



UNIT GRAPHIC ORGANIZER

SUBJECT: Speaking Lab

UNIT: 4

COURSE: Eleventh grade

TEACHER: JOHNY JIMÉNEZ

DATE: September 11th - 2024

TITLE:

ADVERTISEMENTS

THROUGH LINES:

1. Which things do you think are good for doing advertisements?
2. How do you like adverts and what things do you think make you buy them?
3. Which specific details would include a nice advert?

GENERATIVE TOPIC



UNDERSTANDING GOAL:

The students will describe in specific oral speeches the way they think a sustainable environment 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 all seen grammar tenses thorough this whole year.

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Explorat ion Stage	<ul style="list-style-type: none"> • To express positive and negative things related to adverts on media. • To create oral interaction with the correct ideas of adverts. • To describe sustainable homes by showing pros and cons. • To use specific vocabulary related to environments and homes. • To talk about the final product related to their synthesis project. <p>Exploratory Stage: continue working on the advances implemented in a sustainable home to showcase the environmental, economic, and social benefits in the community through the development of an organizational chart.</p>	1 week	<ul style="list-style-type: none"> • Practicing conversations about sustainable environment. • Describing about advertisements on tv and media. • Mentioning benefits of good advertisements for consumers. • Doing presentations related with adverts. • Reviewing facts about basic grammar tenses. • Having in mind the given vocabulary for creating oral speeches. 	<ul style="list-style-type: none"> • Describes speeches with excellent pronunciation and intonation. • Shows oral interaction with correct grammar tenses. • Describes correctly in oral way with linking words. • Demonstrates fluency, coherence and cohesion.

<p>Guided Stage</p>	<ul style="list-style-type: none"> • To use expressions when describing environments. • To participate in brainstorm on how to build a comfortable environment to live. • To say pros and cons of living in advanced surroundings. <p>Guided Stage: continue with the creation of the proposal to be shown at the final of the period. The areas of Natural Sciences, Social Sciences, Technology, Mathematics, Physical Education, Humanities, and languages will be integrated; by means of supporting the organizational chart, thus demonstrating the specific elements that are intended to be included in this project.</p>	<p>2 weeks</p>	<ul style="list-style-type: none"> • Talking with classmates and using basic grammar. • Playing role plays to acquire new vocabulary. • Debating about the synthesis project by presenting the final ideas. 	<ul style="list-style-type: none"> • Shows functional language related to environment and sustainable surroundings. • Uses grammar references to continue doing the final presentation. • Practices oral interaction.
<p>Learning Evidence</p>	<p>SYNTHESIS PROJECT</p> <p>WEEKS 3 to 6 Students will demonstrate coherence in their speech and more detailed ideas.</p> <p>WEEK 7 - 8: students will execute their oral dialogues in their final presentation, in order to show how they have made their final product with all given details.</p> <p>Synthesis Project: Presenting the final product, with all given characteristics and talk all details depending on their roles.</p>	<p>1 week</p>	<ul style="list-style-type: none"> • Using Future perfect tenses in oral speeches. • Presenting orally specific ideas. • Following 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.

