

# SPORT



**INS CANDELERA**  
**JÚLIA AGÜERO MANZANAS**

**Generació Plurilingüe (GEP)**

Year 1  
2018-2019

<b>GEP 1</b>	<b>Task 1 : Input &amp; Cooperative /Collaborative learning in CLIL</b>
<b>Title of the lesson or topic</b>	Elena Congost, a Paralympic Athlete
<b>Course / year / age</b>	4th ESO
<b>Timing</b>	2 sessions of 1 hour each
<b>Collaboration with .....</b>	
<b>Short description of the sessions</b>	<p>In <u>session 1</u>, we are going to do a reading activity based on the topic of sport, the topic of the unit in the student's book. It's a reading about the Paralympic athlete Elena Congost. The aims of this sessions are:</p> <ol style="list-style-type: none"> <li>1. Distinguish between Olympic and Paralympic athletes.</li> <li>2. Learn about a female Paralympic athlete.</li> <li>3. Be aware of the difficulties these athletes have to face.</li> <li>4. Make hypothesis and discuss about this situation.</li> <li>5. Produce an interview to Elena Congost, act it out and record it.</li> </ol> <p>In <u>session 2</u>, we are going to recap what they learned about Elena Congost in the previous session and in groups, students have to produce an interview to Elena. They have to act it out in class and record it.</p>
<p><i>The descriptions of the activities below should contain:</i>  <i>type of input,</i>  <i>questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement</i>  <i>dynamic instructions with collaborative and cooperative activities,</i>  <i>materials used.</i></p>	
<b>Activity 1</b>	<p><u>Think-pair-share.</u> (10')</p> <p>Individually, students think about the differences between Olympic and Paralympic athletes. (1') Then, they pair with their nearest partner and share their opinions. (4')</p>

S E S S I O N  1		Finally, we share these opinions orally in the class. (5')
	<b>Activity 2</b>	<u>Dictogloss.</u> (10') The teacher forms groups of 3 students. Each group is given a set of pictures. As the teacher reads about Elena Congost's life and her achievements, they order the pictures and match them to the dates.
	<b>Activity 3</b>	In groups, they have to complete the grid provided by the teacher using the pictures and dates to help them. (10') In their groups, each member is given a role: - secretary: this student is in charge of writing down the answers. - spokesperson: this student is responsible for speaking out the group's opinions. He/She also helps the secretary, if necessary. (If there are groups of 4, student number 4 could be the secretary's assistant and help him/her) - checker: this student controls time and checks that everything is written down
	<b>Activity 4</b>	<u>RoundRobin.</u> (15') The teacher gives each group a set of questions. In individual turns, they have to answer the questions.  <u>Sharing Time.</u> (15') All the class share their opinions on the questions. The spokesperson says the group's opinions.
S E S S I O N  2	<b>Activity 1</b>	<u>Kahoot</u> (10') The students do a kahoot game to see what they remember about Elena Congost from last session.
	<b>Activity 2</b>	<u>Writing an interview.</u> (50')  1) <u>Think-pair-share</u> (2') Individually, students think and / or write questions they would like to ask Elena.

Template adapted from CLIL-SI 2015.

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



	<p>2) The teacher forms groups of 4 students. Their task is to write an interview to Elena Congost and act it out and record it. Students share their questions and decide which ones to ask in their interview.</p> <p>The teacher assigns students roles:</p> <ul style="list-style-type: none"> <li>- Elena : answers the questions</li> <li>- interviewer: asks questions in relation to her career, life ...</li> <li>- cameraman/camerawoman: this student is in charge of recording the interview</li> <li>- secretary: this student is in charge of writing the interview</li> </ul> <p>All students can help with any language problems.</p> <p>Then they exchange roles, so that all the members of the group speak.</p>
<p><b>In terms of academic content, what are the students learning and what are they learning to do?</b></p>	<p>Students are going to learn about a female Paralympic athlete. They will learn to work in group and cooperate to order Elena Congost's biography, to complete her factfile and to produce an interview to her, act it out and record it. They are also going to think and discuss about being disabled.</p>
<p><b>In terms of language, what are the students practicing or learning to do?</b></p>	<p>Students are going to revise the use of past tenses and present perfect to talk about experiences. They are going to use conditional type 2 to talk about hypothetical situations.</p>
<p><b>In what way is this lesson plan a good example of what we learnt in the GEP course session?</b></p>	<p>These sessions include a variety of skills: listening, writing, oral. Students are provided different types of input (oral, visual, written) and collaborative activities and TIC activities. All competences are dealt with: writing, speaking, listening.</p>
<p>Other important information</p>	<p>Following unit 8 of the student's book (Burlington International English B1), students will have been introduced to the topic of sport and basic vocabulary on this topic and they will have learnt and practised about the different types and structures of conditional sentences.</p>



<b>ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)</b>	See the word document annexed Kahoot: <a href="https://create.kahoot.it/details/elena-congost-a-paralympic-athlete/471e4c6a-1836-45ff-8100-ccec6a993a75">https://create.kahoot.it/details/elena-congost-a-paralympic-athlete/471e4c6a-1836-45ff-8100-ccec6a993a75</a>

Template adapted from CLIL-SI 2015.

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## Elena Congost, a Paralympic athlete.

Elena Congost Mohedano was born in Barcelona on the 20<sup>th</sup> of September **1987**.



At present, she lives in Sabadell and she's a primary teacher as well as a T12/B2 athlete.



She has a degenerative hereditary visual disease, which started to deteriorate when she was a little girl in school. However, this handicap didn't set her back and she has always tried to overcome her difficulties. She became a member of the Athletics Club in L'Hospitalet de Llobregat and has always trained hard to do her best.



Elena Congost has achieved many awards as an athlete. In 2002 she got 7<sup>th</sup> position in the long jump. In the European Athletics Championship in 2003, she was 5<sup>th</sup> in the 100m race and 5<sup>th</sup> in the long jump. Also, in the same year she got a silver medal for 4x400m relay and 5<sup>th</sup> long jump in the BSA World Athletics Championship in Quebec. In **2004**, when she was 17 years old, she took part in her first Paralympic Games in Athens and got 7<sup>th</sup> in the 200m race.



In **2007** she got a bronze medal in the 600m race at the Second International Meeting for Disabled Athletes. In 2008, Elena took part in her second Paralympics in Beijing, and got a 6<sup>th</sup> position in the 1,500m race.



She has never stopped training hard and improving her classification. In **2011**, she got a bronze medal for the 800m race in the World Athletics Championship in Sao Paulo and a silver medal at the IPC World Athletics Championship for the T12 1,500m race. **2012** was a great year for her since she got a silver medal for the 1,500m race at the World Athletics Championship



and a silver medal for the same race in the London Paralympic Games. Elena Congost became the first female Paralympic athlete to get a medal in the London Games.



In **2013** she shared a room with famous swimmer Mireia Belmonte at CAR Sant Cugat.



Elena got a silver medal by “Real Orden al Mérito Deportivo” in recognition for her amazing career.



Template adapted from CLIL-SI 2015.

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





In **2015** she won a silver medal in the London Marathon.

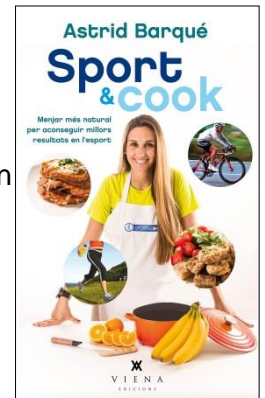


Her latest achievement was the gold medal for the marathon in the Paralympic Games in Rio de Janeiro in **2016**.



Elena has been a vegan for ethical, environmental and health reasons since 2009. She participated in the book by Àstrid Barqué "Sport and Cook" (2015) explaining her views on having a healthy diet and its relationship with sport.

Elena's passion for life and sport and her energy and strength are outstanding and an example of personal overcoming.





# DICTAGLOSS PICTURES



Template adapted from CLIL-SI 2015.

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





**Astrid Barqué**  
**Sport & cook**

Menjar més natural per aconseguir millors resultats en l'esport

Astrid Barqué is smiling in a kitchen, wearing a white apron over a yellow shirt. She is surrounded by fresh produce like oranges, bananas, and a bowl of salad. Several circular inset images show her engaged in different sports: cycling, tennis, and running. A logo for 'SPORTICA' is on her apron.

**X**  
**VIENA**  
EDICIONS



Template adapted from CLIL-SI 2015.  
More information at: <http://grupsderecerca.uab.cat/clisi/>







**1987**

**2004**

**2007**

**2011**

**2012**

**2013**

**2015**

**2016**

## COMPLETE THE FACTFILE

### FACTFILE



**NAME**

**DATE OF BIRTH**

**PLACE OF BIRTH**

**JOB**

**DISABILITY**

**AWARDS**

**2004:**

**2007:**

**2011:**

**2012:**

**2013:**

**2015:**

**2016:**

## QUESTIONS TO DISCUSS: ELENA CONGOST

<b>If you had a visual disability, what would you do?</b>	<b>If you were Elena Congost, what would your next challenge be?</b>
<b>If you had a physical disability, how would you feel?</b>	<b>Do you think that Paralympic athletes have the same social recognition / consideration / fame / acceptance as non-Paralympic athletes? Why?</b>
<b>If you suddenly became blind, what would the main difficulties you have to face up to be?</b>	<b>If you were a man athlete, would you have the same recognition as a woman athlete? Why?</b>

<https://create.kahoot.it/details/elena-congost-a-paralympic-athlete/471e4c6a-1836-45ff-8100-ccec6a993a75>

<b>GEP 1</b>	<b>Task 2: Reading, writing and Assessment in CLIL</b>
<b>Title of the lesson or topic</b>	Biographies of sportspeople
<b>Author</b>	Júlia Agüero Manzanas
<b>Course / year / age</b>	4 <sup>th</sup> ESO
<b>Number of sessions</b>	2
<b>Collaboration with...</b>	
<b>Main objectives of the sessions</b>	<ol style="list-style-type: none"><li>1. Revise past tenses (simple, continuous, perfect) and present perfect to write a biography.</li><li>2. Revise the passive voice and relative sentences.</li><li>3. Read the biographies of 4 different sportspeople: two men, two women; two of them are disabled.</li><li>4. Write the biography of one of these sportspeople.</li><li>5. Make students aware of the difficulties sportspeople have to face to achieve their goals, especially if they are disabled.</li></ol>

<b>Short description of the sessions</b>	<p><b>Session 1: (1 hour)</b></p> <p>In this session we are going to introduce the four sportspeople and do a warm-up oral activity. In groups of 3-4 (depending on the number of total students in the class), students will read about one of the biographies, which will be on the wall around the class (running dictation-fill-in chart). Each group will fill in a file with the information of the biography. When the group has all the information they need in their file, they start writing the biography. The teacher will be going around all the groups to help them.</p> <p><b>Session 2: ( 1 hour)</b></p> <p>In their groups, students will finish writing the biography. They revise it in their group. Then, the groups will assess the biographies of the rest of the groups. The teacher will be going around all the groups to help them. Finally, each group will read their biography aloud to the rest of the class. The teacher will make copies of the biography each group writes to all the members of the group. The teacher will stick the biographies of each group on the notice board of the class.</p>
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<p><i>The descriptions of the activities below should contain:</i></p> <ol style="list-style-type: none"> <li>1. <i>collaborative and cooperative activities instructions (including the timing and the language support)</i></li> <li>2. <i>type of support,</i></li> <li>3. <i>readings and writings planned,</i></li> <li>4. <i>assessment tools</i></li> <li>5. <i>materials used</i></li> </ol>	<p>Timing</p>
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S E S S I O N  1	<b>Activity 1</b>	<b>Pre-reading activity. Warm-up.</b> Oral activity. Students are shown the pictures of the four sportspeople. They identify the people and give the information they know about them. The teacher writes a table on the board and fills it with the information the students say about each person. They complete the chart: match picture – name – sport.	10'
	<b>Activity 2</b>	<b>Making groups.</b> The teacher generates groups of 4 students with the application <a href="http://www.chooserandom.com">www.chooserandom.com</a> Students are given roles: <ul style="list-style-type: none"> <li>- <u>reader</u> – he/she will be in charge of reading</li> <li>- <u>secretary</u> – he/she will be responsible for making sure all the information needed is filled in</li> <li>- <u>checker</u> – he/she will check mistakes (grammar, spelling, punctuation ...)</li> <li>- <u>writer</u> – he/she will be responsible for writing the biography</li> </ul> Each group is assigned a sportsperson. Each group is given a fact file of the sportsperson and a list of vocabulary and structures.	10'
	<b>Activity 3</b>	<b>Running dictation.</b> The teacher sticks the biographies on the walls around the class. In turns, each member of the group reads the biography and when he/she goes back to the group, he/she completes the fact file with the information he/she gets from the text. When they have completed the fact file, they can start writing the biography in groups. They will have several sources of information: <ul style="list-style-type: none"> <li>- the table on the board</li> <li>- the fact file</li> <li>- the list of vocabulary and structures</li> </ul>	40'
S	<b>Activity 4</b>	In their groups, they finish the biography if they didn't finish it on the previous day. The teacher will give each group a checklist so that they can check out they have included all the	15'



E S S I O N 2		information required in their biography.  They revise it for any mistakes and check out on the checklist. The teacher will be going around all the groups to help them.	
	<b>Activity 5</b>	Each group reads and assesses the biography of their partner groups. They revise it for any mistakes and check out on the checklist.  The teacher will be going around all the groups to help them.	35'
	<b>Activity 6</b>	Finally, the reader of each group will read aloud their biography to the rest of the class and hands it to the teacher to be marked using the writing rubric. The teacher will make copies of the biographies written in each group for all the members of the group and will hang up all the biographies on the notice board of the class.	10'
<b>In terms of academic content, what are the students learning and what are they learning to do?</b>	<p>Students are going to learn about the life and achievements of four different sportspeople, two of whom are disabled. They will realise how tough you must work to achieve your goals and become an elite sportsperson. These sportspeople set a good model for them.</p> <p>Also, students will cooperate and work together to read and understand the written biography of a sportsperson and to complete his/her fact file. Moreover, they will work together and collaborate to write a biography using the information they had collected.</p> <p>Finally, they are going to self-assess their own production (biography) and co-assess the work of their partners.</p>		
<b>In terms of language, what are the students</b>	<p>They are going to learn:</p> <ul style="list-style-type: none"> <li>- to structure a text and write a biography</li> <li>- to assess themselves and their partners</li> <li>- to use past tenses and present perfect and other structures they have previously learned</li> </ul>		

<b>practicing or learning to do?</b>	<p>(passive, relatives, modals ...)</p> <ul style="list-style-type: none"> <li>- to use vocabulary related to sport</li> </ul>	
<b>In what way is this lesson plan a good example of what we learnt in the GEP course session?</b>	<p>These sessions include a variety of skills: reading, writing, listening, oral. Students are provided different types of input (oral, visual, written) and collaborative activities and TIC activities. All competences are dealt with: reading, writing, speaking, listening. These sessions also include assessment tasks.</p>	
<b>Other important information</b>	<p>Following unit 8 of the student's book (Burlington International English B1), students will have been introduced to the topic of sport and basic vocabulary on this topic. They are already familiar with different past tenses (simple, continuous and perfect) and present perfect.</p>	
<b>ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)</b>		



## **TERESA PERALES**

Maria Teresa Perales Fernández was born in Zaragoza on the 29<sup>th</sup> of December of 1975. She is a paralympic swimmer, a politician and a writer. She has won 25 paralympic medals and she's the sportswoman who holds more medals and gold medals in the history of the Paralympic Games.



When she was 19 years old, she became paraplegic due to a neurological illness. She couldn't walk and she had to use a wheelchair and adapt herself to the new situation. So, she decided to do something. She learned to swim and in 1997 she started competing. In 1998, she started to stand out, when she won her first bronze medal in the New Zealand championships.

Teresa Perales has taken part in five Paralympic Games. Her first Paralympics were in Sydney 2000, where she got a silver medal in 50m butterfly, and four bronze medals. The Paralympic Games in Athens in 2004 was a great success for Teresa Perales. Two gold medals, one silver medal and three bronze medals were won in Athens by Teresa Perales.

Teresa Perales has also been involved in politics since 2003, when she was elected member of the Cortes de Aragón, the Parliament of Aragón.

On 8<sup>th</sup> January 2005 Teresa married Mariano Menor, who is a journalist, in Zaragoza. In 2010, Teresa had one son, Mariano.

Teresa's first autobiographic book, "*Mi vida sobre ruedas*", was written in 2007. Her second book, "*La fuerza de un sueño*", was published in 2014.

In the Beijing Paralympics in 2008, Teresa had already become one of the best swimmers in her category and the Spanish sportswoman who had won the most medals in the history of the Paralympic Games. She won three gold medals, one silver medal and one bronze medal. A part from that, two world records were broken by her.

On 17<sup>th</sup> September 2008, Teresa was chosen member of the Council of the International Paralympic Committee.

In the London Paralympics in 2012, Teresa Perales carried the Spanish flag on the opening day. Teresa won five medals in these games. She has won 22 medals, the same as the American swimmer Michael Phelps. This year, she was reelected member of the Council of the International Paralympic Committee.

At the age of 40, Teresa Perales took part in her latest Paralympics in Rio de Janeiro, where she got three more medals.



## **ISIDRE ESTEVE**

Isidre Esteve i Pujol was born in La Seu d'Urgell (Lleida) on the 15<sup>th</sup> of May, 1972. He is a motorcyclist and rally pilot. Even though he was born in La Seu d'Urgell, he has always lived in Oliana, where his parents had a restaurant. Isidre is married and he has one daughter.



Isidre became interested in enduro (off-road motorcycling), because enduro competition are held in Oliana and Ponts every year. At the age of 18, he won his first title in an enduro competition, in 1990, and in 1992 he won the Spanish Championship of enduro. Isidre started his career with TM team, but he has also been a pilot for other teams such as Gas Gas, Honda, Yamaha and KTM. He was a pilot for KTM team for 13 years.

In 1995 Isidre Esteve was second position in the European Enduro Championship and in 1999 he won the Spanish Enduro Championship.

Isidre Esteve also participated in Dakar rally for 10 years. His best position was in 2001 and 2005, when he was classified on the 4<sup>th</sup> position. Isidre Esteve has also taken part in Baja Aragón rallies. He holds the record in winning this rally on six competitions (1998, 2000, 2001, 2003, 2005 and 2006) with the team KTM.

On the 24<sup>th</sup> of March 2007, while Isidre was riding in the Almeria rally, he crashed his motorbike with a rock and fell off his motorbike. He was seriously injured as a result of this terrible accident and he became paraplegic after he had broken two vertebrae. After recovering and getting used to the new situation, an agreement was signed between Isidre Esteve and Ssang Yong firm in 2008 to take part in the Spanish Rally Championship and the Dakar Rally. Isidre had his car adapted in 2009 by Ssang Yong. In his first experience in a Dakar rally with an adapted car, Isidre got position 71.

In 2008, Isidre was named director of Bellpuig circuit. This same year, he presented the book "*La sort del meu destí*", a collection of his experiences written by the journalist Manuel Franco.

Isidre Esteve Foundation was set up in November 2011 with the aim of helping disabled people to assimilate into society and have a decent life.

In 2013 and 2014 he became the Spanish Rally champion in the category of the Buggys four-wheel drive.

In 2017, he took part in the Dakar rally, 10 years after he had had the accident that left him confined to a wheelchair. Isidre was 34<sup>th</sup> in the general classification and 4<sup>th</sup> in his category.

His sport project for the Dakar 2018, Isidre Esteve Repsol Rally Team, was presented in June 2017.

Isidre Esteve got 21<sup>st</sup> position in Dakar Rally 2019.

## **ONA CARBONELL**

Ona Carbonell i Ballestero was born on the 5<sup>th</sup> June 1990 in Barcelona. She is a well-known synchronised swimmer. At present, she isn't married but she has had a boyfriend, Pablo Ibáñez, for four years.

She had practised rhythmic gymnastics, but at the age of 10, she took up swimming in the Kallipolis Swimming Club. She soon realised synchronized swimming was her passion and in 2004, when she was 14 years old, she became a member of the Spanish National Team of Synchronised Swimming and she started training at CAR Sant Cugat. She has participated in three junior world championships, four world championships, two Olympic qualifying tournaments and two Olympic Games. Ona Carbonell has had a great career. Forty-two gold medals, twenty-six silver medals and twenty-four bronze medals have been won in different competitions so far by Ona Carbonell.



Her most appreciated experience is winning the silver medal in the duet with Andrea Fuentes, and the bronze medal in the modality of teams in the London Olympic Games in 2012.

In 2013, she was named captain of the Spanish Synchronised Swimming Team. She also joined the Sabadell Swimming Club, where she has been up to now. She took part in the World Championship in Barcelona, where she won the bronze medal in the single modality and the bronze medal in duet with Margalida Crespí. This same year she was awarded with the silver medal of the Real Orden del Mérito Deportivo.

In 2015, Ona changed to she participated in the Kazan Championship, where she got a silver medal in the single modality.

In 2016, Ona took part in the Rio Olympic Games in a duet with Gemma Mengual, but they got 5<sup>th</sup> position and an Olympic Certificate. In September of the same year, her book "*Tres minuts, quaranta segons*" was published. The title refers to the time the tango she swam on 7<sup>th</sup> August 2012 in the final of duet in the London Olympic Games.

In 2018 Ona Carbonell participated in the Masterchef – Celebrity edition TV programme and she was the winner of the contest.

She has been organising summer camps for five years in Sabadell Swimming Club.

A part from swimming, Ona also studied design and now she has created her own swimsuits and bikinis collection. She has also been the model for many important companies like Nike, Taymory and DiR gyms.



## **PAU GASOL**

Pau Gasol i Sáez is a basketball player who was born on the 6<sup>th</sup> July 1980 in Barcelona. He is the second Spanish basketball player and the first Catalan basketball player to sign up for NBA. Pau is also considered the most outstanding basketball player of the Spanish Basketball Selection. At present, he is playing for San Antonio Spurs in the NBA. Pau has been going out with Catherine McDonnell since 2016 and they are engaged.

His father is a nurse and his mother is a doctor. Both his parents met when they were playing basketball in different local teams. Pau is the eldest of three brothers, Marc, who is also a player at NBA, and Adrià, the youngest of

the Gasol brothers, who also plays basketball in the Catalan First Division. When Pau was six years old, the family moved to Sant Boi de Llobregat, where he started playing basketball in his school, Llor.

From the age of 13 to 15, he played at Cornellà club, but then he signed up for Barcelona Football Club in 1997. After he had finished secondary school, Pau Gasol studied medicine for some months, but he gave it up because he couldn't combine it with training. He won the Europ

Pau debuted in the ACB league in 1999. Two ACB leagues and one King Cup were won by Pau while he was playing for Barça. At the age of 20, Pau was such a remarkable and decisive player that he went into the NBA draft, where he was chosen number three in 2001 and was contracted by Memphis Grizzlies. In 2002, Pau was named rookie (best new player) of the year, title which had never been won by a Spanish player before. He was also chosen best player of the NBA in 2004. In 2008, Pau Gasol was transferred to Los Angeles Lakers, with rights for his brother, Marc Gasol.

Pau played for Los Angeles Lakers until 2014, when he signed up for Chicago Bulls, where he played for two seasons. In 2016, Pau signed a contract with San Antonio Spurs, where he has been playing so far.

Pau has also played with the Spanish and Catalan basketball selection, where he won two silver and one bronze medals, in 2001, 2003 and 2007 and one gold medal in 2006.

Pau has also won Olympic medals: a silver medal in Beijing Olympic Games (2008) and in London Olympic Games (2012).

Pau Gasol has always shown a clear social commitment. In 2003 he was named UNICEF ambassador. He has collaborated in a large number of campaigns and he has collaborated with many charities.

In 2013, the Gasol Foundation was founded by Pau and Marc Gasol to promote health and healthy habits to prevent children obesity.

Pau has been given numerous awards both for his career as a basketball player but also for his involvement in social and charitable issues.





## SESSION 1.

### 1. Pre-reading activity.

a) Who are they? What do you know about them?



Template adapted from CLIL-SI 2015.

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



b) Match the pictures to the names and sport.

<p><b>Teresa Perales</b></p>		<p><b>swimmer</b></p>
<p><b>Pau Gasol</b></p>		<p><b>basketball player</b></p>
<p><b>Isidre Esteve</b></p>		<p><b>rally pilot</b></p>
<p><b>Ona Carbonell</b></p>		<p><b>synchronised swimmer</b></p>

# TERESA PERALES



<b>NAME</b>	
<b>DATE OF BIRTH</b>	
<b>PLACE OF BIRTH</b>	
<b>PROFESSION</b>	
<b>FAMILY</b>	
<b>MARITAL STATUS</b> (married, single, boyfriend, girlfriend)	
<b>EARLY STEPS</b> (beginning in his/her profession)	
<b>DEVELOPMENT OF HIS/HER CAREER</b>	
<b>PRESENT SITUATION</b>	
<b>ACHIEVEMENTS/ AWARDS</b>	
<b>OTHER RELEVANT INFORMATION</b>	

# ONA CARBONELL



<b>NAME</b>	
<b>DATE OF BIRTH</b>	
<b>PLACE OF BIRTH</b>	
<b>PROFESSION</b>	
<b>FAMILY</b>	
<b>MARITAL STATUS</b> (married, single, boyfriend, girlfriend)	
<b>EARLY STEPS</b> (beginning in his/her profession)	
<b>DEVELOPMENT OF HIS/HER CAREER</b>	
<b>PRESENT SITUATION</b>	
<b>ACHIEVEMENTS/ AWARDS</b>	
<b>OTHER RELEVANT INFORMATION</b>	

# ISIDRE ESTEVE



<b>NAME</b>	
<b>DATE OF BIRTH</b>	
<b>PLACE OF BIRTH</b>	
<b>PROFESSION</b>	
<b>FAMILY</b>	
<b>MARITAL STATUS</b> (husband, wife, boyfriend, girlfriend)	
<b>EARLY STEPS</b> (beginning in his/her profession)	
<b>DEVELOPMENT OF HIS/HER CAREER</b>	
<b>PRESENT SITUATION</b>	
<b>ACHIEVEMENTS/ AWARDS</b>	
<b>OTHER RELEVANT INFORMATION</b>	

# PAU GASOL



<b>NAME</b>	
<b>DATE OF BIRTH</b>	
<b>PLACE OF BIRTH</b>	
<b>PROFESSION</b>	
<b>FAMILY</b>	
<b>MARITAL STATUS</b> (husband, wife, boyfriend, girlfriend)	
<b>EARLY STEPS</b> (beginning in his/her profession)	
<b>DEVELOPMENT OF HIS/HER CAREER</b>	
<b>PRESENT SITUATION</b>	
<b>ACHIEVEMENTS/ AWARDS</b>	
<b>OTHER RELEVANT INFORMATION</b>	

# TERESA PERALES

VOCABULARY	
Paraplegic	
Wheelchair	cadira de rodes
Stand out	destacar
Take part in	= participate
Be involved in	estar involucrat en, estar implicat en
Elect / Reelect	
Compete	

USEFUL EXPRESSIONS
<p><b><u>Time connectors:</u></b></p> <p>After / When / While / As soon as Then / Later</p> <p><b><u>Relative pronouns:</u></b></p> <p>Who Which Whose That When Where</p> <p><b><u>Connectors of cause / reason:</u></b></p> <p>because in order to so as to</p> <p><b><u>Example sentences:</u></b></p> <p>Her book was published in 2014. She has had a boyfriend for 4 years / since 2015. He lived in Sant Boi, where he took up basketball. He became paraplegic after he had had a terrible accident.</p>



## ISIDRE ESTEVE

VOCABULARY	
Paraplegic	
Wheelchair	cadira de rodes
Agreement	acord
Take part in	= <b>participate</b>
Be involved in	estar involucrat en, estar implicat en
Enduro	A type of motorcycling, when you ride off the road
Compete	
Career	Trajectòria professional
Hold a record	= <b>have a record</b>
Set up	establir, fundar
Disabled	discapacitat, minusvàlid
Four-wheel drive	vehicle tot terreny
Left him confined to a wheelchair	va deixar-lo postrat en una cadira de rodes

## USEFUL EXPRESSIONS

### Time connectors:

After / When / While / As soon as  
Then / Later

### Relative pronouns:

Who / that  
Which / that  
Whose  
When  
Where

### Connectors of cause / reason:

because  
in order to  
so as to

### Example sentences:

Her book was published in 2014.  
She has had a boyfriend for 4 years / since 2015.  
He lived in Sant Boi, where he took up basketball.  
He became paraplegic after he had had a terrible accident.

# ONA CARBONELL

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VOCABULARY	
well-known	= famous
take up	començar una activitat
Olympic qualifying tournament	torneig preolímpic
Take part in	= participate
duet	duo (en parella)
she was awarded	se li va concedir/atorgar
swimsuit	banyador (peça de roba per nedar)

## USEFUL EXPRESSIONS

### Time connectors:

After / When / While / As soon as  
Then / Later

### Relative pronouns:

Who  
Which  
Whose  
That  
When  
Where

### Connectors of cause / reason:

because  
in order to  
so as to

### Example sentences:

Her book was published in 2014.  
She has had a boyfriend for 4 years / since 2015.  
He lived in Sant Boi, where he took up basketball.  
He became paraplegic after he had had a terrible accident.

# PAU GASOL

VOCABULARY	
sign up	fitjar, signar un contracte
outstanding	destacat
He gave it up	Ho va deixar, va abandonar
season	temporada
rookie	= <b>best new player</b>
He was transferred	Va ser traspassat
remarkable	notable, destacat
social commitment	compromís social
He was named	Va ser nomenat
It was founded	Va ser fundat
promote	promoure, fomentar
charities	organitzacions benèfiques
involvement	implicació

## USEFUL EXPRESSIONS

### Time connectors:

After / When / While / As soon as  
Then / Later

### Relative pronouns:

Who  
Which  
Whose  
That  
When  
Where

### Connectors of cause / reason:

because  
in order to  
so as to

### Example sentences:

Her book was published in 2014.  
She has had a boyfriend for 4 years / since 2015.  
He lived in Sant Boi, where he took up basketball.  
He became paraplegic after he had had a terrible accident.

# Story Writing : Biography

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Focus on Assigned Topic</b>	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
<b>Accuracy of Facts</b>	All facts presented in the story are accurate.	Almost all facts presented in the story are accurate.	Most facts presented in the story are accurate (at least 70%).	There are several factual errors in the story.
<b>Organization</b>	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
<b>Spelling and Punctuation</b>	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
<b>Requirements</b>	All of the written requirements (use of past tenses, present perfect, passive voice, relative clauses) were met.	Almost all (about 90%) the written requirements were met.	Most (about 75%) of the written requirements were met, but several were not.	Many requirements were not met.



## CHECKLIST - Biography

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- The writing is related to the topic required.
- The text includes all the information required:
  - personal information
  - early steps
  - development of his/her career
  - present situation
  - achievements
  - other relevant information
- The reader can understand the text.
- The ideas are well organised.
- The ideas are well joined together.
- There aren't any spelling mistakes.
- There aren't any punctuation mistakes.
- The sentences are well built (there aren't any syntactical mistakes).
- Past tenses (simple, continuous, perfect) and present perfect are used.
- Some passive sentences are used.
- Some relative clauses are used.
- The vocabulary related to sport is suitable for the context.