





| | | |
|---|------------|---|
| TIPO DE ESPACIO AL QUE CORRESPONDE EL PLAN | | ASIGNATURA TRONCAL |
| NOMBRE DEL ESPACIO | | Lenguas Adicionales: Inglés- Nivel 3-A2.2 |
| NOMBRE DEL PLAN: | | TEAMWORK MAKES THE DREAM WORK |
| DURACIÓN | 1 BIMESTRE | UBICACIÓN TEMPORAL DEL PLAN: Nivel 2 1ER BIMESTRE |
| <p>INTRODUCTION:</p> <p>Hi! How are you? We are going to start learning together about TEAMWORK. This is a new journey! Here, we will learn what teamwork is and why it's important. All the explanations are easy to understand. You can learn by yourself. But if you get stuck, or you don't understand, ask your teacher! 😊</p> <p>We have some challenges for you. These will help you understand teamwork. You can even practice working with others! Try to understand the ideas without looking for all the answers in a dictionary. Try to guess using the information. Then, if you want, you can check your answers. At the end of each part, there is a link. You can see the answers there. You will also find more activities and games. These will help you practice more.</p> <p>Teamwork means working with other people. You share ideas and help each other. You work together to reach a goal. You learn to understand different people. You use everyone's strengths. Together, you can do more than alone. Let's learn to make good teams and do great things!</p> | | |
| <p>Topic:</p> <ul style="list-style-type: none"> • <i>The Importance of Teamwork</i> • <i>Teamwork in Sports</i> <p>Achievement Indicators:</p> <ul style="list-style-type: none"> • <i>To describe simple stories, events, and experiences from your life and the lives of others.</i> <p>Contents and Abilities:</p> <ul style="list-style-type: none"> • <i>Giving information about Sports.</i> • <i>Teamwork.</i> • <i>Reading and understanding a non-fiction informational text.</i> • <i>Telling stories, events, and past experiences from your life and the lives of others.</i> <p>Text Genres:</p> <ul style="list-style-type: none"> • <i>Informative text (Listening and reading comprehension, writing).</i> • <i>Sport Fact File</i> • <i>Memes</i> | | |

Dirección Lenguas en Educación



- Quotes

Throughout this plan, you will learn:

-  General and/or specific understanding of informative texts.
-  Speaking and writing informative texts.
-  The importance of Teamwork and Teamwork in Sports
-  Vocabulary related to food and healthy activities for our health.

OBJECTIVES:

In every stage of this plan you are expected to be able to:

| Punto de Partida (Starting point) | Indagación (Inquiry) | Producción (Production) | Evaluación (Assessment) |
|--|--|---|---|
| <ul style="list-style-type: none"> -Use English to share your ideas. -Understand simple information about the positive and negative aspects of "teamwork" -Interact in short conversations. -Understand simple instructions. | <ul style="list-style-type: none"> -Ask and answer simple questions about sports you like. -Describe a sport and its rules using simple sentences. -Read and find basic facts about a sport and its history -Understand the general meaning of different text types, both spoken and written. -Express yourself through spoken and/or written texts, using a series of simple phrases and sentences linked with basic connectors. | <ul style="list-style-type: none"> -Create a fact file based on a sport. -Give a short oral presentation about your fact file. -Use simple digital tools to find information about sports. -Help your classmates find information and practice their presentations. | <ul style="list-style-type: none"> -Say what you did well in your presentation and what you can improve. -Work collaboratively. |
| 2 weeks - 8 hours | 3 weeks - 12 hours | 2 weeks - 8 hours | 1 week - 4 hours |
| <ul style="list-style-type: none"> • To act as responsible and competent speakers. • To understand frequently used phrases and expressions. • To use digital tools to help you learn. • To collaborate with classmates to search for information and to improve your work. | | | |

PUNTO DE PARTIDA

RESOURCES: Plataforma Secundaria Aprende, carpeta o cuaderno del estudiante.

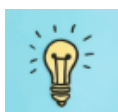
Hello! How are you? We meet again in this challenge of learning new things using the English language to communicate.

IMPORTANT:

This document is here to guide you and help you. If you don't understand something or if you need help, remember that your teachers and your classmates are with you along the way. Keep in mind that you can comment or consult with them.



THINK - PAIR - SHARE: What does teamwork mean? Can you think of a great team you know? Why is it good at what they do?



IN GROUPS: Place the word "TEAMWORK" in the middle and brainstorm ideas to create a mind map. Share it with your class.



TEAMWORK

Take a look at these memes:



Dirección Lenguas en Educación

What do you think these memes are about?

Do you think teamwork makes the dream work? Why?

What type of team is it? How do you know?



COMPARING TEAMS

Watch this video: [Friends - Ross' New Couch PIVOT!! Scene](#)



What do you think went wrong in this situation?

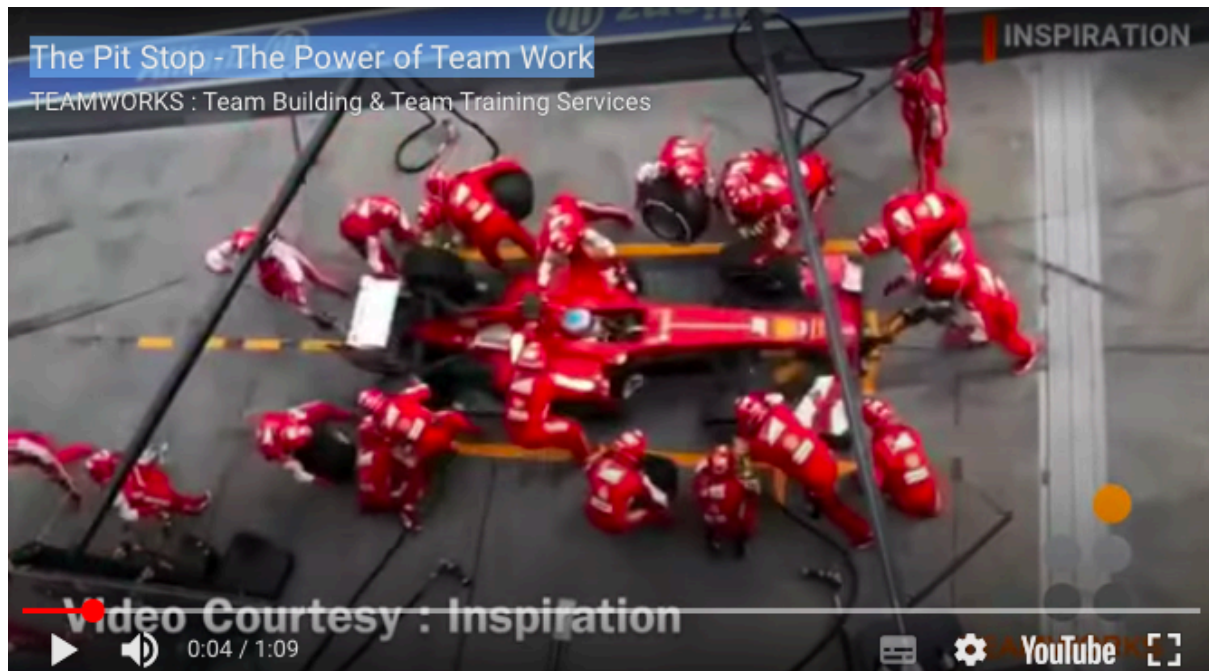
What's everyone's role in this task?

What would you do differently?

What type of team is it? How do you know?

Dirección Lenguas en Educación

Watch the next video: [The Pit Stop - The Power of Team Work](#)



What do you think about this team?
What makes this team work so well?
What type of team is it?
How do you know?

Complete the table with information from both videos.

| | Positive aspects of theTeam | Negative aspects of theTeam |
|--------------------|-----------------------------|-----------------------------|
| FRIENDS - PIVOT | | |
| THE PIT STOP | | |

INDAGACIÓN

TEAMWORK MAKES THE DREAM WORK



Watch this [PRESENTATION](#)

Look at the pictures carefully.

What is the connection between the title and the photos of the players in the last slide?

- **Oral Work:**

1. Describe the photos. Can you make predictions about the text? Share them with your teacher and classmates.
2. In small groups discuss the meaning of the words highlighted in the [presentation](#).

- **Reading comprehension:**

1) *After reading the text in the presentation, let's answer these questions together..*

- What is the WNBA?
- How many teams are in the WNBA?
- When did the WNBA start?
- How many games do the teams play each season?
- Can you mention two teams?
- How many players are in each team?
- What team was the winner last year?

2) Get together in pairs. Read the players' quotes about teamwork (page 6 of the [presentation](#)). Choose your favourite one and explain the reason to the rest of the class.

3) Self-Work Time! [Read the text again!](#) Choose the best option (A, B or C). Write a tick (✓) next to it.

1. The text is

- A. a story.
- B. a poem.
- C. an informational text.

2. The text is about ...

- A. the importance of reading
- B. the importance of teamwork
- C. the importance of dreaming

3. The WNBA started...

- A. in 1976
- B. in 1986
- C. in 1996

4. The WNBA is the short form for...

- A. Women's National Baseball Association
- B. Women's National Basketball Association
- C. Women's National Badminton Association

5. According to the players....

- A. winning is the most important
- B. working together is part of playing the game
- C. having a healthy diet helps to win the championship

6. The players' dream is to

- A. work hard
- B. win the championship next year
- C. make new friends

Let's learn more about basketball and its history... (CLICK ON THE IMAGE TO WATCH THE VIDEO)



[VIDEO](#)



What do you know about basketball and its history?

Watch the video again and say if these statements are True (T) or False (F).

A long time ago ancient African civilizations played a sport similar to basketball. ____

An English teacher invented basketball as we know it today. ____

At the very beginning the baskets didn't have holes at the bottom. ____

At the very beginning of the game it had a lot of rules. ____

Basketball is one of the most popular sports in the world. ____

Watch the video again and spot four differences between the sport the ancient civilizations played and the sport invented by the PE teacher. Then they write them down and make a poster.

Four sports invented in Britain

This is a follow up activity to work on sports in the past, and fact files. Get in pairs.

Student A will read about FOOTBALL and TENNIS

Student B will read about RUGBY and SQUASH

Ask and answer the questions to each other to complete the information in the table.

Use this [link](#) to get a closer look

What sports do you play at school?
Which are the most popular in your country?
Do you have a favourite?

Four sports that were invented in Britain

Football



Modern football was invented in English schools in the 18th and 19th centuries. It became incredibly popular, but people in different parts of the country all played a bit differently. So, in 1863, all the football clubs met in London to finally decide the rules. They also agreed that the players could never use their hands to touch the ball. Before that, football was a very rough street game that was banned for hundreds of years!

Tennis



The modern game of tennis was created in the 1800s on a flat area of grass in Birmingham, England. One or two players stand on each side of a net and they have to use rackets to hit the ball. A player wins a point when the other player can't return the ball in the correct area of the court. In the 16th century, an earlier type of tennis was played indoors in a big room.

Rugby



Rugby used to be football! The story is that, in 1823, at Rugby School in England, pupils were playing football. Then, one boy called William Webb Ellis broke the rules. He picked up the ball and ran with it! The school started playing the game this way. The rules of rugby were decided by the Rugby Football Union in 1871. You have to use your hands to get the ball and throw the ball backwards.

Squash



The modern game of squash was invented at Harrow School, England, in the 19th century. The school built the first squash courts. You have to hit a small ball against a wall. A player wins a point when the other player can't return the ball to the correct area of the wall. Squash was based on an earlier game called 'rackets'. Bored prisoners invented it in Fleet Street Prison in London.

| STUDENT A | When was it invented? | Where was it invented? | How is it played? | How did people play before? |
|-----------|-----------------------|------------------------|-------------------|-----------------------------|
| Football | | | | |
| Tennis | | | | |
| STUDENT B | When was it invented? | Where was it invented? | How is it played? | How did people play before? |
| Rugby | | | | |
| Squash | | | | |

What do you think...?

Did you know there is a Football Academy?

What do you think they do there? What do they learn in it? What's the timetable?

Where do you think it is? Who is it for?

Watch this short video to find the answer to these questions. Were you right?

Click on the IMAGE to watch the video.



After watching the video...

Reflect on your opinion.

-Are there sports academies in your country?

-What would you enjoy or not enjoy about studying at a sports academy?

Use these [useful phrases](#), and if you need some help, ask your teacher.

Let's work on the following questions ORALLY to check comprehension:

- Where do many young people in the UK play sports outside school?
- Which two British football teams have fans all over the world?
- Name two things you have to do to become a successful athlete.
- Students at the Oxford United Football and Education Academy are doing a science project. What are they studying?
- You need strong calf muscles and good lungs to be a fit footballer. Name one more physical condition you need.
- What do the students do before they start playing football?

Dirección Lenguas en Educación

Watch the VIDEO again and but this time do this activity on your own

Mark the sentences true (T) or false (F). Correct the false sentences.

1. Millions of people watch rugby in Britain every week. ____
2. Students at the Oxford United Football and Education Academy have to study every day. ____
3. Students can't talk or listen to music in class. ____
4. The students have to do special exercise plans in the gym. ____
5. The students train inside before lunch. ____
6. While they're playing football, the students work with trainers to practise their football skills. ____

A sports Fact File

Read the Fact File about HOCKEY and think about the missing topics in the fact file.
Click on the image to zoom in

Sport fact file

Hockey

1

I love hockey and can play it quite well. I play **every week** with the school team. We **often** play against other schools. We're training hard so that we'll be able to play well in the next tournament. We might win this year! I also like watching hockey. I loved watching **the last Olympics**.

3


Dhyan Chand is one of the greatest hockey players of all time. He was born in India in 1905. His nickname was the Wizard, because he could control the ball with his stick like magic! He scored more than 1,000 goals in his career and helped India to win three Olympic gold medals.

2

The rules of hockey are similar to football. There are 11 players in each team and you can score points **when** you hit the ball into the goal. Players have to use hockey sticks to hit the ball. They can't touch the ball with their hands or feet.

4

The first hockey club was created in England in 1849, but **before that** the word 'hockey' was used by the English King Edward III in 1363! **Nowadays**, hockey is popular all over the world, especially in Australia, India and Pakistan.



☒ Look! TIME EXPRESSIONS

These are many different expressions to tell us WHEN things happen.

Dirección Lenguas en Educación

Look at the words in bold in the text. Add them to the correct groups.

- A point in time, e.g. today, last year, the next week, **the last Olympics**, nowadays
- Frequency (definite), e.g. every day, every year, _____
- Frequency (indefinite), e.g. always, sometimes, _____
- Relationship in time, e.g. after, next, already, _____
- Linkers, e.g. while, as, _____

Check your answers with your partner, and then share your answers with your TEACHER.

PRODUCCIÓN - Your turn!

En esta etapa, vamos a diseñar una FICHA INFORMATIVA en la cual vas a incluir información sobre algún deporte que te interese o practiques, o simplemente te guste. Vas a investigar y buscar información.

DURACIÓN ESTIMADA DE LA ETAPA 2 semanas / 8 horas

CREATE A FACT FILE

- 1) Get in groups of 3 or 4 people.
- 2) Choose an interesting sport and find facts and photos of the chosen sport.
- 3) Think about 3 or 4 topics to talk about. Start making notes and organizing the information under the topics.
- 4) Use time expressions and present tenses and past simple tense.
- 5) Make a first draft of your fact file with your groups.
- 6) After your teacher has given you some feedback and given drafts back, create your final version.

Remember, you can use different time expressions to refer to:

- A point in time: last year, today...
- Frequency: every day, always
- Sequence: after, next...
- Linkers: while, as...

NOW IT'S YOUR TURN TO PRESENT YOUR WORK TO YOUR CLASS!!

EXIT TICKET

Let's play [TIC-TAC-TOE!](#)

Click on the game to play as a whole class!



Dirección Lenguas en Educación

EVALUACIÓN

ORAL PRESENTATION

Each group presents their FACT FILE to the class.




| | Good | Improvement Possible | Needs Some Improvement | Needs a lot of Improvement |
|--------------------------------------|--|---|---|---|
| Eye Contact | You make good eye contact | You make eye contact with the audience most of the time. | You sometimes make eye contact with the audience. | You do not make eye contact with the audience. |
| Language Use | Good and clear use of language. Vocabulary is varied. | Language can be improved. It is mostly clear. Vocabulary is mostly varied. | Language is somewhat clear. It needs some improvement. Language is unclear and contains frequent grammatical | Language needs a lot of improvement. Vocabulary is limited. |
| Organization | Your presentation is very prepared and well organized. The information is relevant. | Your presentation is mostly prepared and well organized. The information is mostly relevant. | Your presentation is somewhat prepared and organized. The information is almost relevant. | Your presentation is not very prepared or organized. The information is not relevant. |
| Clear Presentation | Your presentation is clear and very easy to understand. | Your presentation is mostly clear and fairly easy to understand. | Your presentation is sometimes clear and quite easy to understand. | Your presentation is not clear and quite difficult to understand. |
| Correct Information Task Achievement | The structure of the type is appropriate and effective. You follow instructions correctly. | The structure of the type is mostly appropriate and effective. You follow most of the instructions correctly. | The structure of the type is somewhat appropriate and effective. You follow some of the instructions correctly. | The structure of the type is not appropriate. The information included is incorrect. |



After reading the rubric, describe your presentation.

Was it clear to the rest of the class? Was the information correct? Did you make eye contact with your classmates?

NOW IT'S YOUR TURN TO REFLECT ON THE OBJECTIVES FOR THIS UNIT!

| Reflect on the objectives for this unit. |  |  |  |
|---|---|---|---|
| How well can you do now on each of them? Put a tick. | Yes, I can! | I'm working on that | I need to work harder |
| I can understand nonfiction informational texts. | | | |
| I can talk and write about past experiences. | | | |
| I can understand information about basketball and its history and other sports. | | | |
| I can talk about the importance of teamwork. | | | |
| I can make a fact file about a sport. | | | |
| I can work in groups and share ideas with others. | | | |