**UNIT GRAPHIC ORGANIZER**

**SUBJECT**: \_\_\_Communicative English\_\_\_\_\_\_\_\_\_\_ **UNIT**: \_2\_ **COURSE**: \_\_\_\_\_Second\_\_\_\_\_\_

**TEACHER**: \_Cristina Benitez and Sandra Cuervo. \_\_\_\_\_\_ **DATE**: April 13th 2021

A DAY IN THE LIFE – IN THE CITY

**TITLE**:

**THROUGHLINES**:

1. What places are in a city and what can we do there?
2. What is your favorite place in the city?
3. What is your daily routine?
4. What does reporters do? ­

**GENERATIVE TOPIC**

 **THE REPORTER IT’S ME!**

**UNDERSTANDING GOALS:**

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| The student will understand how to distinguish information about people’s daily routine and places in the city by reading short texts to complete charts.  | The student will understand how to identify main city places and information about people’s daily routine by listening to information to answer some questions. | The student will understand how to describe his/her daily routine and what can they do in the places in the city by writing short sentences.  | The student will understand how to talk about his/her daily routine and what can they do in the places in the city by oral presentations. |

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|  | UNDERSTANDING PERFORMANCES | TIME | ASSESSMENT |
|  | **ACTIONS** |  | **WAYS** | **CRITERIA** |
| **Exploration****Stage** | 1. To play a random wheel game.
2. To talk about different people’s routine, hobbies, and activities.
3. To located places in the city and talk about can the people do in each place.
4. To play guessing games, what if games, hang games, do puzzles to identify vocabulary and online games to gain and practice vocabulary.
5. To watch videos and sing songs.

**SYNTHESIS PROJECT****Week 1:** To play a mime game to identify daily activities.**Week 2:** To make a survey about classmate’s daily routine. | **Weeks 2** | 1. Representing daily routines
2. Applying frequency adverbs
3. Answering questions
4. Recognising city places
 | * Uses gestures, uses other words to describe something.
* Uses strategies to carry out the task.
* Asks and answers questions about situations related to classroom life.
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| **Guided****Stage** | 1. To read a paragraph about Sally’s daily routine
2. To read city maps and what can the people do there.
3. To listen to the frequency of some activities made by people
4. To write daily routines
5. To write actions made in different places in the city.
6. To talk about activities made daily.

**SYNTHESIS PROJECT****Week 3:** To make a clock to talk about their daily routine.**Week 4**: Make an oral presentation about their daily routine. **Week 5**: To Draw a map using the places in the city, locating places, and talking about what the people can do in those places. **Week 6**: To make a microphone to practice the presentations as reporters.  | **Weeks 4** | 1. Matching pictures
2. Finding city places
3. Selecting the best answers
4. Completing sentences
5. Using must and mustn’t
6. Presenting the daily routine
7. Locating places in the city and talking about what can the people do in the places in the city
 | * Uses communication strategies (gestures, recasts, rephrases, stalls for time, substitutes).
* Consults banks of expressions, checklist, models, during the interaction
* Expands on the ideas from the text and identifies how they apply to the community and society in general.
* Selects, organizes and adapts information from the text to use in another task.
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| **Learning****Evidence** | **SYNTHESIS PROJECT****The reporter it’s me** **Week 7 and 8**:The students will pretend to be news reporters who are reporting about a famous person and his or her daily routine, then, they will talk about a great a new place in the city, locating the place in a map and saying can ca the people do there. Students should wear customs a microphone and also accessories related to the character.  | **Weeks 2** | * Following the stages of the project
* Following rubric criteria for oral presentations.
* Applying vocabulary learnt
 | * Uses functional language
* Student’s message corresponds to the requirements of the task
* Uses gestures, restate what someone says, rephrase, stall for time, use other words to describe something
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