

How can we be Olympics?



Escola Francesc Arenes - Golmés
Ada Mor Seró & Mariona Clota Colom

Generació Plurilingüe (GEP)
Year 2
2019-2020

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Identification of the GEP project

Title	How can we be Olympics?
Authorship	Ada Mor Seró & Mariona Clota Colom
School	Escola Francesc Arenes - Golmés
Students' CEFR Level (A1, A2...)	Beginners
Grade	6 th level students – Primary School
Content area(s)	Social Science PE
Number of sessions (4, 6 or 9)	6 sessions
Teacher(s) involved	Ada Mor Seró & Mariona Clota Colom
Keywords	Olympic Games – Geography – Social Science – Sports

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>



1. OUR PROJECT

Introduction: The students from 4th to 6th grade met in an assembly to brainstorm the topic of the project based on their interests and motivations. They decided to know more about sports and the Olympic Games (because next summer is taken place a new edition). When implementing this project, our students will be aware of the importance of doing sport and a healthy life.

As a cross-curricular project (Projecte Interdisciplinari) involves all students of school and it's developed in other workshops such as Arts & Crafts where they make the complementary materials that we are going to use in our final event (medals, teams visors, Olympic rings...)

Driving question: How can we be Olympics?

Final product: Presentation of Gomés as an Olympic Venue (May) & Organizing their own Olympic Games (June)

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2. GOALS	2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? <small>(assessment criteria)</small>
1. Describe the Olympic Games and the Olympic sports.	1.1. They have learnt what Olympic Games are as an important world event 1.2. They can describe Olympic sports and its characteristics
2. Present their village as an Olympic venue	2.1. They can create a poster to present their village as an Olympic venue 2.2. They can explain to a public audience the reasons why Golmés can be Olympic
3. Organize their own Olympic Games	3.1. They are able to organize different games for all the students in the school the last day of class

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3. CURRICULUM CONNECTIONS

SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
<p>- Coneixement i interacció amb el món, el coneixement, la pràctica i la valoració de l'activitat física per preservar la salut.</p> <p>- Competència social i ciutadana acceptar les regles per al funcionament col·lectiu, la participació i el respecte.</p> <p>- Competència cultural i artística El reconeixement i l'apreciació de les manifestacions culturals.</p> <p>- Competència comunicativa i al tractament de la informació i competència digital. Els intercanvis comunicatius i la valoració crítica dels missatges i estereotips procedents dels mitjans.</p> <p>- Competència aprendre a aprendre i a l'autonomia i iniciativa personal El coneixement d'un mateix i de les pròpies possibilitats i carències, l'autosuperació, perseverança...</p>	<ul style="list-style-type: none"> - Esports olímpics i les seves característiques - Valoració del seu municipi com a possible seu olímpica, on es valora positivament l'activitat física - Les regles en els esports olímpics - Evolució i canvis des de les primeres edicions olímpiques fins a les actuals - Utilització de les eines TAC per la recerca d'informació - Expressió d'opinions i valoracions - Presentació i organització d'un event esportiu 	<ul style="list-style-type: none"> - Exposar a partir d'un guió, esquema, imatge o bé utilitzant com a suport programaris de presentació. - Exposició de temes de manera ordenada i comprensible, i participar activament en els diàlegs, defensant idees pròpies - Expressió del pensament de manera coherent i estructurada. - Utilització d'Internet per buscar informació: coneixement dels cercadors més habituals, - Escriptura de textos produïts en diferents situacions. - Producció de textos audiovisuals senzills (utilitzant la imatge fixa o en moviment i el so) per descriure, narrar i informar i per expressar emocions i opinions. 	<ul style="list-style-type: none"> - Presentació d'un pòster seguint el seu guió, esquema i imatges. - Exposició dels aspectes d'un esport olímpic: equipament, nombre jugadors, popularitat... - Expressar opinions sobre elements olímpics com són els logos de les diferents edicions. - Utilització d'internet en la cerca d'edicions olímpiques, banderes, logos, anelles... - Preparació de textos per poder exposar la informació elaborada en grups i parlar de les diferents disciplines olímpiques, utilitzant eines TAC.

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4. 21st CENTURY COMPETENCES

Collaboration	✓	Information, media and technology	✓
Communication	✓	Leadership & Responsibility	✓
Critical Thinking and Problem Solving	✓	Initiative & Self-direction	✓
Creativity & Innovation	✓	Social & Cross-cultural	✓
Others:			

5. KEY COMPETENCES

Communicative, linguistic and audiovisual competence	✓	Digital competence	✓
Mathematical competence	✓	Social and civic competence	✓

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Interaction with the physical world competence	✓	Learning to learn competence	✓
Cultural & artistic competence	✓	Personal initiative and entrepreneurship competence	✓

6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
<p>ÀMBIT CONEIXEMENT DEL MEDI NATURAL, SOCIAL I CULTURAL</p> <ul style="list-style-type: none"> - Canvis i continuïtats en el temps - Persones, cultures i societats - Entorn, tecnologia i societat <p>ÀMBIT EDUCACIÓ FÍSICA</p> <ul style="list-style-type: none"> - El joc - Activitat física i salut 	<ul style="list-style-type: none"> - Representació gràfica del temps cronològic, utilitzant l'eina Timetoast, per situar fets i etapes de l'evolució històrica. - Intercanvi d'opinions i la seva expressió sobre els esports olímpics. - Utilització d'Internet per a la cerca d'informació (imatge, text i àudio) sobre els esports olímpics: regles, equipaments, popularitat, famosos esportistes.... - Organització i realització d'uns jocs olímpics amb diferents modalitats i dificultat dels jocs proposats. - Valoració de l'activitat física per al manteniment i millora de la salut en el present i el futur

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7. REFERENCES

Information:

<https://wordart.com>

<https://www.google.es/intl/es/earth/index.html>

<https://www.timetoast.com/>

<https://voicethread.com/>

<https://simple.wikipedia.org/>

8. COMMENTS (optional)

As we are developing this project as a cross-curricular project (Projecte Interdisciplinari), it involves that students are mixed from different grades. Our groups are formed by students from 4th grade to 6th grade. For this reason we are not able to separate them. In the videos we record can be seen the different ages and levels and how they work in a cooperative way, learning ones from others.

In the PBL we have also included a 7th session in order to have enough time to prepare the exposition to a real audience and present their village as a venue where the Olympic Games can be carried out.

9. ACKNOWLEDGEMENTS (optional)

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Generalitat de Catalunya
Departament d'Educació



UAB
Universitat Autònoma
de Barcelona
Facultat de Ciències de l'Educació

Skills: R: reading , S: speaking, L: listening, W: writing, I: Interaction

Interaction: T-S: teacher-student, S-S: student-student, SG: small groups, WG: whole group, S-Expert, S-World

Assessment: PA: Peer assessment, SA: Self-assessment, TA: Teacher assessment, AT: Assessment tools

10. UNIT OVERVIEW

Session	Activities	Timing	Skills	Interaction	ICT	Assessment
1	Brainstorming Olympic Games	20'	S-W-L-I	T-S, S-S, WG	WordArt	TA, AT – WordArt mural
	Olympic Games venues' grid	70'	R-W-I	T-S, S-S, SG	Internet	PA, AT - Grid
2	Making flags of host countries	40'	R-I	T-S, S-S	Internet	
	Setting the flags on a world map	35'	R-S-I	S-S, WG	Google Earth	TA, AT - Teacher's Observation

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	Discussing emplacements/editions in the different continents	15'	S-L-I	T-S, WG		TA, AT – Scaffold structures
3	Looking for Olympic logos	40'	R-W-I	T-S, S-S	Internet	
	Creating a timeline with the logos/cities/years	40'	R-W	SG	Timetoast	TA, AT - Timetoast
	Expressing opinions about the logos	10'	S-L-I	T-S, WG		SA, AT – Check list
4	Finding out the Olympic Games rings' meaning (colors)	15'	R-S-I	SG, WG	Internet	
	Golmés as the 6 th ring	5'	S-I	T-S, WG		
	Deciding the facts about the continents we want to learn	15'	S-L-I	SG, WG		
	Making a mural with the previous information	55'	R-W-I	T-S, SG, WG	Internet Text Editor	SA, TA, AT - Exit ticket / Mural
5	Designing their ground rules for the Exploratory Talk	20'	L-S-I-R-W	T-S, S-S, SG		
	Searching information about a	40'	R-W-I	S-S, SG	Internet	

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	sport – Group of experts					
	Recording the information found about their sport	30'	R-W-I	T-S, S-S, WG	Voicethread	PA, AT – Ground rules checking
6	Finding the common elements in Olympic posters samples	20'	R-W-S-I	S-S, SG	Internet	
	Creating their own posters for the Golmés Olympic Games venue	70'	R-W-I	S-S, SG	Text Editor	TA, AT – Poster
7	Preparing the oral presentation to the audience	20'	R-W-I	S-S, T-S, SG		
	Presenting the posters to a real audience	70'	S-L-I	S-S, SG, S-World		PA, AT – Rubric

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11. SESSION PLANNING

SESSION 1: WARMING UP

Objectives of the session:

- To detect students' previous knowledge on the topic
- To use ICT tools to brainstorm / look for information
- To organize information related to Olympic Games (years/venues/host cities)
- To work in a cooperative and collaborative way

Content-obligatory language for the session:

- Vocabulary recap on Olympic Games
- Learning new vocabulary about a topic
- Expressing dates in English

Activities

include : Name and description; Assessment tool (if any); Material (including language support)



1.1	Brainstorming Olympic Games To introduce the topic, we create a word cloud by going to WordArt ICT tool, words about what are the Olympic Games for them. In groups they decide what it's a suitable shape. The result of this activity is going to be shown in a poster on the GEP corner.	20'	S W L	T-S S-S WG	WordArt	TA AT WordArt

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	Assessment tool: WordArt mural Material: computer/WordArt website https://wordart.com/		I				mural
1.2	Olympic Games venues' grid Students look for information on the Internet about the years/cities – countries from the first Olympic Games edition to last ones (included next two editions to take place in the future). They put in chronological order all the events in a double entry grid. Then, in groups, they compare their results. Assessment tool: Olympic venues' grid Material: computer/Word processor	70'	R W I	T-S S-S SG	Internet Word Processor	PA AT Grid	

	<h2>SESSION 2: Let's get READY</h2> Objectives of the session: <ul style="list-style-type: none">- To identify a country with its flag- To locate Olympic cities and their countries in a world map- To work in a cooperative and collaborative way- To discuss and compare different emplacements looking at the map-
	Content-obligatory language for the session: <ul style="list-style-type: none">- Social Science – countries and continents, flags (colors, shapes) and years in English- Expressing opinions, deductions: in my opinion, I think, for me, I agree, I don't agree...

	Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>					
	Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>					
2.1	<p>Making flags of host countries In this activity they search for information on the Internet to make their mini flags for each country assigned. On one side they draw the flag and on the other side they write the name of the city and its year. They have to pay attention to tell the years properly.</p> <p>Material: computer / blue-tack / mini paper flags / pen colors</p>	40'	R I	T-S S-S	Internet	
2.2	<p>Setting the flags on a world map With the whole group, once they have made all flags, they locate on a huge world map the corresponding flag. If need it, they can use Google Earth as tool to find the countries emplacement.</p> <p>Assessment tool: Teacher's observation</p> <p>Material: big world map / blue-tack / mini paper flags /Google Earth</p>	35'	R S I	S-S WG	Google Earth	TA AT Teacher's Observ.
2.3	<p>Discussing emplacements/editions in the different continents Once all the flags are located, they express opinions comparing in what continents/countries/cities have more flags (more editions) – using comparatives.</p> <p>Assessment tool: The use of scaffolding structures</p> <p>Material: scaffolding poster</p>	15'	S L I	T-S WG		TA AT Scaffold structures

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	<h2>SESSION 3: Let's get STEADY</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> - To identify a country with its flag - To locate Olympic cities and their countries in a world map - To work in a cooperative and collaborative way - To discuss and compare different emplacements looking at the map 					
	<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> - Social Science – countries, continents, years in English, flags, logos (shapes, colors, symbols...) - Expressing opinions, deductions: in my opinion, I think, for me, I agree, I don't agree... 					
	<p>Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>					
3.1	<p>Looking for Olympic logos They look for information on the net to know the logos of the different editions (from the most ancient to the next 2 future editions (2024 – 2028). They save them as a jpg. because they will use it for the next activity.</p> <p>Material: computer</p>	40'	R W I	T-S S-S	Internet	
3.2	<p>Creating a timeline with the logos/cities/years With the previous logos they start to create the timeline using the ICT tool Timetoast in chronological order in small groups.</p>	40'	R W	SG	Timetoast	TA AT

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	<p>They have to say the years in the correct way.</p> <p>Assessment tool: Timetoast result</p> <p>Material: computer / Timetoast website https://www.timetoast.com/</p>						Timetoast
3.3	<p>Expressing opinions about the logos They observe carefully the logos from the very first editions to nowadays and they give their opinions, likes and dislikes about how they have changed with the past of time.</p> <p>Assessment tool: Self – assessment checklist</p> <p>Material: scaffolding poster / checklist</p>	10'	S L I	T-S WG			SA AT check list

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	<h2>SESSION 4: Let's GO!</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> - To match the rings with the continents and find out the reason of the colors in the rings - To decide the most suitable color for Golmés ring - To learn important facts about the continents / Golmés - To work in a cooperative and collaborative way - To create a mural with the information 					
	<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> - Social Science – continents, Golmés village, population, extension, climate, etc. - Sports – famous sports stars, games and numbers of Olympic Games editions 					
	<p>Activities <i>include : Name and description; Assessment tool (if any); Material (including languages)</i></p>					
4.1	<p>Finding out the Olympic Games rings' meaning (colors) They search in small groups the meaning of the five colors in the Olympic rings and the reason why there are five. Then they share this information with the whole group. Material: computer</p>	15'	R S I	SG WG	Internet	
4.2	<p>Golmés as the 6th ring The teacher introduces the option of adding the 6th ring in the mural they are going to make. With the whole group they speak about the main characteristics of Golmés and they choose a suitable color for their village.</p>	5'	S I	T-S WG		

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	<p>Deciding the facts about the continents we want to learn</p> <p>Once the sixth rings are established, the whole group brainstorm what facts they want to stand out about the five continents and Golmés in the mural that they are going to create in the next activity.</p> <p>We put them in six groups according the six rings.</p>					
4.3	<p>Material: poster on the Digital Board with the facts they agree.</p> <p>FACTS:</p> <ul style="list-style-type: none"> - Extension and population - Climate - Olympic Games editions - Famous Sports Stars - Interesting facts 	15'	S L I	SG WG		
4.4	<p>Making a mural with the previous information</p> <p>As it is a cross-curricular project, in Arts & Crafts, they have made a big mural with the colored six rings.</p> <p>On the Internet, in small group, they look for the facts they previously decided.</p> <p>They write this information into different shapes from a text editor to decorate the mural with an attractive presentation using the suitable color of each ring.</p> <p>Assessment tool: Self – assessment exit ticket / mural</p> <p>Material: computer / text editor / printer / mural</p>	55'	R W I	T-S SG WG	Internet Text Editor	SA TA AT Exit ticket Mural

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	<h2>SESSION 5: Becoming experts</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> - To set ground rules when working in a group of experts - To learn important features about an Olympic sport - To work in a cooperative and collaborative way - To speak about the information they found about a sport 	
	<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> - Language structures for the ground rules - Sports – rules, number of players, equipment, popularity, etc. 	
	<p>Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>	    
5.1	<p>Designing their ground rules for the Exploratory Talk In small groups, they reach an agreement on how to work, organize and the rules as a group of experts that they are becoming. Each group is going to be specialized in one Olympic sport (the only rule is that any sport can't be repeated).</p> <p>Material: Ground rules poster</p>	20' L S I R W T-S S-S SG

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	<p>Searching information about a sport – Group of experts In groups they decide what they want to learn and explain to the others about their chosen sport.</p> <p>Material: poster on the Digital Board with the facts they agree.</p> <p>FACTS:</p> <ul style="list-style-type: none"> - Rules: You can / you can't / you have to... - Number of players: It is an individual / team / in pairs... The number of players is... - Equipment: You need... - First time in Olympic Games: The first time in Olympic games was in ... (place) in ... (year) - Popularity: The most popular country/ies in this sport is/are ... - Famous sport stars: The most famous players are ... from ... 					
5.2		40'	R W I	S-S SG	Internet	
5.3	<p>Recording the information found about their sport Using the information they have found in the previous activity, they record themselves the presentation of their sport using the ICT tool Voicethread</p> <p>Assessment tool: Ground rules checklist</p> <p>Material: Computer / Voicethread https://voicethread.com/</p>	30'	R W I	T-S S-S WG	Voice thread	PA AT Ground rules checking

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	<h2>SESSION 6: Being designers</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> - To look for information about posters from different Olympic editions - To create a poster to present Golmés as a venue to celebrate an edition - To work in a cooperative and collaborative way 					
	Content-obligatory language for the session: <ul style="list-style-type: none"> - Expressing common elements that they can find in different posters: I can see... I observe... It's the same... It's different - Useful vocabulary when creating a poster: flags, colors, mascot, logo, dates and place, facilities ... 					
	Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>	    				
6.1	Finding the common elements in Olympic posters samples The students are asked to search examples of Olympics posters on the net and try to find which are the elements they need to include in their own. They can also include others aspects if they consider they are essential to present the posters to a real audience. Material: computer	15'	R W S I	S-S SG	Internet	
6.2	Creating their own posters for the Golmés Olympic Games venue Once they have considered in activity 6.1 which are the important issues to be included in the poster to stand out Golmés as an Olympic host city, it's time to do a hands-on activity to design their own poster.	60'	R W I	S-S SG	Text Editor	TA AT Poster

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	Assessment tool: Poster Material: computer / cardboards / pictures / realia					
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	<h2>SESSION 7: We are Olympics!</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none">- To prepare and organize an oral presentation to a real audience- To work in a cooperative and collaborative way- To explain to a real audience their posters and its features					
	<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none">- Greetings and language structures when doing a presentation- Expressing opinions in group: in our opinion, we think, for us...					
	<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>	    				
7.1	<p>Preparing the oral presentation to the audience</p> <p>With all materials (scaffoldings, structures,...) seen in the previous sessions, the poster they made for their group presentation and taking into account the established ground rules, they are ready to prepare the exposition to their audience.</p>	20'	R W I	S-S T-S SG		

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	Material: poster					
7.2	<p>Presenting the posters to a real audience It's time to show to a real audience all the work they have been doing when preparing the posters to present their village as a venue where the Olympic Games can be carried out. They speak about the advantages, sport facilities, events... about Golmés</p> <p>Material: poster</p> <p>Assessment tool: Peer assessment rubric</p>	15'	S L I	S-S SG S- Wor ld	PA AT Rubric	

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Materials

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GIVING OPINIONS / COMPARISONS SCAFFOLDING



Activity 2.3

EXPRESSING OPINIONS:

I THINK.....

IN MY OPINION.....

FOR ME.....

COMPARISONS:

THERE ARE MORE _____ IN _____ THAN IN _____.

(CONTINENT/COUNTRY) HAS MORE _____ THAN _____.



GIVING OPINIONS / LIKES and DISLIKES SCAFFOLDING



Activity 3.3

EXPRESSING OPINIONS:

I THINK.....

IN MY OPINION.....

FOR ME.....

LIKES AND DISLIKES:

I LIKE THIS ONE BECAUSE.....

I DON'T LIKE THIS ONE BECAUSE.....

I LOVE THIS ONE BECAUSE.....

SELF – ASSESSMENT CHECKLIST



Activity 3.3

Self – assessment checklist	Yes	No
I use the scaffolding structures.		
I can explain to the others my opinion.		
I respect my turn and the others' turn.		
I listen carefully to the others explanations.		
I know things about Olympic Logos, cities and countries.		
I can say the dates in English properly.		
I use English most part of time.		
I had a good attitude with the activity.		
I enjoyed this activity.		

FACTS POSTER



Activity 4.3

FACTS:

- ✓ Extension and population
- ✓ Climate
- ✓ Olympic Games editions
- ✓ Famous Sports Stars
- ✓ Interesting facts

EXIT TICKET**Activity 4.4****Emoji EXIT TICKET**

1. - Write two facts about the continent you have been an expert today.

2. Circle the emoji that reflects your feelings in today's lesson. Explain your reasons why.



I choose this emoji because _____

FACTS POSTER



Activity 5.2

Rules: You can / you can't / you have to...

Number of players: It is an individual / team / in pairs...
The number of players is...

Equipment: You need...

First time in Olympic Games: The first time in Olympic Games was in ... (place) in ... (year)

Popularity: The most popular country/ies in this sport is/are ...

Famous sport stars: The most famous players are ... from ...

GROUND RULES CHECKING



Activity 5.3

Ground Rules Checking	
We talk together to think about what to do.	
We ask everyone to say what they think.	
Everyone listens carefully to others and consider what we hear.	
I listen carefully to the others explanations.	
We pay attention and try to think of good ideas.	
We decide what to do only when everyone has said all they want.	
We try to agree about what we think.	

PEER ASSESSMENT RUBRIC



Activity 7.2



Great work!



Quite good



Could be better

The group uses clear and understandable language.			
They speak loud enough to make it comprehensible.			
They use the body language in their presentation.			
They organize the ideas according to the poster.			
They encourage the audience to ask some questions.			
They respect their peers' turn when speaking.			
They use English almost all the time.			