



## UNIT GRAPHIC ORGANIZER

**SUBJECT:** Speaking Lab  
**TEACHER:** Yuly Rincón

**UNIT:** 3  
**DATE:** July 7<sup>th</sup>, 2025

**COURSE:** Eighth grade

### A HEALTHY FUTURE – ON SCREEN

#### THROUGHLINES:

1. Have you ever broken an arm or a leg? What happened?
2. How can we prevent common injuries and illnesses that happen at school?

#### GENERATIVE TOPIC

### WORLD CHANGING INVENTIONS

#### UNDERSTANDING GOALS:

The students will talk about injuries and illnesses and how these health matters affect people in their daily life by using grammar future forms and target vocabulary in order to share advice in advertisements and other spoken activities.

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
<b>Exploration Stage</b>	<ol style="list-style-type: none"> <li>1. To identify common injuries and illnesses in the different parts of the body.</li> <li>2. To describe their own experiences by having injuries and other health matters.</li> <li>3. To talk about ways to take care of the body.</li> </ol>	<b>2 weeks</b>	<ol style="list-style-type: none"> <li>1. Matching pictures with target vocabulary</li> <li>2. Giving details and using vocabulary learned.</li> <li>3. Giving advice and using future grammar forms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shows oral interaction with correct use of intonation and no hesitations.</li> <li>2. Takes turns when speaking and answering appropriately.</li> </ol>
<b>Guided Stage</b>	<ol style="list-style-type: none"> <li>1. To discuss about preferences to take care of their own health.</li> <li>2. To use expressions and target vocabulary to describe illnesses and injuries</li> <li>3. To give advice to have a healthy lifestyle.</li> <li>4. To do speaking activities to include future grammar expressions</li> </ol>	<b>4 weeks</b>	<ol style="list-style-type: none"> <li>1. Answering questions related to injuries and health problems.</li> <li>2. Applying grammar and vocabulary learned.</li> <li>3. Discussing health matters tips.</li> <li>4. Socializing information guided by teacher into lessons.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shows functional language in specific target language contexts.</li> <li>2. Uses specific details to give information detailed.</li> <li>3. Shows understanding of key elements.</li> </ol>

<p><b>Learning Evidence</b></p>	<p><b>SPOKEN ACTIVITY</b></p> <p>Students will participate in an oral advertisement where they are going to describe common illnesses and injuries that affect their daily life in order to communicate ideas and different ways to take care of themselves. Students will discuss previous experiences they had by having injuries or illnesses and what will they do in order to prevent or take care of their health.</p>	<p><b>2 weeks</b></p>	<ol style="list-style-type: none"> <li>1. Using key vocabulary and expressions learned.</li> <li>2. Checking fluency, confidence and pronunciation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses functional language.</li> <li>2. Shows fluency and coherence when speaks.</li> </ol>
---------------------------------	--	-----------------------	--	---