



## UNIT GRAPHIC ORGANIZER

**SUBJECT:** SPEAKING LAB

**UNIT:** 2

**COURSE:** SIXTH

**TEACHER:** ANGELICA BAUTISTA, LIZZETH GARAVITO, LUDY HERNANDEZ

**DATE:** APRIL 10TH, 2025

**WOMEN IN HISTORY – JOBS –TRIP VOCABULARY**  
**-CLOTHES AND THINGS.**

**THROUGHLINES:**

1. What is the women's role in the society?
2. What do you need to do when going for a trip?

**GENERATIVE TOPIC**

**MOMENTS IN HISTORY AND PLACES TO VISIT**

**UNDERSTANDING GOALS:**

The student will discuss about historical roles of women in different professions, jobs and about places to visit by using vocabulary related to buildings, trips, activities to do and clothes to wear based on a specific season in order to share point of view.

| UNDERSTANDING PERFORMANCES | TIME | ASSESSMENT |          |
|----------------------------|------|------------|----------|
| ACTIONS                    |      | WAYS       | CRITERIA |
|                            |      |            |          |

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|--------------------------|---|---------|--|--|
| <b>Exploration Stage</b> | <ul style="list-style-type: none"> <li>To identify key vocabulary to talk about jobs, trips, clothes and things.</li> <li>To follow correct grammar aspects about the past simple tense to refer some historical events.</li> <li>To talk about the main topics: women's role in society, jobs, trip vocabulary.</li> </ul> <p><b><u>GREEN ENERGY, BETTER LIFE</u></b><br/><b><u>Synthesis project</u></b></p> <p><b>Week 1:</b> To check materials and prototypes drawings<br/> <b>Week 2:</b> To begin with the building of the prototype</p> | 2 weeks | <ul style="list-style-type: none"> <li>Sharing ideas about the role of relevant women in history.</li> <li>Playing games that foster participation.</li> <li>Linking ideas.</li> <li>Sharing own likes and dislikes by using flash cards.</li> </ul> | <ul style="list-style-type: none"> <li>Follows instructions to perform the assigned task during classes.</li> <li>Uses properly intonation and vocabulary to describe famous women along history.</li> <li>Pronounces correctly the vocabulary learnt about jobs, clothes and things to describe places to visit.</li> <li>Shows interaction.</li> </ul> |
| <b>Guided Stage</b>      | <ul style="list-style-type: none"> <li>Talk about women's role in society.</li> <li>To recognize different jobs and professions.</li> <li>To identify trip vocabulary in conversations.</li> <li>To describe clothes and things.</li> </ul> <p><b><u>GREEN ENERGY, BETTER LIFE</u></b><br/><b><u>Synthesis project</u></b></p> <p><b>Week 3:</b> To test the built prototype. To Write down on the logbook the test results and the mistakes.<br/> <b>Week 4:</b> To correct mistakes and describe the way to use the prototype in context.</p> | 4       | <ul style="list-style-type: none"> <li>Playing role games.</li> <li>Describing daily situations.</li> <li>Getting information from pictures in order to talk about them.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrates the correct use of the target language.</li> <li>Shows coherence and cohesion while answering questions.</li> <li>Listen for details.</li> </ul>   |

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| <b>Learning Evidence</b> | <p><b><u>GREEN ENERGY, BETTER LIFE</u></b><br/><b><u>Synthesis project</u></b></p> <p><b>Week 5:</b> To organize an oral presentation<br/> <b>Week 6:</b> To share and socialize the use of the prototype.<br/> <b>Week 7:</b> To present the final project including all given steps. Presenting the final design with excellent intonation and following grammar rules.</p> | 2 | <ol style="list-style-type: none"> <li>Taking into account the rubric for oral presentation (time limit, pronunciation, vocabulary, interactive communication and good grammar).</li> <li>Describing the process of creation.</li> <li>Applying the recommendations given by the teacher.</li> </ol> | <ul style="list-style-type: none"> <li>Consults the teacher and his/ her pairs.</li> <li>The message is clear.</li> <li>Uses human and material resources to carry out the task.</li> <li>Maintains and develops the interaction and negotiates towards an outcome with very little hesitation.</li> </ul> |
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