



**UNIT GRAPHIC ORGANIZER**

**SUBJECT:** Speaking Lab  
**TEACHER:** Angelica Bautista – Luis Delgado – Zuly Castillo

**UNIT:** 2

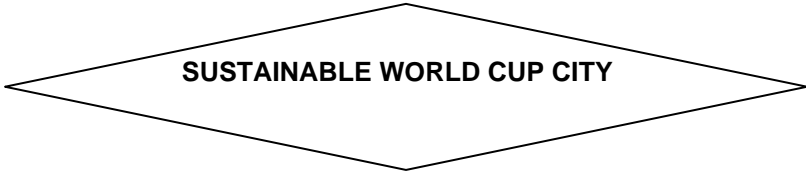
**COURSES:** Eight grade  
**DATE:** April 14<sup>th</sup>, 2026

**MY WAY OF LIFE - CHAMPIONS**

**THROUGHLINES:**

1. What are the most important events in a person’s life?
2. Which sports do you play regularly?

**GENERATIVE TOPIC**



**UNDERSTANDING GOALS:**

The students will explore and describe significant life events and their impact, discuss and compare sports they play regularly, and analyze the importance of water protection by participating in a mini role play examining ways to conserve and protect water resources in their communities.

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
<b>Exploration Stage</b>	<ol style="list-style-type: none"> <li>1. To describe some significant life events.</li> <li>2. To ask for the sports their partners play.</li> <li>3. To talk about how people waste water.</li> </ol>	<b>2 weeks</b>	<ol style="list-style-type: none"> <li>1. Describing pictures of different life events</li> <li>2. Asking classmates for the sport they play and the frequency.</li> <li>3. Describing pictures and brainstorming.</li> </ol>	<ol style="list-style-type: none"> <li>1. Expresses ideas clearly.</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 talk about life events of their own life.</li> <li>2. To argument why they like a particular sport.</li> <li>3. To explain ways to protect the water.</li> </ol>	<b>4 weeks</b>	<ol style="list-style-type: none"> <li>1. Creating a timeline of some important events in their lives.</li> <li>2. Participating in a role play “Convince a Friend”.</li> <li>3. Explaining reasons for doing certain actions aimed to protect the water.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses appropriately verb tenses.</li> <li>2. Includes relevant vocabulary.</li> <li>3. Actively participates in all activities.</li> </ol>

<p><b>Learning Evidence</b></p>	<p style="text-align: center;"><b>SPOKEN ACTIVITY</b></p> <p>Students will participate in the role play “Teaching a Friend” in pairs, one student plays the role of a person who wastes water (<i>example: leaving the tap running</i>) while the other is a friend giving advice (<i>example: you should turn off the tap while brushing your teeth</i>). The students should highlight how important water is and how can they protect this non-renewable resource.</p>	<p style="text-align: center;"><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 speaking.</li> </ol>
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