



UNIT GRAPHIC ORGANIZER

SUBJECT: Speaking Lab

UNIT: 3

COURSE: Eleventh grade

TEACHER: MIGUEL PRADA

DATE: July 7th - 2025

TITLE:

THE BIGGER PICTURE, NEW AND IMPROVED AND MAKING HEADLINES

THROUGH LINES:

1. Which are the advantages and disadvantages of studying and living in a sustainable place?
2. How do you like living the most? Which are the advantages of sustainable environments?
3. Which grammar topics and vocabulary are needed to present ICES proof?

GENERATIVE TOPIC

WAR THROUGH VIDEOGAMES

UNDERSTANDING GOAL:

The students will describe in specific oral speeches the way they think how global issues, advertising and media could be positive for mankind, in order to recognize points of views taken from different sources, by having in mind the specific seen grammar, linking words, cohesion and coherence, through the reinforcement of the passive voice and future perfects.

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Explorat ion Stage	<ul style="list-style-type: none">• To express positive and negative experiences of nowadays global issues.• To create oral interaction with basic grammar needed for SABER 11 test.• To mention important features about media by showing pros and cons.• To talk about benefits of technological advances and nature preserving.	1 week	<ul style="list-style-type: none">• Practicing conversations about worldwide situations and decisions.• Describing advertising.• Mentioning benefits of media worldwide.• Reviewing SABER 11 exercises, describing the seen grammar.• Having in mind the given vocabulary for the SABER 11 test.	<ul style="list-style-type: none">• Describes speeches with excellent pronunciation and intonation.• Shows oral interaction with correct grammar tenses.• Demonstrates a right oral way with linking words.• Demonstrates fluency, coherence and cohesion.

Guided Stage	<ul style="list-style-type: none"> • To use expressions when describing advertisements. • To ask and answer questions on preferences when living abroad. • To brainstorm on how to face the different information shown in media. • To mention pros and cons of media nowadays. 	2 weeks	<ul style="list-style-type: none"> • Pretending to be in a specific situation. • Interviewing classmates and using basic grammar. • Performing role plays to acquire new vocabulary. • Debating about worldwide media information. 	<ul style="list-style-type: none"> • Shows functional language related to environment and sustainable surroundings. • Uses spoken synonyms in specific speeches. • Understand key elements about nature. • Practices oral interaction.
Learning Evidence	<p>SPEAKING ACTIVITY 1: 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; deduction modals, conditionals and the expressions suggested in class.</p> <p>SPEAKING ACTIVITY 2: In pairs Ss must develop a 1 minute conversation with the teacher related to global issues that may affect ourselves 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>	1 week	<ul style="list-style-type: none"> • Using Present and past tenses. • Presenting orally specific ideas. • Following a rubric to demonstrate coherence. 	<ul style="list-style-type: none"> • Expresses ideas in a coherent way. • Shows fluency in a conversation. • Applies grammar structures correctly.