

SPECIFIC COMPETENCY: Exchange opinions regarding the contents of a radio program

| ACHIEVEMENTS | CONTENTS | PRODUCT |
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| <ul style="list-style-type: none"> • Identifies words used to link ideas. • Detects speech register. • Writes expressions to produce opinions. • Answers questions to express opinions or points of view about the contents of an oral text. • Expands main ideas in an oral exchange. | <p>DOING WITH THE LANGUAGE</p> <p><i>Listen and check a radio program.</i></p> <ul style="list-style-type: none"> • Establish topic, purpose and intended audience. • Differentiate voices, environment sounds and sound effects. • Discriminate advertisements from program contents. • Identify forms of communication. • Distinguish intonation and tone of presenter and other participants. • Identify rhythm and speed. <p><i>Understand the general meaning and main ideas.</i></p> <ul style="list-style-type: none"> • Predict the general meaning. • Differentiate parts of a radio program. • Recognize sentences and expressions used by presenter and/or other participants. • Identify the use of words to connect ideas. • Determine the relationship between sound effects and contents. • Detect speech register. • Distinguish behavior adopted by speakers to support meaning construction. • Write sentences used by the presenter and/or the participants. • Define sequence of statements. <p><i>Exchange opinions regarding the contents.</i></p> <ul style="list-style-type: none"> • Answer questions to express opinions. • Structure, write and read opinions. • Formulate questions about the content of a program. • Include relevant details and interesting information in an opinion. • Determine tone and intonation of sentences. • Establish rules and turns of participation for an exchange of opinions. • Begin an exchange. • Use expressions and linguistic resources to ask for details and explanations. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Form of communication. • Structure of radio programs. • Speech register. • Speaking turns. • Repertoire of words necessary for this social practice of the language. • Connectors. • Verbs: modals. • Syntactic differences between British and American varieties: possessive constructions (e.g., Have you got a notebook?, Do you have a notebook?). • Syntactic particularities of the English language: absence of relative pronoun. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Recognize the influence of media in everyday life. • Foster respect and attention towards the opinions of others. | <p>PLENARY</p> <ul style="list-style-type: none"> – Select a radio program. – Decide on the plenary length. – Structure sentences to express opinions about the radio program. – Check that sentences are understood when spoken and listened to. – Establish turns and each participation length. – Practice expressing opinions. – Carry out the plenary and pay attention to the participation of others. – Formulate questions to obtain further information, ask for something to be repeated, clarified or said slower. |