**UNIT GRAPHIC ORGANIZER**

**SUBJECT**: Communicative English  **UNIT**: 2 **COURSE:** FIFTH

**TEACHER**: Lorena Forero/Ludy Hernandez\_\_\_\_\_\_\_\_\_\_\_\_ **DATE**: April 13th /2021

**THE GREAT OUTDOORS/ FOOD, GLORIOUS FOOD**

**TITLE**:

**THROUGHLINES**:

1. What kind of outdoor activities do you do?
2. Where do you do camping?
3. What is your favorite food?
4. What are the ingredients of your favorite dish?
5. What animals can we find in our school?
6. How animals can help us?

**GENERATIVE TOPIC**

**“Let’s go camping”**

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| **UNDERSTANDING GOALS:**  The student will understand about journeys by carrying out reading activities in order to identify actions that were developed in the past. | | The student will comprehend about people activities by listening to audios and songs in order to identify situations in the past. | | The student will describe recipes created by them in order to use count and non-count nouns by writing menus. | The student will be able to talk about specific elements for camping and food to carry on trips, by a performance of a mountain tour. | |
|  | **UNDERSTANDING PERFORMANCES** | | **TIME** | **ASSESSMENT** | | |
|  | **ACTIONS** | |  | **WAYS** | | **CRITERIA** |
| **Exploration**  **Stage** | 1. To identify vocabulary 2. To watch a video about outdoor activities. 3. To make a recipe. 4. To do a show and tell activity about typical food around the world.   **Synthesis Project weeks 1-2**  **“Let’s go camping”**    **Week 1**: Teachers will socialize with students the project ideas to develop along the term.  **Week 2**: Teachers will show the possible tours for camping | | **2 weeks** | 1. Listing vocabulary related to language learning. 2. Asking and answering questions about the importance of doing outdoor activities. 3. Describing ingredients by using some quantifiers. 4. Talking about a specific recipe of a country. | | 1. Takes turns when speaking and answering appropriately  2. Articulates messages |
| **Guided**  **Stage** | 1. To read about explorers. 2. To listen to conversations 3. To write about past actions. 4. To talk about food by using some quantifiers.   **Synthesis project**  **“Let’s go camping”**  **Week 3 to 6:**   1. To start writing about their activities to do in the camping adventure 2. To design the timetable 3. To rehearse on the project 4. To practise for their presentation 5. Presentation. | | 1. **Weeks** | 1. Answering questions and matching information 2. Listening to audios and songs 3. Describing pictures. 4. Using correctly the functions. 5. Checking the scores obtained in the activities. | | 1. Shows oral interaction. 2. Demonstrates management of the concepts. |
| **Learning**  **Evidence** | **Synthesis project**  **“Let’s go camping”**  **Week 7-8**  Students will decorate the place as a camping tent, will wear camping clothes and will prepare food for the travel in order to present it in front of the group, by describing the menu and the specific things to carry for the camping trip. (previously, teacher will classify the topic per each student) | | **2 weeks** | 1. Giving details about their past activities 2. Talking about their adventures | | 1. The message is clear  2. Uses human and material resources to carry out the task |