TASK FRAME

|  |  |  |
| --- | --- | --- |
| **YOUNG WORLD** **UNIT & TOPIC****YW3, Unit 7**Sports and gamesCreate (and plan) a sport day at your school | **TASK** **Create your own sports day**Carry out a planning of a sports event at your school in a group of three.Consider in your planning the infrastructure given, possible weather condition. Plan half a day of a sports event with timetables, schedule class or groups playing and introduce a new sport (football, baseball, cricket: material will be at your disposal).Present your poster (A0). Each member should have equal speech time. Time for presentation: max. 10 min.  | **REFERENCE TO LP21**–Monologisches u. Dialogi-  sches Sprechen (sprachli- che Mittlung)–Sprechen: Strategien–Wortschatz und Aussprache–Grammatik- Kulturen im Fokus ( Kennt- nisse)- Ästhetische Wirkung –Soziale Kompetenzen |
| **PRE-TASK**-listen to sports event, find  out which sport is involved-play different sports and let  the pupils explain all details!-Which sport types do you  already know -Can you explain them  (rules, how to play, details)-which sport would you like  to know in this unit-What do we need to know in order to plan a sports day (weather, map)-Where do we get the neces- sary informations | **LANGUAGE SUPPORT**-Vocabulary list (sep.)-verbs (picture and word),  resource book Explorers-AB/PB YW3, Unit7-“Past”-Dossiers (sep.)-phrase-examples (questions to start the lessons or end the lessons) such as: My favourite sport is, I know to play…, the rules are…we can explain, show, teach….there will be…  |
| **TASK INSTRUCTION**-Groups of 3: plan to orga- nise a sportsday including  mapping, timing/scheduling,  planning- create a timetable of the  sport events (groups)-prepare to present a new sport (football, baseball,  cricket) to your colleagues. | **TASK OUTCOME**-poster presentation-in June: carry out thesports- day (5th graders)-write a feedback of at least 10 sentences about the  planning of your sportsday  in the past form. | **PRESENTATION FORM**-poster presentation (A1) |
| **LANGUAGE FOCUS**-vocabulary sport, weather,  activity verbs-be able to give instruction-use present and past verb forms (regular and irregular forms)-be able to use the ordinal  numbers | **ESTIMATED TIME**-3 lessons: preparation of the poster inclusive presentation | **MATERIALS NEEDED**-poster material-pictures for poster -sports material to introduce  a new sport (football, base- ball, maybe cricket-individual material for the  poster |
| **EVALUATION:**-poster presentation evaluation by criterias (separate worksheet) 1st part: presentation itself (details), 2nd part: speaking-ranking of the presentation by all pupils (the winner of the presentation is planned to be the  role model for carrying out the sports day/ under circumstances combinations of it.)-prepare a 10 sentences feedback about the sports day presented (writing, use past) |

AUTHORS: Monika Grüter, Schule Ruswil in Ziswil

Keep in mind when working with tasks:
-engage all learners
-primary focus an meaning

-is there an outcome (define)
-is success judged in terms of outcome
-is completion a priority
-relate to real world activity: (transfer: sports day in Ziswil, in June)

Additional material: **Handout pupils task & Evaluation sheet**



**Sports day**



Prepare in a poster-presentation
about a sports day at your school.

**Presentation-Sheet:**

* Facts that should be mentioned or taken in account: different sports, group games, places, materials, weather conditions, responsibilities
* Time setting: schedule the sport events (half a day)
* Present **one new sport** (rules, how to play, etc.)
* Structure your poster: f.e. with mind-mapping, clustering, bullets, charts, **add** pictures, fotos, drawings, etc.
* Present the poster to your colleagues (max. 10 min.)

**Task goals:**

* You will learn to organise and plan a sports day at your school (
* You will learn about new sports and how to play them
* You will teach about a new sport (football, baseball, cricket)

Oral evaluation

 Class:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Name:** | **Date:** | **Productive skills** |
| Formale Richtigkeit | Aussprache | Satzbildung | Inhaltlich (entspricht) | Wortschatz |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |   |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Bewertung jeweils in halben Noten angeben: 6 - 1