reading skills and increase vocabulary.	The students will comprehend how to identify descriptions about attractions from different countries, museums and cinemas by listening to audio scripts, in order to strengthen his/her comprehension and summarize information by completing charts.	The students will understand how to express ideas about activities and experiences he/she can live around the world by writing activities in order to simple structures of indirect question, second conditional and specific use of vocabulary sharing personal points of view and socializing in several contexts.	The students will understand how to talk about the creation of a handmade dehydrator, for preserve, observe and serve Kind of aromatic plants, giving opinions and advices by explaining step by step uses and models, in order to apply vocabulary and expressions learnt in classes.
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none"> • To watch videos about steps for instructions, reports and homemade inventions. • To read about important attractions from countries and characteristics of different kinds of movies. • To play guessing games about vocabulary of units 8 and 9 • To participate in role plays. • To talk about current situations when we travel to preserve food. <p><u>SYNTHESIS PROJECT</u></p> <ul style="list-style-type: none"> • To imagine what are some ways to solve the problem? • To plan – socialize the problem by writing different kind of vocabulary in order to create a description by steps and with complete structures, (tips of writing). • To check and compare information from the logbook 	2 weeks	<ul style="list-style-type: none"> • -Talking about clothes by using modal verbs of “possibilities.” • Asking and answering questions about clothes. • Saying interesting facts about countries students have visited. • -Talking about experiences. 	<ul style="list-style-type: none"> • Takes turns when speaking and answering appropriately. • Articulates messages. • Participates in oral interaction.

	per groups, analyzing the work develop of each role in context.			
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<p>Guided Stage</p>	<ul style="list-style-type: none"> • To read about action words, conserved food, and natural medicines in current illnesses. • To listen and check key words. • To make mind-map about simple structures. • To talk about inventions steps, cooking recipes when travelling, movies using grammar structures. • Definitions of specific vocabulary related to units 8 and 9. • To develop activities from books and platform units 8 and 9. <p><u>Synthesis Project:</u> To design a brochure in order to explain the homemade dehydrator and the characteristics of the aromatic herbs plant, how use it and the benefits, taking in to account the sequence words, the structures of writing, the steps of description and the vocabulary in context.</p>	<p style="text-align: center;">4 Weeks</p>	<ul style="list-style-type: none"> • Matching and completing conversations. • Saying the clothes 'names. • Asking and answering questions about food already eaten. • Sharing information about countries. • Checking the scores obtained in the activities. 	<ul style="list-style-type: none"> • Evidences comprehension in specific contexts. • Uses information to carry out another task
<p>Learning Evidence</p>	<p><u>Synthesis Project:</u> <u>"Preserve, observe and serve</u></p> <p>The students will create a model of a homemade dehydrator to preserve, observe and serve, the aromatic herb plants by explaining features and the big question "How can we preserve, observe and serve the plants, for a useful purpose in daily life?" by a brochure that help the creation of a homemade dehydrator taking into account the different kind of roles for students in a project also, they will perform the presentation with visual aids and backgrounds.</p>	<p style="text-align: center;">2</p>	<ul style="list-style-type: none"> • Taking into account the rubric criteria for oral presentation (time limit, pronunciation, vocabulary, interactive communication, and good grammar). • Giving details about their pastactivities. • Talking about their fashions. • Following the steps for developing the project. 	<ul style="list-style-type: none"> • Consults the teacher and his/her pairs. • Explains clear messages. • Uses human and material resources to carry out the task.