



UNIT GRAPHIC ORGANIZER

SUBJECT: SPEAKING LAB

UNIT: 3

COURSE: Ninth

TEACHER: Miguel Prada

DATE: July 7TH 2025

**TAKE CARE OF YOURSELF, SOUND CHECK, AMAZING
ARCHITECTURE, THE FUTURE IS NOW, ANIMALS IN DANGER**

THROUGHLINES:

1. Have you ever helped someone who was injured? If so, what did you do?
2. How important is music to you?
3. Which electronic device do you use the most and why?

GENERATIVE TOPIC

**Green classroom, learning through
energy**

UNDERSTANDING GOALS:

The students will comprehend different vocabulary about health, music and technology taking into account obligation and necessity modals, passive voice and relative clauses in order to demonstrate an excellent speaking performance by showing personal standpoints and oral comprehension.

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none">• To participate actively into speeches about doctors and health.• To do speaking activities to include new grammar such as passive voice and reported speech.• To work on oral interventions about technology.	1-2 weeks	<ul style="list-style-type: none">• Discussing about several facts.• Describing narrative tenses components.• Developing oral interventions.• Using chronometer to show spoken performance.• To include linking words in all speeches.	<ul style="list-style-type: none">• Uses gestures, restates what someone says, rephrases.• Uses spoken words to describe facts and details.• Describes personal points of view in given times.• Uses steps to follow sequences in the spoken part.
Guided Stage	<ul style="list-style-type: none">• To perform role plays regarding health and music.• To perform speeches using passive voice and reported speech.	3-6 weeks	<ul style="list-style-type: none">• Contrasting the information given previously by speaking skill.• Implementing intonation and pronunciation key points.	<ul style="list-style-type: none">• Uses specific details vocabulary expressions and functional language.• Uses given grammar concepts into the oral interventions.

<p>Learning Evidence</p>	<p>SPEAKING ACTIVITY 1: In pairs Students must develop a 1 minute conversation with the teacher related to either health, music or technology based on commonly used slang words from English. Ss must use past, present or future tenses if necessary.</p> <p>SPEAKING ACTIVITY 2: 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 necessity modal verbs, passive voice, relative clauses and the expressions suggested in class.</p> <p>Speaking Lab rubric will be considered for both activities.</p>	<p>7-8 weeks</p>	<ul style="list-style-type: none"> • Giving a personal speech with all well-known parameters. • Projecting uses of linking phrases. • Avoiding hesitations in all oral interventions. 	<ul style="list-style-type: none"> • Uses appropriate spoken details to give and exchange views on health and music. • Makes a proper use of the time expected for the oral presentation.
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