



Group 7  
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# **UNIT OF WORK**

## **Unit 2-Wenlock and Mandeville**

**2013/2014 – 1<sup>st</sup> Evaluation**

**(Group 7 C)**



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## 1.- Curricular References

### 1.1.- Objectives of the area, Evaluation Criteria and Competences

Objectives of the area	Evaluation Criteria	Competences
<p><b>Objective 1.</b> To listen and to understand oral messages, in different communicative contexts, to develop concrete and varied tasks adopting a respectful and cooperative attitude</p> <p><b>Objective 2.</b> To express orally in an appropriate and coherent way according to everyday situations by integrating verbal and nonverbal procedures, using the phonetic aspects of rhythm, stress and intonation as basic communication elements</p> <p><b>Objective 3.</b> To read expressively and understandingly different texts related to their own experiences and interests, and extract general and specific information to achieve a concrete goal</p> <p><b>Objective 4.</b> To write correctly, coherently and appropriately, using to help them models and different texts with varied</p>	<p><b>Criterion 1.</b> To maintain everyday conversations on well-known topics respecting the basic exchange rules, such as listening and looking at the person who is talking</p> <p><b>Criterion 2.</b> To get the gist and to identify some specific elements into varied oral speech</p> <p><b>Criterion 3.</b> To recognize and reproduce structures and the phonetic aspects of rhythm, stress and intonation of expressions when speaking in public, conversing and reading aloud</p> <p><b>Criterion 4.</b> To skim and scan easy texts on well-known topics and with a specific aim</p> <p><b>Criterion 5.</b> To write sentences and significant short texts in everyday situations or in the classroom context, both on paper and digital media</p> <p><b>Criterion 6.</b> To use learning to</p>	<p>Communicative language competence</p> <p>Mathematical competence</p> <p>Digital and information processing competence</p> <p>Social and civic competence</p> <p>Cultural and artistic competence</p> <p>Learning to learn competence</p> <p>Autonomy and personal initiative competence</p> <p>Emotional competence</p>



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<p>purposes concerning the students' experience and interests</p> <p><b>Objective 5.</b> To use autonomously traditional resources as well as information and communication technology (ICT) in order to gather and present different information and communicate in the foreign language</p> <p><b>Objective 6.</b> To value the foreign language and any language, in general, as a token of cultural enrichment and as a means of understanding and communication among people from different nationalities, languages and cultures, avoiding any types of linguistic discrimination and stereotypes</p> <p><b>Objective 7.</b> To show a receptive, interested and confident attitude in their own learning capacity and use of the foreign language; as well as utilize previous knowledge and experience with other languages so as to acquire the foreign one in a faster and more efficient and autonomous manner</p> <p><b>Objective 8.</b> To use reading in a foreign language as a source for personal pleasure and</p>	<p>learn strategies, including ICT, into foreign language teaching situations</p> <p><b>Criterion 7.</b> To value the foreign language as a communication tool and to show interest towards the people who use it</p> <p><b>Criterion 8.</b> To show interest and curiosity towards learning a foreign language</p> <p><b>Criterion 9.</b> To use the classroom, the school and public libraries and get to know about their management and functioning</p> <p><b>Criterion 10.</b> To use the foreign language in order to plan, organize and present the contents of other areas</p>	
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enrichment		
<b>Objective 9.</b> To use the language as a vehicle of communication and learning in the rest of the areas		

## 1.2.- Didactic Objectives

Objectives
<ol style="list-style-type: none"><li>1. Listen to and understand the story "Wenlock and Mandeville" to create a comic in a respectful and collaborating attitude</li><li>2. Talk about their favourite sport using "I can..." and "Can you...?", the parts of the body involved and all the materials used in each in a communicative way. Sing the chant "If you are happy and you know it..." with the right stress, rythm and intonation</li><li>3. Read the story about the Olympic Games and answer some questions about it</li><li>4. Write the description of their own mascot of the Olympic Games following a model to show it to their parents</li><li>5. Look for some information about sports practised in other countries</li><li>6. Value the different sports people practices in other countries avoiding any kind of discrimination</li><li>7. Show a confident attitude talking and writing about their Olympic Mascot</li><li>8. Read the book "Fitter, Faster Funnier Olympics" as a source of pleasure</li></ol>



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### 1.3.- Blocks of contents worked in this Unit of Work

Blocks of contents
Block 1. Oral Communication: listening, speaking and oral interaction. Block 2. Written Communication: Reading and writing. Block 3: Knowledge and reflection on the language use



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## 2.- Indicators to evaluate this Unit of Work

- Indicador C1.2.** Uso del vocabulario específico. (LIN)
- Indicador C1.4.** Uso de estructuras gramaticales. (LIN)
- Indicador C1.7.** Representación de las relaciones temporales. (LIN)
- Indicador C1.8.** Representación de las relaciones temporales. (LIN,MAT)
- Indicador C1.10.** Uso de un lenguaje positivo para hablar de sí mismo. (LIN,AUT,CE)
- Indicador C2.1.** Escucha activa. (LIN,SYC)
- Indicador C3.1.** Discriminación de los sonidos, entonación y acentuación. (LIN)
- Indicador C3.2.** Expresión con ritmo, pronunciación y entonación. (LIN)
- Indicador C3.4.** Fluidez y riqueza expresiva. (LIN)
- Indicador C3.6.** Uso del procesador de texto. (LIN,TIC,AUT)
- Indicador C4.1.** Comprensión global del texto. (LIN)
- Indicador C5.1.** Uso del vocabulario específico. (LIN)
- Indicador C5.2.** Uso de estructuras gramaticales. (LIN)
- Indicador C5.3.** Representación de las relaciones temporales. (LIN,MAT)
- Indicador C5.4.** Impresión de un documento. (TIC)
- Indicador C5.5.** Uso del procesador de texto. (LIN,TIC,AUT)
- Indicador C5.7.** Presentación clara y ordenada. (AA)
- Indicador C6.1.** Uso de herramientas del sistema. (TIC)
- Indicador C6.3.** Uso de Internet como fuente de información. (TIC,AUT)
- Indicador C6.4.** Uso del procesador de texto. (LIN,TIC,AUT)
- Indicador C6.5.** Valoración y uso crítico de las TIC. (TIC,AA)
- Indicador C6.6.** Iniciativa para buscar información, leer,? (AA,AUT)
- Indicador C7.2.** Valoración de las lenguas como medio de comunicación y entendimiento. (LIN,SYC,CE)
- Indicador C7.5.** Verbalización de estados de ánimo y de reacciones emocionales. (LIN,SYC,CE)
- Indicador C8.1.** Comparación y contraste de culturas. (SYC,CYA)
- Indicador C8.2.** Valoración de las lenguas como medio de comunicación y entendimiento. (LIN,SYC,CE)
- Indicador C9.2.** Uso de Internet como fuente de información. (TIC,AUT)
- Indicador C9.3.** Iniciativa para buscar información, leer,? (AA,AUT)
- Indicador C10.1.** Uso del procesador de texto. (LIN,TIC,AUT)
- Indicador C10.2.** Diseño de un proyecto artístico. (LIN,CYA,AUT)



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### 3.- Nº of Sessions and their Development

We will develop this Unit of work in 12 session. The distribution of the sesión is the following one:

Fase Inicial	Fase Desarrollo	Fase Síntesis	Fase Generalización
1	7	3	1

#### 3.1. Initial Stage

##### Sesion 1

##### SESION 1

##### ACTIVITY 1: Let's present the task

GROUPING	TIMING	RESOURCES
Whole class	10 minutes	Human resources
DEVELOPMENT		
The teacher is going to present the final task about the Olympic Games explaining what they have to do in this project.		



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### ACTIVITY 2: What we are going to learn?

GROUPING	TIMING	RESOURCES
Whole class	15 minutes	Flashcards
<b>DEVELOPMENT</b>  The teacher tells them what we are going to learn in this unit. It means the vocabulary related to sports with some flashcards and according to the grammar, the structure we are going to use "I can" and "I can't"		

### ACTIVITY 3: Initial Evaluation

GROUPING	TIMING	RESOURCES
Whole class	10 minutes	Human resources
<b>DEVELOPMENT</b>  The teacher is going to evaluate their previous knowledge with a brain storming and in this way the teacher identifies what sports pupils know.		

### ACTIVITY 4: Let's say hello

GROUPING	TIMING	RESOURCES
Whole class	5 minutes	Flashcards





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## DEVELOPMENT

The teacher is going to introduce the greeting and routines about sports. After that, the teacher will use flashcard to present the vocabulary and finally activities to familiar with the final task.

## 3.2. Development Stage

### Sesion 2

#### ACTIVITY 5

##### Our Greeting: THE ROLLING BALL

GROUPING	TIMING	RESOURCES
Whole class.	5 minutes	A little ball

## DEVELOPMENT

Our pupils are distributed in a big circle at the back side of the class.

The teacher has a ball and she says: I am Lorena and I can play tennis. And she gives the little ball to the right hand partner. And the partner says: I am David and I can play tennis and football. And so on.

This game is a memory game too, because the students should remember what their partners can play.

We can also change the vocabulary according to the topic to review the unit.

#### ACTIVITY 6: THE WORD OF THE DAY



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GROUPING	TIMING	RESOURCES
Whole class	5 minutes	Some cards with the words of the vocabulary
<b>DEVELOPMENT</b>  Our students are distributed in groups of four or five people.  The teacher has a card and the pupils have to guess what word is asking to the teacher using the structure "Can I use...?"  For instance:  - Can I use a ball?  - Yes, you can.  - Can I use my arms?  - No you can't.  - Football?  -Yes! That's right!		

### ACTIVITY 7: SONG

GROUPING	TIMING	RESOURCES
Whole class.	15 minutes	A song.
<b>DEVELOPMENT</b>  The teacher shows the song and his pupils have to repeat it to get a correct rhythm and intonation. The students, who are on the left side of the class, have to sing the first part of the lyrics and the students, who are on the right side of the class, have to sing the		



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second part of the lyrics and the whole class have to sing the lyrics in italics.

#### **TAPESCRIPT**

You throw this ball through the hoop

A BASKETBALL

you kick this ball through the goal

A FOOTBALL

you hit this ball over the net

A TENNIS BALL

you hit this ball over a tiny net

A TABLE TENNIS BALL

*Let's bounce like a ball!*

*Bounce, Bounce, Bounce*

*Like a Ball*

You hit this ball with a club

A GOLF BALL

You spike this ball with your hand

A VOLLEYBALL

you hit this ball with a bat

A CRICKET BALL



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you'll find this ball at the beach

A BEACH BALL

*Let's bounce like a ball!*

*Bounce, Bounce, Bounce*

*Like a Ball*

<http://englkids.blogspot.com.es/2012/09/sports-balls-uk-song-for-kids.html>

### ACTIVITY 8: VOCABULARY

GROUPING	TIMING	RESOURCES
Whole class	15 minutes	Flashcards with all the vocabulary
<b>DEVELOPMENT</b>  The teacher is going to show all the vocabulary according to sports, some objects related to the sports, the parts of the body and some adjectives to describe them. After that, the teacher pronounces the vocabulary and then, the children repeat it  In addition, children have to recognize the flashcard that the teacher shows and they have to say the name.		



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### ACTIVITY 9: ASKING AND ANSWERING

GROUPING	TIMING	RESOURCES
Solowork	10 minutes	Flashcards related to sports
<b>DEVELOPMENT</b> <p>The teacher gives out to both sides of the class some flashcards. Firstly he/she is going to pronounce the name of the flashcard and the student has to ask: a what?, then the teacher repeats the word and the student repeats it after him/her. Then the student has to do the same with his/her partner.</p> <p>For example:</p> <p>Teacher: a football player</p> <p>Students A: what?</p> <p>Teacher. A football player</p> <p>Students A: Ohhh a football player</p> <p>And then the process is repeated with the rest of class.</p>		



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## Sesion 3

### ACTIVITY 10: GREETING

GROUPING	TIMING	RESOURCES
Whole class.	5 minutes	A little ball
<b>DEVELOPMENT</b> <p>Our pupils are distributed in a big circle at the back side of the class.</p> <p>The teacher has a ball and she says: I am Lorena and I can play tennis. And she gives the little ball to the right hand partner. And the partner says: I am David and I can play tennis and football. And so on. This game is a memory game too because the students have to remember what their partners can play. We can change the vocabulary according to the topic to review</p>		



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#### ACTIVITY 11: THE WORD OF THE DAY

GROUPING	TIMING	RESOURCES
Whole class	5 minutes	Some card with the words of the vocabulary
<b>DEVELOPMENT</b> <p>Our students are distributed in groups of four or five people.</p> <p>The teacher has a card and the pupils have to guess what word is asking to the teacher using the structure "Can I use...?"</p> <p>For instance:</p> <ul style="list-style-type: none"><li>- Can I use a ball?</li><li>- Yes, you can.</li><li>- Can I use my arms?</li><li>- No you can't.</li><li>- Football?</li><li>-Yes! That's right!</li></ul>		



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## ACTIVITY 12: GUESS

GROUPING	TIMING	RESOURCES
Whole class	5 minutes	Realia
<b>DEVELOPMENT</b>  In this activity we are going to learn the structure "I can " "I can't" and "Can I" in a oral way using Realia with different items, like different ball of sports, racket and the teacher shows a racket for example and she say I can't play tennis and you? María? Can you play tennis? And so on...		





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### ACTIVITY 13: STORYTELLING

GROUPING	TIMING	RESOURCES
Whole class.	15 minutes	Story
<b>DEVELOPMENT</b>  The teacher is going to tell the story and the children listen it  <b><u>WENLOCK AND MANDEVILLE</u></b>  Once upon a time an old man created two mascots for Olympic Games in London.  The names of the mascots are Wenlock and Mandeville.  Wenlock can play tennis, and Mandeville can play football.  When they arrived there, Mandeville lost, and Wenlock was very scared and he started to look for him. Then he asked to everyone.  <ul style="list-style-type: none"><li>- Hello boy!</li><li>- Hello! Who are you?</li><li>- I'm Wenlock. My sister is lost. Please, please, where is she? Her legs are strong and she can play football.</li><li>- No, sorry. I don't know where she is. I play tennis every day so I am a tennis player.</li><li>- Ok, thanks!</li><li>- Hello girl!</li><li>- Hello! Who are you?</li><li>- I am Wenlock, my sister is lost. Please, please, where is she? She needs a ball and she can play football.</li><li>- No, sorry. I don't know where she is. I play basketball very well so I am a</li></ul>		



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basketball player.

- Ok, thank you!

- Hello boy!

- Hello! Who are you?

- I'm the Olympic mascot. My sister is lost. Please, please, where is she?  
She is not very tall and she can play football.

- No sorry. I don't know where she is. I swim very well so I am a swimmer.

- Ok, thanks!

- Hello child!

- Hello! Who are you?

- I am Mandeville's brother, and she is lost. Please, please, where is she?  
She needs a special boats and she can play football.

- No sorry. I don't know where she is. I play volleyball with my friends so I  
am a volleyball player.

- Ok, thanks!

- Hello boy!

- Hello! Who are you?

- I'm Wenlock. My sister is lost. Please, please, where is she? She is a  
good football player.

- Is her name Mandeville?

- Oohh!! Yes! Yes!

- Ok! Come with me, your sister is one of the best football players in the  
world. My friends want to play with her all the time.

- Oohh!! It's fantastic! Thank you very much!

Finally, Wenlock and Mandeville go back to their homes and they very often play  
football all together.

## Sesion 4



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#### ACTIVITY 14: GREETING

<b>GROUPING</b>	<b>TIMING</b>	<b>RESOURCES</b>
Whole class.	5 minutes	A little ball
<b>DEVELOPMENT</b>  Our pupils are distributed in a big circle at the back side of the classroom. The teacher has a ball and says: I am Lorena and I can play tennis. And she gives the little ball to the right hand partner. And the partner says: I am David and I can play tennis and football. And so on. This game is a memory game because the students have to remember what their partners can play. We can change the vocabulary according to the topic to review the unit.		

#### ACTIVITY 15: THE WORD OF THE DAY

<b>GROUPING</b>	<b>TIMING</b>	<b>RESOURCES</b>
Whole class.	5 minutes	Some cards with the words of the vocabulary
<b>DEVELOPMENT</b>  Our students are distributed in groups of four or five people. The teacher has a card and the pupils have to guess what word is asking to the teacher using the structure "Can I use...?" For instance: - Can I use a ball? - Yes, you can. - Can I use my arms? - No you can't. - Football? -Yes! That's right!		



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### ACTIVITY 16: CHANT

GROUPING	TIMING	RESOURCES
Whole class.	10 minutes	Chant
<b>DEVELOPMENT</b>  All together sing with the teacher the first part of the chant and then two students say their favourite sport and everyone sing with them. Against, we sing the chant twice with the sports chosen.  <b>TAPESCRIPIT</b>  <b>If you are happy and you know it play football</b> <b>If you are happy and you know it play football</b> <b>If you are happy and you know it and you are really want</b> <b>to show me if you are happy and you know it play football.</b>  <b>If you are happy and you know it play _____</b> <b>If you are happy and you know it play _____</b> <b>If you are happy and you know it and you are really want</b> <b>to show me if you are happy and you know it play _____.</b>  <b>If you are happy and you know it play _____</b> <b>If you are happy and you know it play _____</b> <b>If you are happy and you know it and you are really want</b> <b>to show me if you are happy and you know it play _____ .</b>		

### ACTIVITY 17: SONG



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<b>GROUPING</b>	<b>TIMING</b>	<b>RESOURCES</b>
individual	15 minutes	Song and worksheet
<b>DEVELOPMENT</b> First, we are going to sing a song twice and then, they have to answer some questions about it. The questions are the following:  1. Choose the best title: A. Play football. B. Famous sports. C. Sport balls D. Parts of the body.  2. In the video, the speakers are... A. Two dogs. B. Football players. C. A girl and a boy. D. Two puppets.  3. How many sports can you listen? A. Eight. B. Seven. C. Three. D. Nine.  4. The voice of the speaker expresses. A. calm. B. anger. C. hatred. D. happiness.  5. What sport doesn't appear? A. Football. B. Basketball. C. Swim D. Volleyball.		



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6. En tu opinión, ¿Qué resultado piensas obtener?

- A. Muy bueno.
- B. Bueno.
- C. Regular.
- D. Bajo.

<http://englikids.blogspot.com.es/2012/09/sports-balls-uk-song-for-kids.html>

#### ACTIVITY 18

GROUPING	TIMING	RESOURCES
Whole class.	15 minutes	Headbands and flashcards
<b>DEVELOPMENT</b>		
In this activity children will put a headband on their head with a flashcard about sports, but they can't see their own flashcard. Then the rest of the class give them some clues about their sport and they have to guess it. Finally children changed the roles.		

### Sesion 5

#### ACTIVITY 19: GREETING

GROUPING	TIMING	RESOURCES
Whole class.	5 minutes	A little ball



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### DEVELOPMENT

Our pupils are distributed in a big circle at the back side of the class.  
The teacher has a ball and she says: I am Lorena and I can play tennis. And she gives the little ball to the right hand partner. And the partner says: I am David and I can play tennis and football. And so on.  
This game is a memory game because the students have to remember what their partners can play.  
We can change the vocabulary according to the topic to review the unit.

### ACTIVITY 20: THE WORD OF THE DAY

GROUPING	TIMING	RESOURCES
Whole class.	5 minutes	Some cards with the word of the vocabulary

### DEVELOPMENT

Our students are distributed in groups of four or five people.  
The teacher has a card and the pupils have to guess what word is asking to the teacher using the structure "Can I use...?"  
For instance:  
- Can I use a ball?  
- Yes, you can.  
- Can I use my arms?  
- No you can't.  
- Football?  
-Yes! That's right!

### ACTIVITY 21: STORYTELLING

GROUPING	TIMING	RESOURCES
Whole class.	20 minutes	Story, puppets, a sheet and a



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## DEVELOPMENT

Now, the teacher will tell the story with shadows and puppets.  
And then they have to answer the following questions:

1. Choose the best title:

- a) Olympic Games.
- b) Wenlock and Mandeville.
- c) Sports.
- d) Playing a football match

2. Who created the mascots?

- a) A child.
- b) A dog.
- c) An old man.
- d) Their mother.

3. What does Wenlock ask to a tennis player?

- a) Do you want to play with me?
- b) Where is my sister?
- c) What is your name?
- d) Do you like playing basketball?

4. What is the name of Wenlock's sister?

- a) Anna.
- b) Jenny.
- c) Mandeville.
- d) Magdenile.

7. ¿Qué resultado piensas obtener?

- a) Muy bueno.
- b) Bueno.
- c) Regular.
- d) Bajo.





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#### ACTIVITY 22: BINGO

<b>GROUPING</b>	<b>TIMING</b>	<b>RESOURCES</b>
Whole class.	10 minutes	Bingo
<b>DEVELOPMENT</b>		
Children have the cards of the bingo and a volunteer reads the word one by one. Then, the rest of the class have to identify the word and draw a cross. The first pupil that gets all the words in the cards crossed will be the winner.		

#### ACTIVITY 23: THE GANGSTER

<b>GROUPING</b>	<b>TIMING</b>	<b>RESOURCES</b>
Whole class.	10 minutes	Personal resources
<b>DEVELOPMENT</b>		
One student goes out and the rest of the class choose a gangster who will be a sport player. The student comes into the class and he or she has to guess who the gangster is asking with the structure and the vocabulary.		

## Sesion 6

#### ACTIVITY 24: GREETING



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<b>GROUPING</b>	<b>TIMING</b>	<b>RESOURCES</b>
Whole class.	5 minutes	A little ball
<b>DEVELOPMENT</b>  Our pupils are distributed in a big circle at the back side of the class. The teacher has a ball and she says: I am Lorena and I can play tennis. And she gives the little ball to the right hand partner. And the partner says: I am David and I can play tennis and football. And so on. This game is a memory game because the students have to remember what their partners can play. We can change the vocabulary according to the topic to review the unit.		

#### ACTIVITY 25: THE WORD OF THE DAY

<b>GROUPING</b>	<b>TIMING</b>	<b>RESOURCES</b>
Whole class.	5 minutes	Some cards with the words of the vocabulary
<b>DEVELOPMENT</b>  Our students are distributed in groups of four or five people. The teacher has a card and the pupils have to guess what word is asking to the teacher using the structure "Can I use...?" For instance:		

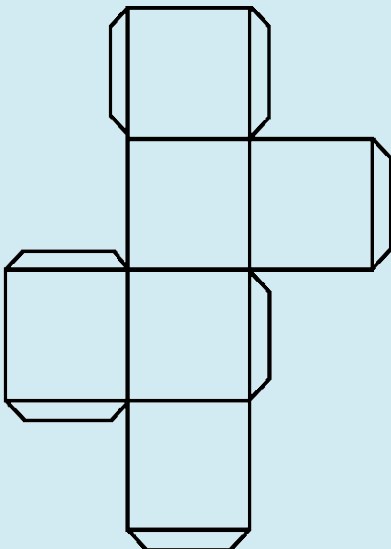


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- Can I use a ball?
- Yes, you can.
- Can I use my arms?
- No you can't.
- Football?
- Yes! That's right!

#### ACTIVITY 26: CUT OUTS

GROUPING	TIMING	RESOURCES
In pairs.	40 minutes	Scissors, glue, paper sheets and colours
<b>DEVELOPMENT</b>  In this activity, children will draw in a dice (previously given by the teacher in a sheet of paper) different sports or something related to sports and in groups they will throw the dice and depending on the sport they will do a little performance of it using the structure learned before (I can play... using my...)  		

After that children will cut out another paper sheets and they will start to play the following game: Guess Who?

Each player starts the game with a board that includes cartoon images of people doing something related to sports. The game starts with each player selecting a card of their choice from a separate pile of cards containing the same images. The object of the game is to be the first to determine which card one's opponent has selected. Players alternate asking various yes he/she can to eliminate candidates, such as "Can he/she play basketball?" The player will then eliminate candidates. The first one who guesses the card wins.



## Sesion 7

### ACTIVITY 27: GREETING

GROUPING	TIMING	RESOURCES
Whole class.	5 minutes	A little ball



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### DEVELOPMENT

Our pupils are distributed in a big circle at the back of the class.

The teacher has a ball and she says: I am Lorena and I can play tennis. And she gives the little ball to the right hand partner. And the partner says: I am David and I can play tennis and football. And so on.

This game is a memory game because the students have to remember what their partners can play.

We can change the vocabulary according to the topic to review the unit.

### ACTIVITY 28: THE WORD OF THE DAY

GROUPING	TIMING	RESOURCES
Whole class.	5 minutes	Some cards with the words of the vocabulary

### DEVELOPMENT

Our students are distributed in groups of four or five people.

The teacher has a card and the pupils have to guess what word is asking to the teacher using the structure "Can I use...?"

For instance:

- Can I use a ball?
- Yes, you can.
- Can I use my arms?
- No you can't.
- Football?
- Yes! That's right!

### ACTIVITY 29: CHANT



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<b>GROUPING</b>	<b>TIMING</b>	<b>RESOURCES</b>
In pairs	5 min	Chant
<b>DEVELOPMENT</b>		
<p>All together sing with the teacher the first part of the chant and then two students say their favourite sport and with them. Against, we sing the chant twice with the sports chosen.</p>		
<p><b>If you are happy and you know it play football</b> <b>If you are happy and you know it play football</b> <b>If you are happy and you know it and you are really want</b> <b>to show me if you are happy and you know it play football.</b></p>		
<p><b>If you are happy and you know it play _____</b> <b>If you are happy and you know it play _____</b> <b>If you are happy and you know it and you are really want</b> <b>to show me if you are happy and you know it play _____.</b></p>		
<p><b>If you are happy and you know it play _____</b> <b>If you are happy and you know it play _____</b> <b>If you are happy and you know it and you are really want</b> <b>to show me if you are happy and you know it play _____ .</b></p>		

### ACTIVITY 30: SONG

<b>GROUPING</b>	<b>TIMING</b>	<b>RESOURCES</b>
Solowork	10 minutes	Song and some pieces of papers
<b>DEVELOPMENT</b>		
<p>In this activity children are going to listen twice the song and then they have to fill in the gaps the lost words.</p>		



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You throw this ball through the hoop

A \_\_\_\_\_

you kick this ball through the goal

A FOOTBALL

you hit this ball over the net

A \_\_\_\_\_

you hit this ball over a tiny net

A TABLE TENNIS BALL

Let's bounce like a ball!

Bounce, \_\_\_\_\_, Bounce

Like a Ball

You hit this ball with a club

A GOLF BALL

You spike this ball with your hand

A \_\_\_\_\_

you hit this ball with a \_\_\_\_

A CRICKET BALL

you'll find this ball at the beach

A BEACH \_\_\_\_\_

Let's bounce like a ball!

Bounce, Bounce, \_\_\_\_\_

Like a Ball

<http://englikids.blogspot.com.es/2012/09/sports-balls-uk-song-for-kids.html>

### ACTIVITY 31: PIXTON

<b>GROUPING</b>	<b>TIMING</b>	<b>RESOURCES</b>
In groups of 4	30 min	Computers and Pixton
<b>DEVELOPMENT</b>		
Children have to create a comic according to the story told the days before with Pixton and always with the help of the teacher.		







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## Sesion 8

### ACTIVITY 33: GREETING

GROUPING	TIMING	RESOURCES
Whole class.	5 minutes	A little ball
<b>DEVELOPMENT</b>  Our pupils are distributed in a big circle at the back side of the class. The teacher has a ball and she says: I am Lorena and I can play tennis. And she gives the little ball to the right hand partner. And the partner says: I am David and I can play tennis and football. And so on. This game is a memory game because the students have to remember what their partners can play. We can change the vocabulary according to the topic to review the unit.		

### ACTIVITY 34: THE WORD OF THE DAY

GROUPING	TIMING	RESOURCES
Whole class.	5 minutes	Some cards with the words of the vocabulary
<b>DEVELOPMENT</b>  Our students are distributed in groups of four or five people. The teacher has a card and the pupils have to guess what word is asking to the teacher using the structure "Can I use...?" For instance: - Can I use a ball? - Yes, you can.		



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- Can I use my arms?
- No you can't.
- Football?
- Yes! That's right!

#### ACTIVITY 35: STORYTELLING

<b>GROUPING</b>	<b>TIMING</b>	<b>RESOURCES</b>
In pairs	20 min	A story book.
<b>DEVELOPMENT</b>		
In this activity, the teacher is going to tell the story with a big beautiful book. Then in groups of four or five children they have to tell the story to the rest of the class.		

#### ACTIVITY 36: LIM

<b>GROUPING</b>	<b>TIMING</b>	<b>RESOURCES</b>
Solowork	15 min	Computers
<b>DEVELOPMENT</b>		
Children will have to do the LIM created for this unit of work		



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Olympic Games

IDENTIFY THE FOLLOWING SOUNDS

BASKETBALL

BASEBALL

FOOTBALL

GOLF

BOWLING

Olympic Games


WRITE THE SPORT

3

Olympic Games

COMPLETE THE SENTENCE

When you cheer they \_\_\_\_ just a little bit higher.



- 1 Swim
- 2 Fly
- 3 Jump

✓ ← 4 →

Olympic Games

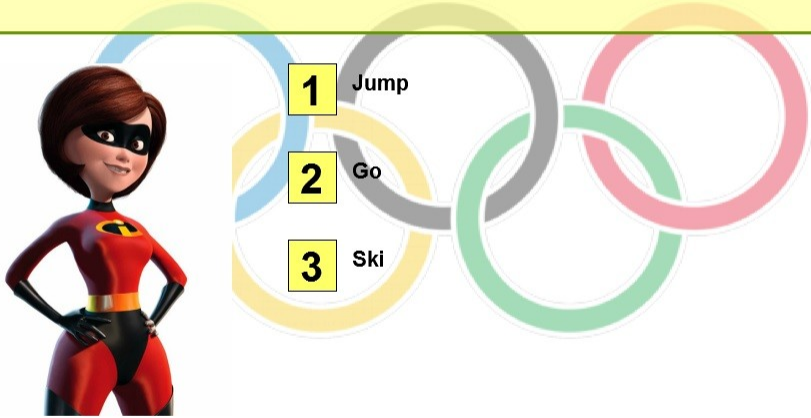
COMPLETE THE SENTENCE

\_\_\_ just a little bit further.

1 Jump

2 Go

3 Ski




✓ ← 5 →

Olympic Games

COMPLETE THE SENTENCE

Crowds bounce on the Olympic Games for \_\_\_\_ years.

 **1** 25  
**2** 45  
**3** 15

✓ ← 6 →

Olympic Games

CHOOSE THE RIGHT ANSWER

What does Buzz Lightyear do?



- 1 Jumps
- 2 Runs
- 3 Cooks

✓ ← 7 →



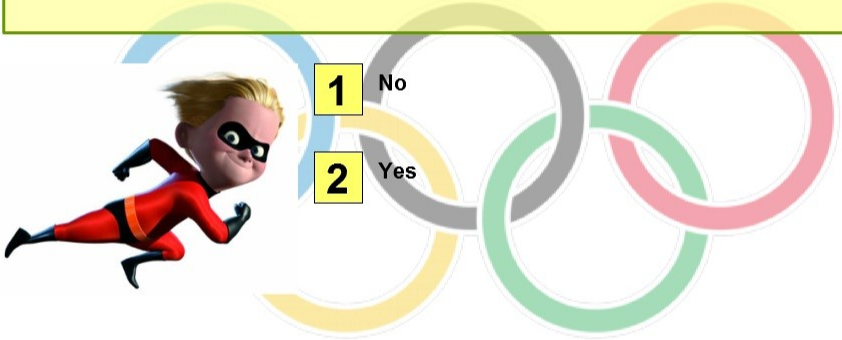
Olympic Games

CHOOSE THE RIGHT ANSWER

Does the boy win the race?

1 No

2 Yes




✓ ← 8 →

Olympic Games

CHOOSE THE RIGHT ANSWER

How are all the people when the girl throws the arrow?



- 1 They are surprised
- 2 They are crying
- 3 They are angry

✓ ← 9 →

Olympic Games

CHOOSE THE RIGHT ANSWER

What is the last scene?

1 A stadium

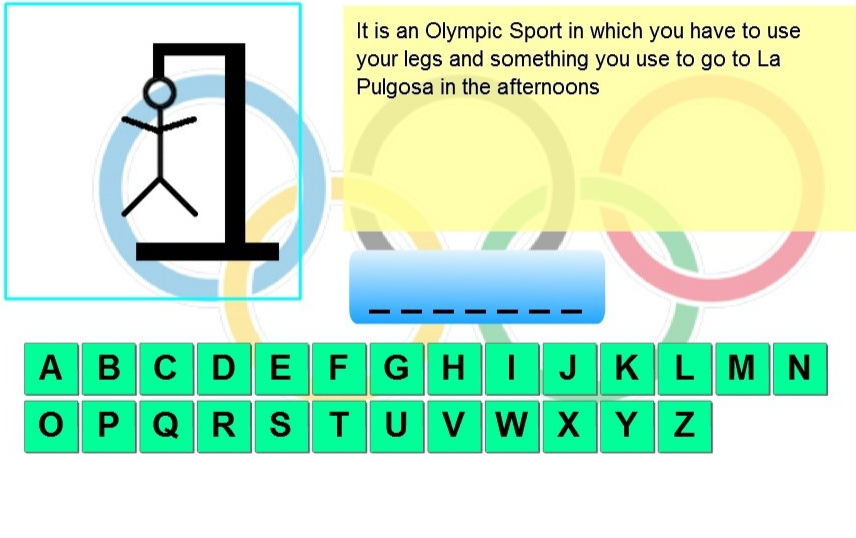
2 A beach

3 A school

✓ ← 10 →

Olympic Games

### HANGMAN



It is an Olympic Sport in which you have to use your legs and something you use to go to La Pulgosa in the afternoons




-----

A	B	C	D	E	F	G	H	I	J	K	L	M	N
O	P	Q	R	S	T	U	V	W	X	Y	Z		





6  
5  
4  
3  
2  
1

← 11 →

**Olympic Games**

G	C	I	T	K	S	G	N	Q	I	F	L
Q	Y	N	R	C	Y	C	L	I	N	G	W
X	K	G	A	U	E	Z	I	G	S	U	B
P	C	D	N	B	N	P	J	O	C	T	A
F	U	J	O	X	X	N	M	L	J	K	O
O	D	N	W	N	R	F	I	F	Z	S	X
O	T	A	B	L	E	T	E	N	N	I	S
T	I	G	V	Y	W	U	A	K	G	G	T
B	R	G	B	B	T	E	N	N	I	S	T
A	P	Y	S	W	I	M	M	I	N	G	X
L	T	I	H	O	V	B	M	W	F	A	Q
L	B	O	W	L	I	N	G	Z	Y	P	T

← 12

### 3.3. Evaluation Stage

#### Sesión 9

#### FINAL TASK

GROUPING	TIMING	RESOURCES
In groups of five students	55 minutes	Computer, cardboards and colours
<b>DEVELOPMENT</b>		
Children have to create a comic in each cardboard, then they have to take some photos and finally, they have to record their voices.		
With the programme Movie Maker, we are going to join all this things.		



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## Sesión 10

### REVIEW

GROUPING	TIMING	RESOURCES
Whole class	15 minutes	Flashcards of all the vocabulary

### DEVELOPMENT

We are going to review all the vocabulary according to sports, the objects related to the sports, the parts of the body and the adjectives to describe them.  
Children have to recognize the flashcard that the teacher shows say the name.

GROUPING	TIMING	RESOURCES
Whole class.	10 minutes	Pieces of dominoes



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#### **DEVELOPMENT**

We are going to give out different pieces of dominoes to the students and one of them have to read the sentence of the piece aloud. The rest of the class have to pay attention and find the correct picture related to the sentence. After that, in the blackboard we are going to form the dominoes.

<b>GROUPING</b> In pairs	<b>TIMING</b> 10 min	<b>RESOURCES</b> Board or cards.
-----------------------------	-------------------------	-------------------------------------

#### **DEVELOPMENT**

Each player starts the game with a board that includes cartoon images of people doing something related to sports. The game starts with each player selecting a card from a separate pile of cards containing the same images. The objective of the game is to be the first to determine which card one's opponent has selected. Players alternate asking various yes he/she can to eliminate candidates, such as "Can he/she play basketball?" The player will then eliminate candidates. The first one who guesses the card wins.

<b>GROUPING</b> Solowork	<b>TIMING</b> 15 minutes	<b>RESOURCES</b> Piece of paper
-----------------------------	-----------------------------	------------------------------------



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**DEVELOPMENT**

Children have to create a mascot for the Olympic Games and then, they have to describe it following this model.

He/She can play.....

He/she can (run, jump, swim,kick).....(fast, very well, high).....

He/She can't play.....

He/She practices this sport.....

Date:

**Sesión 11**

**EXAM**

NAME.....

SURNAME.....

1- Read and answer the questions

Hi Tom,  
 We will meet tomorrow afternoon, at the sports centre at 4:00 p.m.  
 The football match starts at 4:30 p.m. We are going to win!  
 Don't forget to bring your football suit and boots!  
 After that, we will go to the cinema to watch a film.  
 See you there!  
 Peter.





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**Choose the best title:**

- A. Watching a football film.
- B. Playing a football match.
- C. Buying new football boots.
- D. Watching a football match.

**Peter tells Tom to bring...**

- A. His keys.
- B. Some money.
- C. His boots.
- D. The cinema tickets.

**The words "match" means the same as...**

- A. Film.
- B. Win.
- C. Centre.
- D. Game.

**Which is the most important idea of the text?**

- A. Tom and Peter are going to the cinema.
- B. Peter wants to win the match
- C. Where is the Sports centre?
- D. The time and place of the football match.

**Tom and Peter will go to the cinema...**

- A. In the morning.
- B. Before playing football.
- C. At four o'clock.
- D. After the football match.

2- Write the sport of each definition:



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-In this sport you can use your legs and special boots to kick a ball.....

-In this sport you can use your hands to throw the ball through a net.....

-In this sport you can use a racket and a net.....

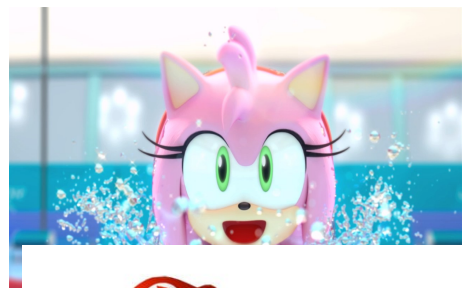
-In this sport you are under the water.....

-You can practice this sport in winter with the snow.....

-In this sport you can use a bicycle.....

-In this sport you can use a bat.....

3- Write the sport of each image



4-



Listen to Voki and answer the questions





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<http://www.voki.com/pickup.php?scid=8836743&height=400&width=300>

1-.....

2-.....

3-.....

4-.....

5-.....

5- Write a short composition about your favourite sport, why do you like it and when do you practice it. You can follow the model.

My favourite sport is.....

I like this sport because

.....  
.....  
.....

I can use

.....



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I practice this sport

.....  
.....  
.....

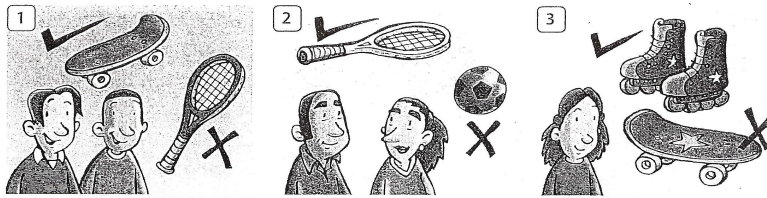
**3.4. Generalisation Stage**

**Sesión 12**

REINFORCEMENT

ACTIVITIES

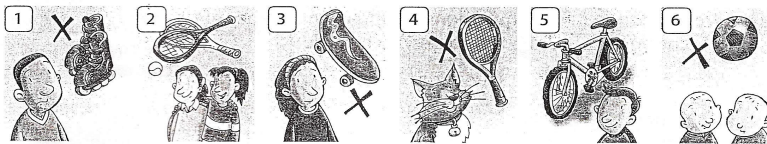
Write can or can't.



- 1 We can skateboard. We \_\_\_\_\_ play tennis.
- 2 They \_\_\_\_\_ play tennis. They \_\_\_\_\_ play football.
- 3 She \_\_\_\_\_ skate. She \_\_\_\_\_ skateboard.

Write sentences. Use can or can't and the words in the box.

ride a bike skate skateboard play tennis play football run



- 1 He can't skate.
- 2 We \_\_\_\_\_
- 3 She \_\_\_\_\_
- 4 It \_\_\_\_\_
- 5 You \_\_\_\_\_
- 6 They \_\_\_\_\_

Tick (✓) and write about you.

	I can	I can't
1 write	✓	
2 ride a bike		
3 skate		
4 skateboard		
5 play tennis		
6 play football		

- 1 I can write.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

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- Fill in the gaps with the names of the sports.



He can play \_\_\_\_\_ .



He can play \_\_\_\_\_ .

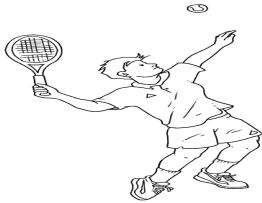


She can play \_\_\_\_\_ .

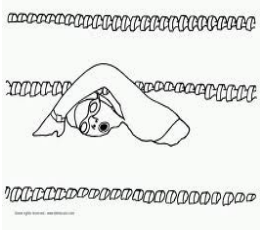


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He can play .



She can play .

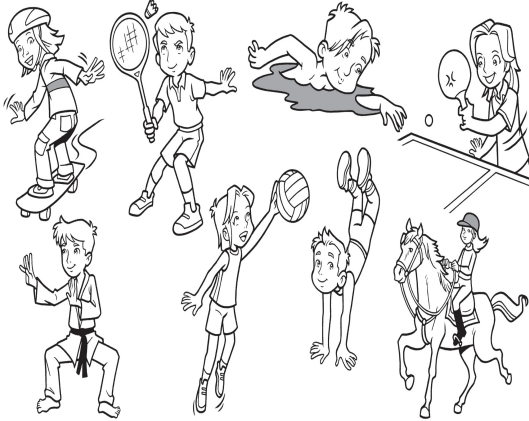
Read and match. (It can be more than one)

- He can use his arms.
- She can use a racket.
- He can use a net.
- He can use their feet.



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Write the names.



JOE

KIM

- 1 Joe plays table tennis.
- 2 doesn't play badminton.
- 3 rides a bike.
- 4 does karate.
- 5 doesn't play tennis.
- 6 goes riding.





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7 doesn't go swimming



Complete.

✓

He likes sports. He  volleyball. She doesn't like sport very much. She

✓

x

✓

x

x

and  skateboard. But, he  tennis. But, she

karate and he

swimming and she

tennis.

basketball.

EXTENSION ACTIVITIES



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## WRITING

Write a short composition about sports that you like.



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CHOOSE THE BEST WORD.



basketball



baseball



skiing





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ice hockey



table tennis



scuba diving



swimming





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boxing



volleyball

#### READING: SAMUEL ETO'O

Read the text. Are the sentences true or false?

Samuel Eto'o was born in Cameroon on 10th March 1981. He learnt to play football in the street. When he was 16 Real Madrid brought him to Europe but he only played three games for them. After two years with Leganés, Eto'o went to Espanyol for a year and then to Mallorca. He scored 54 goals for Mallorca. Eto'o then went to Barça. He cost the Catalan club 24 million Euros.

1. Samuel Eto'o was born in 1981.
2. Eto'o learnt to play football with Real Madrid.
3. His first club in Spain was Real Madrid.



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Eto'o plays for Cameroon at international level. He was the youngest player at the 1998 World Cup in France. He was just 17 years and 3 months old. He was named African Footballer of the Year in 2003 and 2004.

4. He was at Espanyol before he was at Leganés.

5. He went to Mallorca after he went to Espanyol.

6. He scored more than 50 goals for Mallorca.

7. He cost Barça more than 25 million euros.

8. Eto'o was African Footballer of the Year in 2002 and 2003.



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Fill in the gaps.  
We will also work with the portfolio in this session in order to make children reflect on what

The screenshot shows a web browser window with several tabs open. The active tab is 'www.educa.madrid.org/binary/214/files945/'. The page content includes a Nissan logo on the left, a 'MENU' button, and a title '4. Rebecca's sports'. Below the title is a purple bar with the instruction 'Drag the correct word to the each space'. The main text is a paragraph with several blank boxes for words. To the right of the text are six green buttons with the following text: 'play tennis', 'play basketball', 'years old', 'swimming pool', 'Tuesdays and Thursdays', and 'on Saturdays'. Below the text is a row of seven boxes labeled 'Monday' through 'Sunday', each with a corresponding sports icon: basketball, tennis, basketball, tennis, swimming pool, bicycle, and tennis. At the bottom of the page are 'Clean', 'Check', and 'Answers' buttons. On the right side of the browser window, there is a Simyo advertisement for a 700MB 4-month plan for 4.90€.

they know about this unit of work and their knowledge of English in general.



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## 4.- Evaluation

There are 3 types of evaluation:

1. Initial evaluation: at the beginning of the unit to know the previous knowledge.
2. Formative evaluation: during the unit through direct observation. Include extensive and reinforcement activities.
3. Summative: At the end of the didactic unit.

- *Evaluation procedure*:

There are different techniques for continuous assessment:

1. Direct observation: observing the student at work. The teacher will make observations related to the different components of the program.
2. Evaluating the students' works: projects, tasks, mural, notebooks...
3. Different texts: exams, homework, oral and written activities.
4. Participation, effort and interest. This is really important.

✓ The learning process evaluation will be global and comprehensive and it will take into account all the areas of the curriculum.

✓ When carrying evaluation, we will take into account the different elements of the curriculum. The evaluation criteria of the areas are a reference for valuing the level of acquisition reached in the basic competences.



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✓ The formative evaluation allows incorporating extension, enrichment and consolidation measures for all the students depending on the necessities of the educative process. These measures will be adopted since they are identified. They try to assure the acquisition of the essential learning to go on with the educative process.

✓ The final evaluation of each academic year and cycle will be a summary of the previous evaluations.

<b>INDICADORES QUE SE EVALUAN EN OBSERVACIÓN Y TRABAJO DIRECTO EN EL AULA</b>  <b>INDICADORES</b>	<b>SESIÓN EN LA QUE SE EVALÚAN</b>
<b>Indicador C1.2.</b> Uso del vocabulario específico. (LIN)	<b>Sesión 2- actividades 8 y9</b>
<b>Indicador C1.4.</b> Uso de estructuras gramaticales. (LIN)	<b>Sesión 3- actividad 12</b>
<b>Indicador C1.7.</b> Representación de las relaciones temporales. (LIN)	<b>Sesión 4- chant sesión 2 - song</b>
<b>Indicador C1.10.</b> Uso de un lenguaje positivo para hablar de sí mismo. (LIN,AUT,CE)	<b>Sesión 3- actividad 12 sesión 4- chant</b>
<b>Indicador C2.1.</b> Escucha activa. (LIN,SYC)	<b>Sesión 2- Song sesión 4- chant</b>
<b>Indicador C3.1.</b> Discriminación de los sonidos, entonación y acentuación. (LIN)	<b>Sesión 2- Song sesión 4- chant</b>
<b>Indicador C3.2.</b> Expresión con ritmo, pronunciación y entonación. (LIN)	<b>Sesión 2song, sesión 3- actividad 8, sesión 4 chant</b>
<b>Indicador C3.4.</b> Fluidez y riqueza expresiva.	<b>Sesión 2- actividad 9</b>



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<p>(LIN)</p> <p><b>Indicador C3.6.</b> Uso del procesador de texto. (LIN,TIC,AUT)</p> <p><b>Indicador C4.1.</b> Comprensión global del texto. (LIN)</p> <p><b>Indicador C5.5.</b> Uso del procesador de texto. (LIN,TIC,AUT)</p> <p><b>Indicador C5.7.</b> Presentación clara y ordenada. (AA)</p> <p><b>Indicador C6.1.</b> Uso de herramientas del sistema. (TIC)</p> <p><b>Indicador C6.3.</b> Uso de Internet como fuente de información. (TIC,AUT)</p> <p><b>Indicador C6.5.</b> Valoración y uso crítico de las TIC. (TIC,AA)</p> <p><b>Indicador C6.6.</b> Iniciativa para buscar información, leer, (AA,AUT)</p> <p><b>Indicador C7.2.</b> Valoración de las lenguas como medio de comunicación y entendimiento. (LIN,SYC,CE)</p> <p><b>Indicador C7.5.</b> Verbalización de estados de ánimo y de reacciones emocionales. (LIN,SYC,CE)</p> <p><b>Indicador C8.1.</b> Comparación y contraste de culturas. (SYC,CYA)</p> <p><b>Indicador C8.2.</b> Valoración de las lenguas como medio de comunicación y entendimiento. (LIN,SYC,CE)</p>	<p><b>Sesion 10 - LIM</b></p> <p><b>Sesión 3- historia</b></p> <p><b>Sesión 10 - LIM</b></p> <p><b>Sesión 4-Song</b></p> <p><b>Sesión 6- actividad 26</b> <b>Sesión 9 – Final task</b> <b>Sesión 10 – LIM</b> <b>Sesión 11 – Exam</b></p> <p><b>Sesión 4- Song</b></p> <p><b>Sesión 10 - LIM</b></p> <p><b>Sesión 12- actividad 3</b></p> <p><b>Sesión 8 – actividad 3</b> <b>Sesión 9 – actividad 4</b> <b>Sesión 11 – actividad 1</b></p> <p><b>Sesión 11- actividad 1</b></p> <p><b>Sesión 12- actividad 3</b></p>
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<p><b>Indicador C9.2.</b> Uso de Internet como fuente de información. (TIC,AUT)</p> <p>(LIN,TIC,AUT)</p> <p><b>Indicador C10.2.</b>Diseño de un proyecto artístico. (LIN,CYA,AUT)</p>	<p><b>Sesión 10 - LIM</b></p> <p><b>Sesión 6- actividad 26</b></p> <p><b>Sesión 9-final task</b></p>
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INDICADORES EVALUADO EN PRUEBA OBJETIVA	PREGUNTA-s en que se evalúan
<p><b>Indicador C2.1.</b> Escucha activa. (LIN,SYC)</p>	<p>4º un listening en el que tienen que escuchar una grabación de Internet y dibujar ticks en los dibujos correctos y después responder con respuesta abierta a las preguntas</p>
<p><b>Indicador C4.1.</b> Comprensión global del texto. (LIN)</p>	<p>1º.-Un Reading comprehension donde tienen que elegir las respuestas correctas</p> <p>2º y 3º.-Dibujos donde tienen que poner</p>



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<p><b>Indicador C1.2.</b> Uso del vocabulario específico. (LIN)</p>	<p>los nombres de los deportes y relacionarlos</p>
<p><b>Indicador C1.4.</b> Uso de estructuras gramaticales. (LIN)</p>	<p>5º Un texto para describir su deporte favorito siguiendo el modelo dado</p> <p><b>NOTA: cada pregunta vale dos puntos</b></p>

**Rubric we will use to evaluate our students**

CRITERIA	EXCELLENT (9-10)	GOOD (7-8,9)	FAIR (5-6,9)	POOR (0-4,9)
SPEAKING	Uses with property the English language to talk with teachers and classmates in the school context.	Uses the English language to talk with teachers and classmates in the school context.	Uses with the English language to talk with teachers and classmates in the school context, only if the teacher asks to do it.	Needs constant invitations to use the English to communicate in the school context, so that he/she can express full sentences.
	Selects the required, information main ideas and details in texts of audio	Recognizes some trails on required information in texts of audio, and makes valid	Associates data with key words from his/her vocabulary about	With the teacher or classmates help, recognizes some clues about



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LISTENING	and makes representations about them.	inferences about it.	the information contained in written and audio texts.	the required information in written and audio texts.
WRITING	Takes careful note of those unknown terms, taking into account the right orthography when writing the words worked through the period (spelling). Writes down paragraphs in which relates everyday actions with their personal routine.	Takes note of those unknown terms and reinforces his/ her understanding using the dictionary when writing the words worked through the period (spelling). Writes down sentences in which relates everyday actions with their personal routine.	Constantly uses the dictionary when writing the words worked through the period (spelling). Constantly uses the dictionary when writing sentences in which relates everyday actions with their personal routine.	Constantly requires help when writing the words worked through the period (spelling). With the teacher's help writes down short sentences in which relates everyday actions with their personal routine.
READING	Makes contrasts easily between his / her daily routine and some others through reading.	Makes contrasts between his /her daily routine and some others through reading, generalizing some common actions.	Makes generalizations between his / her daily routine and some others through guided Reading.	Makes generalizations between his/ her daily routine and some others through guide reading. However, he / she needs the teacher's help to make contrasts.
ORAL INTERACTION	Oral interaction in real or simulated situations with progressive autonomy, efficiency and complexity of the expressions used.	Oral interaction in every and family situations with autonomy.	Oral interaction among teachers and classmates.	Oral interaction with help of the teachers so that he/she can express full sentences.



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