

TIPO DE ESPACIO AL QUE CORRESPONDE EL PLAN ASIGNATURA TRONCAL

NOMBRE DEL ESPACIO: Lenguas Adicionales: Inglés- Nivel 2-A2.1

Pre A1	Nivel 1 - A1	Nivel 2 - A2.1	Nivel 3 - A2.2	Nivel 4 - B1.1	Nivel 5 - B1.2

NOMBRE DEL PLAN: SPORTS

DURACIÓN: 1 BIMESTRE

UBICACIÓN TEMPORAL DEL PLAN: 3 BIMESTRE

SINOPSIS: Durante este plan, abordaremos el tema “Sports”.

A través de conversaciones, textos, párrafos breves, juegos y otros recursos dinámicos, podremos desarrollar oraciones (orales o escritas) con descripciones sencillas utilizando vocabulario relacionado a deportes, disciplinas deportivas y artes marciales. Mencionaremos deportes tradicionales, algunos menos conocidos, como así también a sus protagonistas. Diseñaremos, con ayuda de la IA una camiseta que represente a tu propio equipo, planearemos un evento deportivo y finalmente después de todo el recorrido, podrás presentar frente a tus pares, información relevante sobre un deporte que te convoque y apasione.

→ **TEMA: SPORTS**

A lo largo de este plan aprenderás a:

- Producir Prompts para dar **indicaciones precisas** a la AI
- Expresar tus preferencias personales sobre deportes y/o disciplinas **justificando tu respuesta**
- Pensar creativamente y desarrollar una propuesta de un evento deportivo.
- Colaborar de manera respetuosa en actividades grupales para intercambiar ideas e información con tus compañeros/as.
- Expresarte de **manera autónoma** para comunicar información relevante de un deporte que te interese.
- Identificar la idea general y las ideas principales de textos orales y/o escritos sobre distintos deportes y disciplinas.
- Identificar información específica en textos orales y/o escritos con mayor grado de **autonomía**.
- Inferir el significado de una palabra o frase no conocida a partir del contenido del texto.
- Describir particularidades de cada disciplina utilizando el vocabulario aprendido.
- Generar un texto breve con información específica y pertinente (Prompt)
- Utilizar palabras y frases sencillas, signos de comunicación no verbal y gestos para dar su opinión y **justificarla**.
- Elaborar un póster informativo siguiendo el formato sugerido y presentarlo oralmente.
- Intercambiar información a través de la formulación de preguntas y respuestas de forma respetuosa.
- Producir e interactuar en conversaciones cortas
- Indicar que no se comprende un mensaje y solicitar repetición o aclaración mediante palabras simples, entonación y gestos.
- Monitorear y mejorar tu comunicación a partir de la reflexión metalingüística, metacognitiva e

intercultural.

- Parafrasear ideas principales con tus propias palabras para facilitar la comunicación.
- Utilizar los recursos a tu disposición para comunicarte oralmente y por escrito, utilizando estrategias de compensación: palabras y frases sencillas, signos de comunicación no verbal y gestos.

EVALUACIÓN / COEVALUACIÓN / AUTOEVALUACIÓN

- Evaluar la claridad y precisión de la información presentada, así como su organización y diseño visual.
- Reflexionar sobre tu propio desempeño, identificar tus fortalezas y debilidades, y evaluar tu proceso de aprendizaje.

Géneros textuales trabajados en este plan:

→ **COMPRENSIÓN LECTORA**

- Website
- Artículo
- Párrafos breves de opinión personal

→ **COMPRENSIÓN ORAL**

- Conversaciones cortas
- Shorts

→ **EXPRESIÓN ESCRITA Y ORAL**

- Prompt
- Trivia

Producto final:

- Poster informativo.

Contenidos y capacidades:

- Descripción de características deportivas e información relacionada.
- Opiniones personales y su justificación.
- Reflexión sobre aspectos sociales y culturales que envuelven al deporte en distintas partes del mundo.
- Desarrollo gradual del pensamiento crítico y creativo.

Evaluación: se evaluará:

- Tu progreso a lo largo de todo el proceso de aprendizaje.
- La tarea final como producto del trabajo de este Plan de Aprendizaje.
- Tu capacidad de autoevaluación y coevaluación de tus compañeros.
- Evaluar la claridad y precisión de la información presentada, así como su organización y diseño visual.
- Reflexionar sobre tu propio desempeño, identificar tus fortalezas y debilidades, y evaluar tu proceso de aprendizaje.

⚠ IMPORTANTE ⚠

Al final de este plan, en el apartado “EVALUACIÓN”, encontrarás la rúbrica de coevaluación y la de autoevaluación. Te recomendamos que las mires con detenimiento antes de comenzar a trabajar. No te olvides de consultar tus dudas con tu profesor/a.



Referencias adicionales:

⚡ **A2+:** Actividad sugerida por tus docentes para aquellos estudiantes que necesiten un mayor nivel de dificultad y un enfoque más profundo en tu proceso de aprendizaje.

Si sentís que podés resolver actividades con mayor exigencia, podés abordar estas opciones para ampliar tus conocimientos.

FAST FINISHERS: Estas actividades están pensadas para quienes suelen finalizar las tareas antes que sus compañeros. Si ya terminaste, podés elegir una o todas las opciones para continuar aprendiendo mientras los demás terminan.

OBJETIVOS: en cada etapa de este plan se espera que puedas:

Punto de Partida (Starting point)	Indagación (Inquiry)	Producción (Production)	Evaluación (Assessment)
2 weeks - 8 hours	3 weeks - 12 hours	2 weeks - 8 hours	1 week - 4 hours

* Tiempo estimado para escuela con 4hs semanales

PUNTO DE PARTIDA

En esta primera etapa, exploraremos juntos el tema “**Sports**” a través de propuestas dinámicas y material audiovisual. Comenzaremos tirando los dados, avanzando y retrocediendo algunos casilleros mientras que interpretaremos las descripciones de deportes o disciplinas propuestas. Luego leeremos un artículo sobre Ice Hockey (Hockey sobre hielo) y conoceremos al equipo Argentino de Ice Hockey. Más adelante, compararemos algunos aspectos del Hockey sobre césped y sobre hielo. Finalmente, diseñaremos nuestra propia camiseta mediante la generación de un Prompt y la ayuda de la IA.

¿Empezamos? Ready... Steady... Go!.

DURACIÓN ESTIMADA DE LA ETAPA: 8 horas / 7 horas

RECURSOS

- Olympics [Board Game](#)
- [Sport Article](#): History of Ice Hockey
- Argentinian Ice Hockey Team [Website](#)
- [Ideogram](#)
- [Wordsearch](#) (Fast finishers)
- Thinking Routine- [Rutina de Pensamiento](#)

ACTIVIDADES

- Get in pairs, groups of 3 or 4 but not more than that as we're going to play a [BOARD GAME](#).
 - As you move forward you will find a description AND a picture which makes reference to the sport described. Use the picture to guide you. Images are always a useful tool.
 - First, choose the country you want to represent to take the Olympic torch until its final destination. Throw the digital dice and move forward by placing the colour chip in the squares. To be able to move forward you'll need to read a brief description and NAME THE SPORT which is being described.
 - Once you are done, try to list down all the sports and disciplines mentioned in the board game. Can you remember them all?
- In pairs, create a glossary using any collaborative app or site you like, for example, [Padlet](#). There, you should include all the meaningful words you found in the boardgame. List them down and then compare them to other groups to see if you are missing out on anything.
- Most countries could be associated with a particular sport, in the same way Argentina is famous for football, Canada is famous for Ice Hockey. Individually, click [this presentation](#) to learn a little bit more about this sport.

Tips for general comprehension: Activating prior knowledge

Before we start, let's activate your prior knowledge!

What do you know about ice hockey? Write 3-5 words or ideas. (For example: cold, team, etc.) Share with a classmate any facts you know about the sport. These ideas can give you clues about the topic and help you understand the text better.



- Individually, answer these questions about the article you've just read.
- a) How many players are there in each team?
- b) Mention 5 countries where Ice Hockey is popular.
- c) How did the game change in time?
- d) What is a "puck"? What is it used for?
- e) By looking at the Gifs included, can you mention some of the elements needed to play?

Skill: Identify specific information ✓

When you read to identify specific information, you focus on particular details such as names, numbers, objects or actions. You don't need to understand everything.

Tips for comprehension: How to identify specific information ✓

Read the questions carefully and highlight the key words that show you what information to look for.

Go back to the text and find the words or phrases related to what you highlighted.

This will help you know what information you need to complete the chart.

- Follow up activity in pairs: What are the main differences between Field Hockey and Ice Hockey? Find out information about both to complete this chart. (You can use a search engine if necessary)

	ICE HOCKEY	FIELD HOCKEY
Number of players		
Name of the surface they play in		
Equipment required		
Game length / periods		
Any other difference you can think of?		

- Explore in pairs: Did you know that Argentina has male and female Ice Hockey Teams? Find out more about them [here](#). **Surf their website** to answer the following questions:
 - a) Name the 3 different positions in the field (they are similar to the ones used in football)
 - b) Describe the Jerseys they wear to play the matches. (Do they have any special color?, symbol?, etc)
 - c) How many players are there in the team?
 - d) If you want to buy an official jersey, how much is it?
 - e) Name at least one Championship they have won (female or male)

- Now that you know more about the Ice Hockey National Team, mention **IN YOUR OWN WORDS** 3 facts you can remember.



- Now, think of 5 questions (and their possible answers) you would like to ask the Argentinian National Ice Hockey players.
If you want to, then, role-play the answers with a partner.
- Let's get creative. You are going to create a **prompt** to help AI design a T-shirt (or Jersey) for you. In pairs decide:

a- What colour will it be?

b- Will it have any symbol on it?

c- Will it have a name or a number?

d- Will it have stars?

e- Will it have an animal? shape? logo?

f- Does your team have a name? Do you want it to be included in the T-shirt?

- Once you have decided, go to [Ideogram](#) and write your **Prompt**.
- Here you have a suggestion: "A red and black basketball t-shirt with a lion logo, number 10 on the back, and the name Thunder Team."
- You can change colors, animals, numbers, or names. Be creative! 
- Finally, create a "*Hall of Fame*" for all the t-shirts created with AI in the class in any collaborative site, like [Padlet](#)
- Individually: Take a minute to reflect on what you've learnt so far. Go over this [Thinking Routine](#).

FAST FINISHERS:

- Find 15 sports and disciplines in this [Wordsearch](#). You have 5 minutes, can you find them all? List down the ones you found. Were they mentioned before in this Unit?



INDAGACIÓN

En esta etapa seguiremos enriqueciendo nuestro vocabulario mientras recorremos temas relacionados a todo tipo de deportes y disciplinas como así también quienes los practican. Pondremos en práctica nuestra capacidad de escucha y comprensión lectora, participaremos de conversaciones para expresar preferencias y por último, planearemos un evento deportivo poniendo en práctica todo lo aprendido durante este recorrido.

DURACIÓN ESTIMADA DE LA ETAPA: 3 semanas. 12 horas

RESOURCES

- Conversation ([with](#) and [without subtitles](#))
- 5 [short conversations](#)
- [Spin the Wheel](#) (Sports questions)
- [Opinion paragraphs](#) Presentation
- [Short](#) (Dibu Martinez) - For fast finishers
- [Listening](#) multiple choice - For fast finishers
- Online [Game](#)
- [Thinking Routine](#)

ACTIVITIES

1. Do you practise any sports? Have you ever tried any non-conventional sport? If so, what do you like about it/them? What don't you like about it/them? Do you think it is better to play a team sport or do you prefer individual sports? [Spin the wheel](#) and discuss in pairs or groups of 3. You can use any of these phrases. (If you can think of another one, you can add it to the list!) 😊

Ways to say you like something:

- I like playing because it's fun.
- I enjoy..... in the summer.
- I love playing with my friends.
- My favorite sport is because I'm good at it.
- I really like because it makes me happy.

Ways to say that you don't like something:

- I don't like because it's tiring.
- I hate It's not my thing.
- I'm not very good at ..., so I don't enjoy it.
- I don't enjoy It's boring for me.
- I don't like team sports. I prefer doing things alone.

Give reasons:

- because it's fun
- because I'm good at it
- because I can do it with my friends
- because it helps me relax
- because it's exciting
- because I (don't) like being outside
- because I prefer calm activities
- because I like to move a lot
- because I feel strong when I do it
- because I enjoy learning new skills

Saying what you prefer:

- I prefer tennis to football.
- I'd rather swim than run.
- I like team sports more than individual sports.
- I think is more exciting than
- I prefer doing sports indoors / outdoors.

2. Individually, you are going to listen to a [conversation](#) of Tyler talking to his sister Sandra about the

sports their friends want to try. As you listen, you will have to match his friends' names to the sports. You can listen as many times as you need.

Tip: activating prior knowledge ✓

Let's activate your knowledge with a word association task. Before you listen, think of words you associate with the sports on the list below.

For example: sailing / sea - water. Let's go on with the rest of the Sports!

Once you think you are done, you can check your answers as a whole class.

⚡ **A2+**: Listen to the activity [WITHOUT subtitles](#).

Example	People	Sports
0 Tyler <input checked="" type="checkbox"/> D	21 Daniel <input type="checkbox"/>	A skateboarding
	22 Barbara <input type="checkbox"/>	B table tennis
	23 Hasan <input type="checkbox"/>	C cycling
	24 Ingrid <input type="checkbox"/>	D riding
	25 Charles <input type="checkbox"/>	E sailing
		F skiing
		G snowboarding
		H windsurfing

Tips for oral comprehension: How to identify specific information ✓

1. Read the list of names and sports first. This helps you know what words to expect.
2. Listen carefully when you hear each friend's name.
3. Don't choose too fast: sometimes they mention many sports, but only one is correct. Wait until they say which one they want to do.
4. Listen to the audio more than once. Pause when you need to, and use the subtitles to check the key words.

3. Now, you are going to listen to [5 short conversations](#). In those conversations you will have to answer one question by ticking the correct option: **a, b** or **c**.

Before you begin, make sure you know all these words:

⚡ **A2+**: Listen to the activity without subtitles. (CC)

- 1) *bargains - tennis racquets - sports wear - shorts - football boots - don't miss out*
- 2) *a cold - fever - sprained wrist - reschedule*
- 3) *training day - goggles - swimming caps - swimming costumes*
- 4) *get fit - fitness classes - membership - yoga - karate*
- 5) *go jogging - hockey - membership fees - free training - hobby - volleyball*

Skill: Identify specific information ✓ (Multiple Choice)

The following activities aim to help you understand specific information and details mentioned in the texts. Look at the options first to know what information you will be asked for and then read/listen to the texts again to choose the right option.

Tips for oral comprehension: How to identify specific information (Multiple Choice) ✓

- Read the questions and look at the options before listening.
Read the questions and look at the options to know what to listen for.
- Don't choose too fast.
You may hear all the options. Wait until the end to decide.
- Listen for meaning, not only words.
Sometimes the same words appear, but the idea is different.
- Think and tick carefully.
Choose the option that really matches the information

4. Do you think athletes are inspiring? [Click here](#) to read 3 short personal opinion paragraphs where people explain how they find some Athletes inspiring.

What information surprised you the most?

Did you know these athletes?

5. Now that you've read the presentation. Can you match the words on the left to their definitions on the right?

Tips for comprehension: Identify transparent words to complete a matching activity ✓

Transparent words are words that are similar to Spanish (for example: professional, medical, competition). They can help you understand the meaning and make matching easier.

- | | |
|------------------------|---|
| ● inspiring | ● a health problem |
| ● the Paralympic Games | ● a person who someone admires and whose behaviour they try to copy |
| ● a medical condition | ● when you win a game or competition |
| ● professional | ● a competition like the Olympics for athletes with disabilities |
| ● a role model | ● something very good and difficult that you have succeeded in doing |
| ● an achievement | ● an ability to do something well especially because you have practised |
| ● a skill | ● making you feel hopeful or encouraged |
| ● a victory | ● doing something as a job that is usually done as a hobby |

6. After reading the presentation, complete the sentences with words from the box below.

<i>role models</i>	<i>professional</i>	<i>medals</i>	<i>believe</i>
<i>greatest</i>	<i>achieve</i>	<i>youngest ever</i>	<i>inspiring</i>

Skill: Inferring the meaning of an unknown word or phrase from context ✓

Inferring means guessing the meaning of a word or phrase you don't know by using clues from the text. These clues can be other words, images, the topic, or the general idea of the text.

Tips for comprehension: How to complete "Fill in the blanks" activities ✓

1. Read the whole sentence before choosing a word and look for nearby clues. The words before or after can help you discover what kind of word is missing (for example: after CAN there is usually a VERB; after THE a NOUN).
2. If one sentence is difficult, don't get stuck. Complete the easier ones first and then go back to the others. In the end, you can use elimination to find the best option.
3. Use your background knowledge. If you know the person (Messi, Venus, Serena...), think about which word makes sense in their story.
4. Read all the sentences again at the end. Check that each one sounds logical and grammatically correct.

- a. Ellie Simmonds was the British swimmer to compete in the Paralympic Games.
 - b. She went on to win eight Olympic
 - c. She shows that everyone can great things if they work hard.
 - d. Serena and Venus became by the time they were 14.
 - e. They have been for many young players.
 - f. Venus said 'Just in yourself'.
 - g. Lots of people think Messi is the of all time.
 - h. He's for young people
7. We're half way through this unit so it's a great time to reflect on what we've done so far. Click here to go over this [Thinking Routine](#)

INTENSIFICACIÓN

Independent Learning Guide - ⚡ A2

Independent learning guide - Esta guía tiene el propósito de ayudarte a descubrir y poner en práctica estrategias para aprender inglés de manera autónoma conectándote con tus intereses, preferencias y ayudándote a evaluar aquellos aspectos que tenés que profundizar. Podés utilizar todos los recursos que te resulten convenientes, apropiados y atractivos. Empezá a armar tu propio archivo con el recorrido. Al final del bimestre compartilo con algún compañero e intercambiá experiencias.

Esta guía puede resultarte un poco más difícil, pero creemos que ya podés trabajar en actividades un poco más desafiantes. Cualquier duda, siempre contás con el apoyo de tus profes. ¡¡Adelante!!

INDEPENDENT LEARNING GUIDE - ⚡ A2 LEVEL

Create Your Own Sports Event or Club!

Sports are fun and good for you! They help us stay healthy and make new friends.

In this activity, you will **imagine** and **make** your own special **sports event** or a **sports club**. It's a place for people to play and have fun! Work with a partner or in a small group.

♦ STEP 1: Plan Your Sport Event/Club

You and your group will **design** a new sports event or club. Think about what makes it special.

Talk and decide these things together:

- **What is the name of your event/club?**
 - *Examples: "Super Sports Day," "Happy Football Club," "Play Together Games"*
- **What sport(s) will people play?**
 - Choose **1 or 2 sports**. (e.g., football, basketball, running, dancing)
 - Tell **why** you chose them.
- **Who can play or join?**
 - Is it for kids, teenagers, or adults?
 - Is it for boys, girls, or everyone?
- **What makes your event/club special?**
 - Is it for fun? To be healthy? To meet friends? To win?
- **What things do you need to play?**
 - *Examples: a ball, special shoes, a net*
- **What are 1 or 2 important rules?**
 - *Examples: "Be friendly," "Play fair," "Help your team"*

♦ STEP 2: Find a Place and Time

- **Where will your event/club be?**
 - Think of a place. *Examples: a park, a school gym, a big field*



- **When will it happen?**

- What day? What time? How often? *Examples: "Every Saturday," "Next month," "After school"*

- **Draw a simple map** of the place. Show where people play, where they sit, where they can get water.

- ◆ **STEP 3: Design a Logo and Poster!**

- **Create a logo** for your event or club. This is a small picture with the name.
- **Make a poster** to invite people. Use your ideas from Step 1. What important things do you want people to know? (Name, sport, when, where, why join!)

- ◆ **STEP 4: Write About Your Event/Club** 

Write **a few sentences** about your sports event or club. You can start your sentences like this:

- "Our event/club is called..."
- "We play/do [sport]..."
- "It is for [people]..."
- "It is special because..."
- "We need [equipment] to play."
- "People can [do an activity] here."
- "We want people to feel [an emotion] when they play."

Remember to use words you learned in this "Plan de Aprendizaje" and from our talks about sports

- ◆ **STEP 5: Show Your Event/Club!**

Each group will **present** their sports event or club to the class. Tell us about:

- Your event/club's **name** and **why** it's special.
- The **sport(s)** and **who** can play.
- **Where** and **when** it will be.
- What people **do** there.
- Show your **map, logo, and poster!**
- Say **WHY** you made those choices, do you have any special reason for them?

FAST FINISHERS:

- Listen to this [SHORT from Dibu Martinez](#) and answer the following questions:
 - a. What was Dibu's dream?
 - b. How old was he when he played his official game for Argentina?
 - c. What country did he play against on his debut?
 - d. He mentions that during his first match, after 25 minutes playing, he had a problem... What happened?
- [Game](#): Classify the sports into Water, Extreme, Olympic, etc
- Listening [Multiple choice](#)



PRODUCCIÓN

¡Es increíble la cantidad de palabras nuevas que ya vimos en esta unidad, es hora de ponerlas en práctica! Desde que empezamos con el juego de mesa, pasando por las actividades de comprensión lectora y escucha fuimos incorporando muchísimo léxico a nuestro repertorio, así que llegó el momento de que te luzcas! Elegí el deporte, disciplina o arte marcial que más te haya gustado. Si no lo mencionamos en esta unidad, no hay problema, lo importante es que sea algo que te interese y tengas ganas de compartir con la clase.

Vas a seguir las instrucciones que abajo se detallan para crear un póster, digital o en formato papel que te sirva de soporte para presentar oralmente datos importantes acerca del deporte elegido. Acordate de sumar expresiones, vocabulario, datos curiosos y cualquier otro ítem que enriquezca tu presentación!

DURACIÓN ESTIMADA DE LA ETAPA: 2 semanas / 8 horas

RECURSOS

- Notas y apuntes con vocabulario aprendido durante esta unidad.
- Cartulinas para Pósters en papel o recursos online como Canva para Pósters digitales.

ACTIVITY: 🏆 CREATE A SPORT POSTER OR PRESENTATION

🎯 Your Goal:

Choose a sport you like and create a poster or digital presentation in English with the most important information. You will **write**, **find pictures**, and **present** your work to the class.

📌 You must include:

1. Name of the sport
2. Where it is played (place or field)
3. Basic rules (at least 3)
4. Objects or equipment (balls, rackets, nets, etc.)
5. Famous player (name, country, one or two facts)
6. One fun or surprising fact
7. Photos or drawings (can be printed or digital)
8. Your opinion: Why do you like it? Why is it fun or interesting?

📁 Suggested Structure:

- **Title:** The name of the sport.
- **Picture section:** Add at least 2 pictures.
- **Rules:** Write 3–5 simple rules.
- **Equipment:** List the things you need (include the specific vocabulary here! 😊)
- **Famous player:** Name, country, and one fact.
- **Fun fact:** Something curious about the sport.
- **Your opinion:** Short paragraph with your personal thoughts.

⚠ **Useful phrases you can use to present to your class:**

- This sport is called...
- It is played on a...
- You need a... to play it.
- One important rule is...
- Another rule is...
- A famous player is... He/She is from...
- I like this sport because...
- It is fun/exciting/difficult/different because...
- One fun fact is that...

Finally, **present your POSTER** to the rest of the class.

EVALUACIÓN

A lo largo del plan y durante las distintas etapas tuvimos varias oportunidades para realizar actividades de reflexión sobre nuestros aprendizajes, autoevaluación y evaluación entre pares. En esta etapa te invitamos a presentar tus producciones, escuchar la devolución que te dan tu docente y compañeros y a realizar una autoevaluación sobre todo lo trabajado en este bimestre. ¡A pensar y seguir aprendiendo!

DURACIÓN ESTIMADA DE LA ETAPA: 1 semana- 4 horas

RECURSOS

- Notas y apuntes con vocabulario aprendido durante esta unidad.
- Cartulinas para Pósters en papel o recursos online como Canva para Pósters digitales.
- [Sample organizer](#)

Now, you are going to present your poster (paper based or digital) to your class and listen to your peers, too.

- Answer your classmates' questions about it.
- Peer review - Watch your classmates' presentations and think...
 - Which do you think was the most creative presentation? Why?
 - Which do you think was the most colourful poster? Why?
 - Which do you think was the most interesting sport presented? Why?

You can use these checklist questions to reflect on all presentations.

- Do the presentations have a clear beginning, middle, and end?
- Are slides clean and balanced, or are they cluttered?
- Are the main ideas easy to understand and remember?
- Are visuals meaningful?

SUGGESTED EXTRA ACTIVITY:

While you listen to your peers presenting, you can create a **Vocabulary Organizer** with the most relevant items of vocabulary mentioned. It will help you summarize important new words. You can create something like this → [Sample Organizer](#)

PEER-ASSESSMENT

	Good	Improvement Possible	Needs Some Improvement	Needs a lot of Improvement
Language Use	Good and clear use of language. Accurate vocabulary.	There are some language errors. It is mostly clear.	Language is unclear and contains frequent grammatical errors.	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.	Your presentation is mostly clear.	Your presentation is sometimes clear.	Your presentation is not clear.
Correct Information & Task Achievement	The structure of the text is appropriate and effective. You follow instructions correctly.	The structure of the text is mostly appropriate and effective. You follow most of the instructions correctly.	The structure of the text is somewhat appropriate and effective. You follow some of the instructions correctly.	The structure of the text is not appropriate. The information included is incorrect.

SELF ASSESSMENT TIME!

Reflect on the objectives of this unit. How do you think you did? Tick the correct box.	Yes, I can!	I'm working on it.	I need to work harder
I can understand the most important ideas in written articles, websites or short paragraphs			
I can understand general and specific ideas when listening to short conversations.			
I can express my opinion about sports and justify my answers			
I can use appropriate language from this unit.			
I can describe what people are wearing in a photo.			
I can create a poster including relevant information.			
I can follow instructions in the tasks without help.			