



## UNIT GRAPHIC ORGANIZER

**SUBJECT:** SPEAKING LAB

**UNIT:** 3

**COURSE:** FIFTH

**TEACHER:** LIZZETT GARAVITO

**DATE:** July 7<sup>th</sup> 2025

**ENVIRONMENTALLY FRIENDLY – FEELING IT**

**THROUGHLINES:**

1. How can we take care of the environment?
- 2 Why is it good to understand how other people feel?

**GENERATIVE TOPIC**

**LIFE IS COLORFUL**

**UNDERSTANDING GOALS:**

The students will use key vocabulary related to the environment and emotions through interactive activities in order to promote and raise awareness about how to protect the planet and to communicate effectively personal ideas.

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none"><li>• To recognize key vocabulary and quantifiers to talk about ecosystems in the city and nature in general.</li><li>• To identify key vocabulary about accidents, illnesses and emergencies in general.</li><li>• To show information about emotions and feelings.</li></ul>	2 weeks	<ul style="list-style-type: none"><li>• Making a brainstorm about ideas to protect the environment.</li><li>• Networking ideas based on the previous knowledge to share ideas about environment and how people show emotions.</li><li>• Selecting information according personal thoughts based on the subject topics.</li></ul>	<ul style="list-style-type: none"><li>• Uses appropriate vocabulary to communicate his /her ideas.</li><li>• Shows confidence and enthusiasm while speaking.</li><li>• Stays on the topic and provides relevant details.</li></ul>

<p><b>Guided Stage</b></p>	<ul style="list-style-type: none"> <li>• To talk about different kind of ecosystems.</li> <li>• To use key vocabulary phrases to describe how to protect the planet.</li> <li>• To describe situations based on some illustrative pictures and videos.</li> <li>• To share information about emotions.</li> </ul> <p><b>SYNTHESIS PROJECT</b></p> <p><b>LIFE IS COLORFUL</b></p> <p>The students will improve mental and physical health through art therapy activities integrated with STEAM (Science, Technology, Engineering, Art, and Mathematics) elements. Through creative workshops and experimental activities, emotional expression, self-awareness, fine motor skills, problem-solving, and collaboration will be encouraged.</p> <p>Bearing in mind the big question <b>How can I use art to improve my physical and mental health in my social context?</b></p>	<p><b>4 weeks</b></p>	<ul style="list-style-type: none"> <li>• Explaining arguments about the environment protection.</li> <li>• Using flash cards and videos to describe real contexts about ecosystems in the city and people can help the Earth.</li> <li>• Showing understanding about the use of quantifiers to describe situations related to nature.</li> <li>• Linking ideas.</li> <li>• Checking grammar, coherence, and general vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses grammar features to follow correct structures.</li> <li>• Respects others' opinions.</li> <li>• Responds appropriately to questions and comments.</li> <li>• Uses vocabulary learnt about environment and emotions.</li> </ul>
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<p><b>Learning Evidence</b></p>	<p><b>SPOKEN ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• 40 seconds description about ecosystems in the city and nature features.</li> <li>• 40 seconds speech based on emotions and feelings.</li> </ul>	<p><b>2 weeks</b></p>	<ul style="list-style-type: none"> <li>• Debating suggestions for protecting the planet.</li> <li>• Defending his/her own ideas by sharing information about the importance of the environment.</li> <li>• Describing someone's feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses vocabulary learnt and shows clearly pronunciation.</li> <li>• Applies grammar structures.</li> <li>• Follows the established parameters.</li> <li>• Uses correct stress and intonation patterns.</li> <li>• Maintains appropriate body language.</li> </ul>
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