



## UNIT GRAPHIC ORGANIZER

**SUBJECT:** Speaking Lab

**UNIT:** 3

**COURSE:** TENTH grade

**TEACHER:** Miguel Prada

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

**TITLE:**

**TOTALLY EMOTIONAL – TELLING STORIES.**

**THROUGH LINES:**

1. Which are the advantages of living surrounded by sustainable spaces into the city and into countryside?
2. Which are some of your most terrible fears? Why?

**GENERATIVE TOPIC**

**WAR THROUGH VIDEOGAMES**

**UNDERSTANDING GOAL:**

The students will describe in specific oral speeches the way they think about emotions could be positive for mankind, in order to recognize points of views taken from different sources, by having in mind the specific seen grammar such as; verbs of emotion, linking words, cohesion and coherence, through the reinforcement of the past perfect and narrative tenses.

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploratio n Stage	<ul style="list-style-type: none"><li>• To express positive and negative emotions based on some life experiences.</li><li>• To describe feelings and emotions homes by showing pros and cons.</li><li>• To talk about emotions and feelings by giving the meaning of them based on different life contexts.</li></ul>	1 week	<ul style="list-style-type: none"><li>• Practicing conversations about emotions and feelings.</li><li>• Discussing about different feelings.</li><li>• Mentioning benefits of showing how you feel based on any life situation.</li></ul>	<ul style="list-style-type: none"><li>• Describes speeches with excellent pronunciation and intonation.</li><li>• Shows oral interaction with correct grammar tenses.</li><li>• Labels a right oral way with linking words.</li><li>• Demonstrates fluency, coherence and cohesion.</li></ul>



<b>Guided Stage</b>	<ul style="list-style-type: none"> <li>• To use expressions when you describe emotions.</li> <li>• To ask and answer questions on preferences when living in intelligent homes.</li> <li>• To participate in brainstorm on how to build a comfortable environment to live.</li> </ul>	<b>2 weeks</b>	<ul style="list-style-type: none"> <li>• Pretending to be in a certain situation.</li> <li>• Interviewing classmates about living preferences.</li> <li>• Performing role plays to acquire new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows functional language related to environment and sustainable surroundings.</li> <li>• Uses spoken synonyms in specific speeches.</li> <li>• Understand key elements about nature.</li> <li>• Practices oral interaction.</li> </ul>
<b>Learning Evidence</b>	<p><b>SPEAKING ACTIVITY 1:</b> By groups of four people students must spend between 2.5 - 3 minutes in a role play depending on the topic given by the teacher. Students have to take into account the grammar needed for the role play activity such as; verbs of emotion, past, present, future tenses and the expressions suggested in class.</p> <p><b>SPEAKING ACTIVITY 2:</b> In pairs Ss must develop a 1 minute conversation with the teacher related to emotions based on commonly used slang words from English. Ss must use past, present or future tenses if necessary.</p> <p>Speaking Lab rubric will be considered for both activities.</p>	<b>1 week</b>	<ul style="list-style-type: none"> <li>• Using Present and past tenses.</li> <li>• Presenting orally specific ideas.</li> <li>• Following rubric to demonstrate coherence.</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses ideas in a coherent way.</li> <li>• Shows fluency in a conversation.</li> <li>• Applies grammar structures correctly.</li> </ul>