

<b>UNIT TITLE:</b>					<b>PRIOR KNOWLEDGE</b>		
<u>“Who is who?”</u>					Vocabulary related to the numbers, months of the year...		
<b>LEVEL:</b> third cycle <b>OBJECTIVES:</b> express and understand in the written and in the oral form information about someone Show a positive attitude towards the different nationalities. Learn the situation of the different countries in a map.							
<b>STEP</b>	<b>TIME</b>	<b>TEACHER'S ACTIVITIES</b>	<b>STUDENTS' ACTIVITIES</b>	<b>INTER-ACTION</b>	<b>MATERIAL</b>	<b>CONTENTS</b>	
						Oral and written production and comprehension of the vocabulary and the structures worked. Written expression and comprehension of a passport. Oral expression and comprehension of the information of a passport. Interest for the acquisition of the new contents and the development of the unit. Interest in knowing the different nationalities of the pupils of the school. Positive attitude towards the oral and written classmate's productions. Positive attitude towards working in groups and in pairs.	
<b>1</b>	1 session	The teacher explains the contents of the new unit and the final objective of it. Then, the teacher and the pupils will talk about different useful resources in order to find information about the situation of the countries. The teacher shows to the pupils the different continents and some of	The pupils and the teacher talk about different ways to find information about animals. Each pupil decides which resource will use to find out the information about the situation of a country and its flag.	Whole class	A world map		

		the countries of each continent to explain the difference between continent and country.						
2	1 session	The teacher recollects the information and shows it to the rest of the class in order to share it.	Pupils explain which resource has used in order to find the information about the situation in a map of the countries and the flag of the country.	Whole class, individually	Different resources to find the information (dictionaries, books, maps, Internet...)			
3	1 session	The teacher explains that during the development of the unit we will travel around some countries of the world and that we need a passport to do it. So, the teacher explains what a passport is and shows a real example of one passport. Then, the teacher explains the activity: "my passport"	Each pupil fills his or her passport following an example.	Whole class, individually	A real passport. A worksheet (with an example of passport), a worksheet of a passport.			
4	1 session	The teacher does different oral activities in order to review questions related to name, age...	After the teacher explanations, pupils in pairs ask and answer the questions worked given the information of their own passport.	Whole class, in pairs	Cards with some questions about personal information.			
5	1 session	The teacher shows a map and colour on it a country and gives information about his/her passport.	Pupils do the same activity following the example of the teacher	Whole class, individually	Maps, worksheet with a map, passport of the pupils.			
6	1 session	The teacher explains	Pupils listen the personal	Whole	Worksheet of			

		the activity of the grid	information of each pupil and fill the grid.	class, individually	a grid			
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7	1 session	The teacher explains the activity: "who is who?"	Pupils will read the information of one pupil (this pupil gives all the information of the grid except the name) the rest of the pupils have to guess which pupil is talking about.	Whole class, individually	The grid finished.			
8	1 session	The teacher will explain the last activity, which is a mural. This mural is a world map.	Pupils have to colour a country and draw the flag of this country. They will colour the countries of the newcomers' students of the school. It is a visual resource to see the different nationalities of the school and a way of knowing it and share it.	Whole class	Colours, scissors... and different materials to do a mural			

### **Listening**

Comprendre les paraules conegudes i frases senzilles sobre mi mateix.

Comprendre preguntes senzilles sobre la meva edat, lloc on visc...

### **Reading**

Llegir en veu alta algunes paraules que he practicat

Llegir i comprendre frases curtes que he practicat sobre dades personals.

Llegir descripcions senzilles per identificar companys.

### **Speaking**

Dir algunes coses sobre mi mateix: com em dic, quants anys tinc, on visc.

### **Oral interaction**

Conversar amb els meus companys sobre mi mateix: dir el meu nom, la meva edat, on visc...

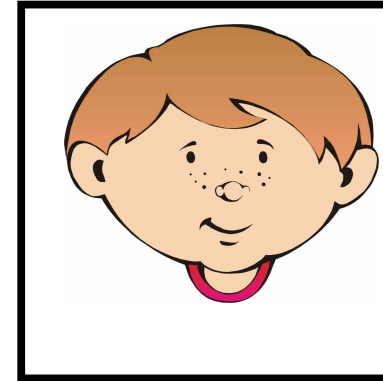
Comprendre algú que em diu com es diu, quanta anys té, on viu...

### **Writing**

Escriure les meves dades personals: nom, edat, i lloc on visc.

**Materials step 3**

**PEOPLE AROUND THE WORLD**



**Name:** FERNANDO

**Surname:** MARTÍNEZ GARCÍA

**Date and place of birth:** 10<sup>TH</sup> OF APRIL IN SEVILLA

**Nationality:** SPAIN

**Lives in:** DOS HERMANAS

**Telephone:** 678564539

**Languages:** SPANISH, ENGLISH AND FRENCH

**Materials step 3**

**MY PASSPORT**

**Name:**

**Surname:**

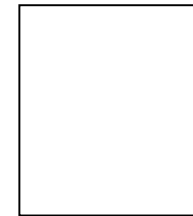
**Date and place of birth:**

**Nationality:**

**Lives in:**

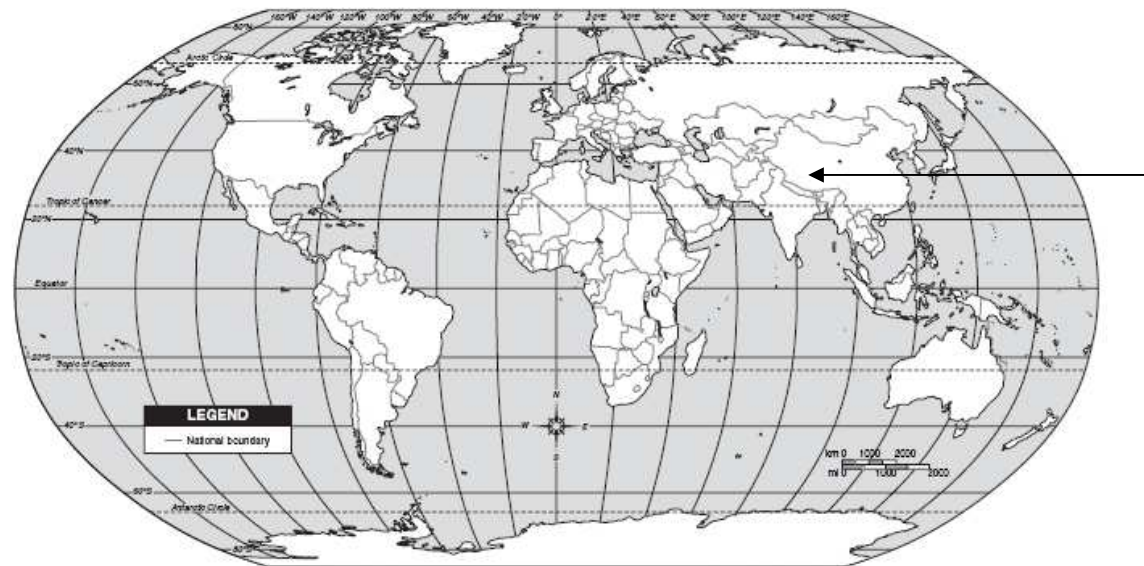
**Telephone:**

**Languages:**



**photo**

## Materials step 5



I am from  
China

**The flag of China**

**My name is** Jianou

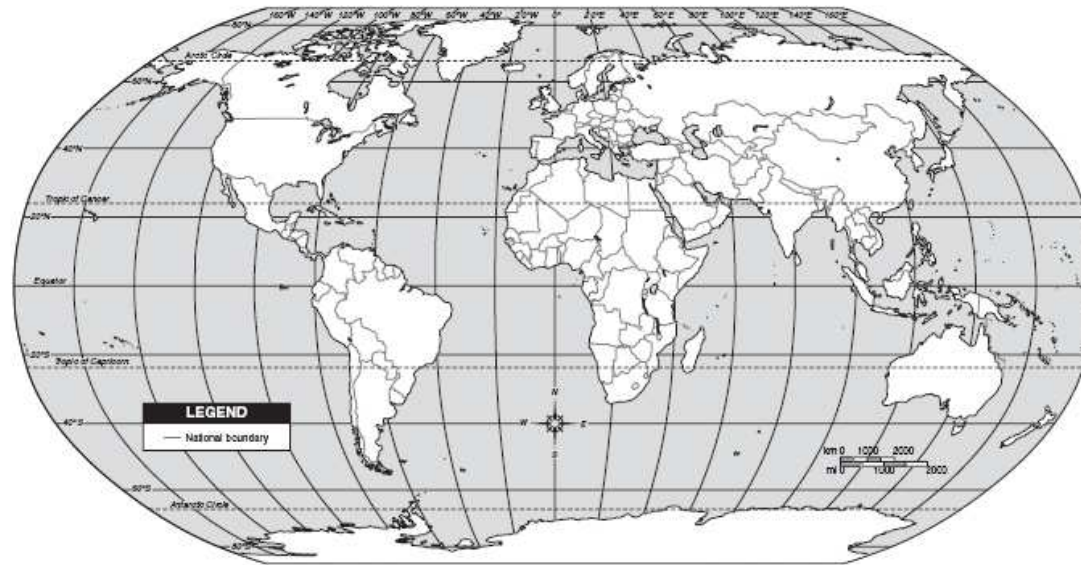
**I am** ten **years old**

**I am from** China

**I live in** Pekin

**I can speak** Chinese, English and a little of Spanish.

## Materials step 5



**My name is**

**I am            years old**

**I am from**

**I live in**

**I can speak**



**Materials step 6**

**Listen the information of your classmates and fill the following grid:**

<b>Name</b>	<b>Age</b>	<b>Nationality</b>	<b>Lives in</b>	<b>Languages</b>
<b>1.</b>				
<b>2.</b>				
<b>3.</b>				
<b>4.</b>				
<b>5.</b>				
<b>6.</b>				
<b>7.</b>				
<b>8.</b>				
<b>9.</b>				
<b>10.</b>				
<b>11.</b>				
<b>12.</b>				
<b>13.</b>				
<b>14.</b>				