

SHUTTLE TIME !

Àrea: Educació Física

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SHUTTLE TIME!

Material elaborat durant la realització de la formació adreçada als docents que implementen el pilotatge del GEP (Grup d'Experimentació per al Plurilingüisme) durant el curs 2016-2017, realitzada amb el/la formador/a del International House Barcelona.

SG de Llengua i Plurilingüisme
Servei de Llengües Estrangeres

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Tips for Learning Success

- ❖ Use information to real sport program.
- ❖ Work individually and collaboratively, in diferent groups in order to share skills.
- ❖ Explore a variety of multimodal and authentic materials.
- ❖ Do activities that require physical exercise, thinking and solve problems.
- ❖ Use graphic organizers to structure ideas and physical skills.
- ❖ Use appropriate language to explain information to others (orally and in writing).
- ❖ Do a glossary with especialized badminton words.
- ❖ Work in safe learning environments.
- ❖ Ask questions in order to understand concepts
- ❖ Asses your own work and that the others.

Selected video document

Watch the video linked and answer the questions.

“New shuttle time promo”: <https://www.youtube.com/watch?v=4Bi4nLfv-xE>

Activities to extract explicit information, implicit meaning and referential interpretation or creativity:

Explicit:

1. Which year started the shuttle time pilots?
2. How many countries are following the shuttle time program?

Implicit:

3. Which social status predominates between shuttle time followers?
4. Has been this program successful? Explain how the program achieves their aims.

Referential:

5. Do you think this program could be possible in Vallbona d'Anoia? Justify your answer and explain which activities you can imagine.
6. *Would you like to know more about this initiative of the Badminton World Federation, take a look at the resources and multimedia materials and try to improve your badminton skills? What are your motivations?*

Level Test

We start de practice playing badminton in pairs to detect diferent levels of badminton techniques.

Reinforcement activity

Flashcard “1. Court & serve roules” will be for de students with problems to remember basic rules and how to play badminton. They have to read the basic rules about serve and practice them in pairs. If they learn how is the court and how to serve correctly they could pass to the flascard “2. Backhand serve”. (*See the document attched*)


Extension activity

The group of students with initial abilities with the racket begin for the flashcard “2. Backhand serve”. They have to read all the information and practice in pairs trying to do the badminton technics correctly. They can pass to the flashcard 3, 4, 5, 6, 7 and 8. (*See the document attched*)

Extra-material

All this information of the materials is authentic english from the **shuttle time program** that I have adapted to make it more atracctive for the pupils.

Reinforcement activity

BADMINTON TECHNIQUES


BADMINTON

1. COURT & SERVE RULES

Service area Singles Doubles

Singles court
5.18m
Doubles
6.1m

Centre line

Doubles sideline

Singles sideline

Net height
1.52m

13.4m

Racket
Length: 67.5cm
Weight: 90-95g
Graphite frame and shaft

Strings
0.7mm thick

Polyurethane grip

To scale

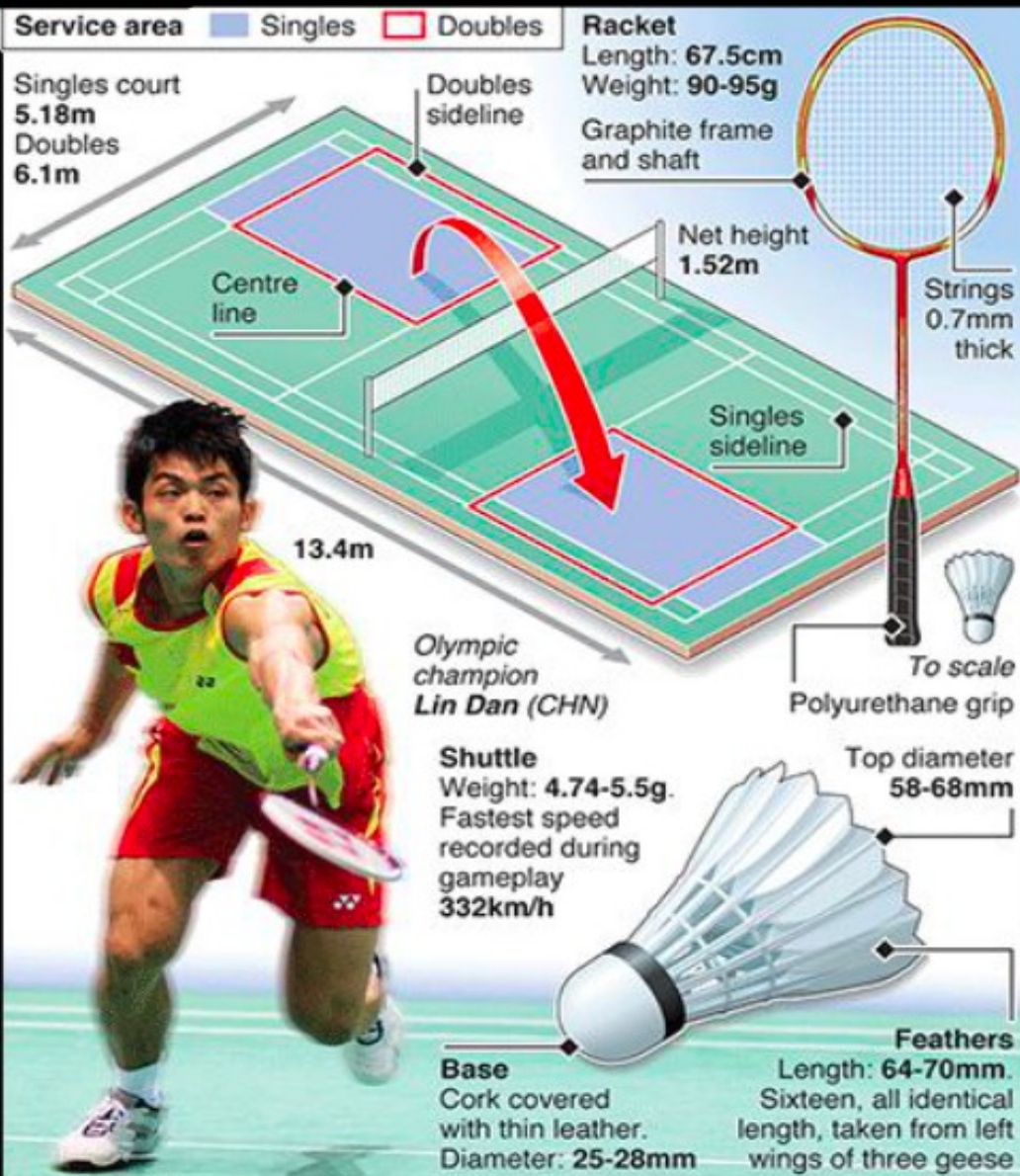
Shuttle
Weight: 4.74-5.5g.
Fastest speed recorded during gameplay
332km/h

Base
Cork covered with thin leather.
Diameter: 25-28mm

Feathers
Length: 64-70mm.
Sixteen, all identical length, taken from left wings of three geese

Top diameter
58-68mm

Olympic champion
Lin Dan (CHN)



Source: LOCOG Original picture: Getty Images © GRAPHIC NEWS

BADMINTON TECHNIQUES



2. BACKHAND SERVE

BADMINTON DRILLS



2. BACKHAND SERVE

Where the shuttle goes

To follow the laws of the game, the shuttle must travel from one service box to the diagonally opposite service box. Backhand low serves pass close to the top of the net and land at the front of the diagonally opposite service box.



When we use it

Used in doubles and men's singles to start the rally, from a defensive / neutral situation.

Why we use it

To restrict your opponent's opportunity to attack.
To create attacking opportunities for yourself.

What it looks like



Prepare

- Stance can vary, but most common is with the racket foot forwards, close to the "T".
- Use a short, relaxed thumb grip (for doubles).
- Place the racket out in front of the body.
- Place shuttle on racket.



Backswing

- Take the racket back a short distance.
- Open racket face slightly.



Forward Swing

- Push through shuttle.
- Strike the shuttle out of the hand.



Follow Through

- Continue pushing action.
- Bring racket up to threaten service reply.

BADMINTON TECHNIQUES



3. FOREHAND SERVE

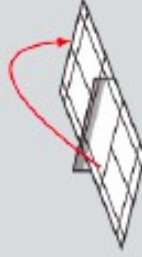
BADMINTON DRILLS



3. FOREHAND SERVE

Where the shuttle goes

To follow the laws of the game, the shuttle must travel from one service box to the diagonally opposite service box. High serves travel to the rear of your opponent's service box, dropping vertically. High serves also tend to be towards the centre of the court, which restricts the angles of return that can be struck by the receiver.



When we use it

The forehand high serve is used in singles to begin the rally, from a neutral/defensive position.

Forehand high serves are used more in women's singles and sometimes in men's singles.

Why we use it

As a variation (creating a different challenge to low serves).

Forces player to look up more, so they can be less aware of the server's position.

What it looks like



Prepare

- Adopt a sideways stance within the service box.
- V.Grip.
- Racket and shuttle in elevated position.
- Weight on rear leg.



Backswing

- Begin transfer of weight forwards.
- Drop the shuttle to the side/ in front.
- Lower the racket
- Bend the wrist and supinate the forearm.



Forward Swing

- Continue weight transfer to front foot.
- Swing racket forwards.
- Accelerate racket head by pronating forearm and straightening wrist.
- Strike under shuttle – hand, in front and to side of body.



Follow Through

- Momentum carries racket through high and long.

BADMINTON TECHNIQUES



4. BACKHAND DRIVE

BADMINTON DRILLS



4. BACKHAND DRIVE

Where the shuttle goes

Backhand drives are flat shots that tend to travel from mid-court to mid-court or the rear court of your opponent.



When we use it

Backhand drives tend to be used in neutral situations when the shuttle is neither high enough to attack downwards, nor low enough to use upwards defensive strokes. As well as on the backhand side, backhand drives are also used when the shuttle is directly in front of the body.

Why we use it

Backhand drives can be used to:

- restrict the opponent's opportunity to attack.
- create an attacking opportunity for the player striking the drive by hitting into clear space in the opposite court or into the body of the opponent.

What it looks like



Prepare

- Stand square to the net, racket ready.



Backswing

- Establish a thumb grip, pronate the forearm (create an angle between the arm and racket). Bend the elbow. Begin to step out to shuttle with non-racket foot.



Forward Swing

- Supinate the forearm.
- Extend the elbow and reach to strike the shuttle in front/to side.
- Strike the shuttle with a tapping action, landing the non-racket foot on or after contact.



Follow Through

- Minimal follow through.
- Return to face the net, with racket in ready position.

BADMINTON TECHNIQUES



5. FOREHAND DRIVE

BADMINTON DRILLS



5. FOREHAND DRIVE

Where the shuttle goes

Forehand drives are flat shots that tend to travel from mid-court to mid-court or rear court of your opponent.



When we use it

Forehand drives tend to be used in neutral situations when the shuttle is neither high enough to attack downwards, nor low enough to use upwards defensive strokes.

Why we use it

Forehand drives can be used to:

- restrict the opponent's opportunity to attack.
- create an attacking opportunity for the player striking the drive by hitting to space or into the body of the opponent.

What it looks like



Prepare

- Racket ready.
- V-grip.



Backswing

- Step out to shuttle.
- Relaxed reach with slightly bent elbows.
- Supinate the forearm and create an angle between the arm and racket.



Forward Swing

- Straighten elbows.
- Rotate upper and lower arm inwards.
- Strike in front of the body.
- Strike the shuttle with a tapping action, landing on the racket foot on or after contact with the shuttle.



Follow Through

- Minimal follow through.
- Return to face the net, with racket in ready position.

BADMINTON TECHNIQUES



6. FOREHAND OVERHEAD CLEAR

BADMINTON DRILLS



6. FOREHAND OVERHEAD CLEAR

Where the shuttle goes

Clears go from your rear court to the rear court of your opponent.

Attacking clears travel at a height just out of reach of your opponent's racket.

More defensive clears are slightly higher.



When we use it

Clears are used when we are in our attacking zone.

Why we use it

Clears push your opponent back, creating space in the forecourt.

Attacking clears aim to place the shuttle in behind the opponent, creating pressure and potentially weaker returns.

Defensive clears allow the person playing the stroke more time to recover their balance and court position.

What it looks like



Prepare

- V-grip
- Racket in overhead ready position.
- Front arm up.
- Sideways stance.



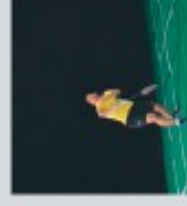
Backswing

- Drive up and forwards off rear leg
- Push rear hip forwards
- Rear shoulder and upper arm move upwards and forwards.
- Upper and lower arm rotate outwards.
- Front arm pulls in to control body rotation.



Forward Swing

- Rear leg overtakes front leg.
- Upper and lower arm rotates inwards.
- Reach to strike shuttle powerfully above/slightly in front of racket shoulder.



Follow Through

- Racket momentum causes arm to rotate inwards as it relaxes.
- Rear foot lands to become the new front foot.

BADMINTON TECHNIQUES



7. FOREHAND OVERHEAD DROP

BADMINTON DRILLS



7. FOREHAND OVERHEAD DROP SHOT

Where the shuttle goes

Drop shots go from your rear court to the forecourt of your opponent.

Longer drops tend to land just beyond the low service line. Shorter drop shots land between the low service line and the net.



When we use it

Drop shots are used when we are in the attacking zone.

Why we use it

We use drop shots to:

- make space in the rear court
- make our opponent off-balance
- encourage our opponent to lift

What it looks like



Prepare

- V-grip.
- Racket in overhead ready position.
- Front arm up.
- Sideways stance.



Backswing

- Drive up and forwards off rear leg.
- Push rear hip forwards.
- Rear shoulder and upper arm move upwards and forwards.
- Upper and lower arm rotate outwards.



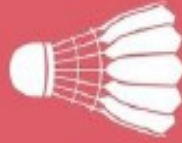
Forward Swing

- Upper and lower arm rotates inwards.
- Reach to strike shuttle above/ slightly in front of striking shoulder.
- Just prior to hitting rotation of arm stops – push through the shuttle.



Follow Through

- Rear foot lands to become the new front foot.



8. FOREHAND SMASH



8. FOREHAND SMASH

Where the shuttle goes

Smashes go from your rear court to the midcourt of your opponent.

Smashes can be struck into space, or into the body of the opponent.



When we use it

We use smashes when hitting down from our attacking zone.

Why we use it

A forehand smash is a shot used in an attempt to win the rally, or to force a very weak return.

What it looks like



Prepare

- V-Grip.
- Relaxed ready position.
- Step back to load rear leg, sideways stance.



Backswing

- Jump and begin rotating in the air, elbow up-forwards, supinate forearm.
- Create angle between arm and racket.



Forward Swing

- Continue rotation in the air, throw racket head powerfully (pronate forearm).
- Reach up to strike shuttle, impact in front of the shoulder.



Follow Through

- Finish rotation and land.
- Relaxation allows continued forearm rotation.
- Racket stays in front of body.
- Rear foot lands to become new front foot.

Project work: Which is our badminton level?

Badminton unit: Shuttle time!

Session 1 - Which badminton level we have?

The aim of the session is to know the technic errors when we are using diferent badminton hits.

We begin the session analysing the forehand and backhand serves techniques, forehand drive and backhand drive and overhead hitting techniques: clear, drop and smash.

All this skills will be worked in group of 4. The group election will be free, indepently the badminton level and learning abilities.

A pair of members of the the group try to do correctly each technic while the others two mates are filling the test sheet reporting the level of the players on each throw or hit. There are eight technic test sheets to know which is the level of their classmates (See *the documents attached*).

When the players had practiced all the techniques they will change the rol between players and observers. All the technical items have been registred in the test sheets.

At the end of the session, each group will has to prepare what to tell to each player during the next session to correct the main errors done in each hit. They will have some basic structures to express theirs corrections and advises in a flashcard "Corrections" (See the document attached "Corrections").

Session 2 - Correcting the errors and concluding progressions.

The aim of the second session is correct the errors detected in the firts session.

Each parner tell to his mate which are their errors and how to improve the execution of the hits worked.

Once practiced and corrected the main errors, each player will have to write the most important items to improve by himself. All the players will have to fill a conclusion sheet named "Conclusions" (See *the document attached "Conclusions"*).

Session 3 - preparing presentation

During this session each group have to record four videos about four of their progressions with the badminton hits (one for each group member).

With this material, each group will prepare an oral presentation about thier learning process in english following a structures given in a help presentation sheet (See *the document attached "Preparing oral presentation"*).

The students with abilities can work with more complex hits (techniques flash cards number 4, 5 ,6 ,7, 8) and the pupils with more dificulties can work with elementary hits (techniques flash cards number 1, 2, 3, 4, 5) successively.

The presentation has to follow these directions:

- 1. Introduce group members, levels and hits worked (session 1)***
- 2. Explanation which errors had been found: Analysis and Technical conclusions (session 2)***
- 3. Corrections given and results (session 3)***
- 4. Watch the video of the four progressions with music. Explanation what they had worked at the same time the video is playing.***

Each part of presentation will be presented for one of the group members. All of them need to talk equally.

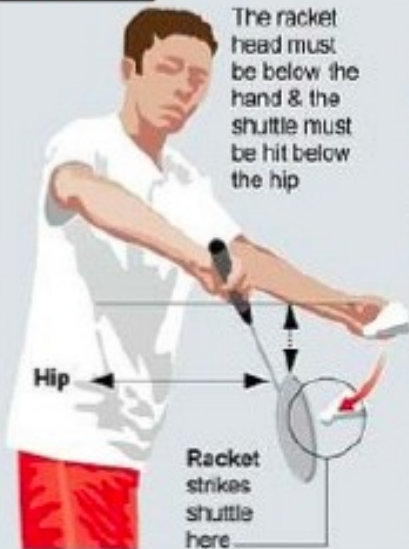
Session 4 - Presentation day and proposition

The groups will show thiers progressions at the rest of the class doing the presentation.

Extra-material

All this information of the materials is authentic English from the *shuttle time program* that I have adapted to make it more attractive for the pupils. All the extra-sheets and flash cards will be the materials that the students will work during the sessions.

1. COURT & SERVE ROULES



THE COURT

Service line
Centre line

Singles
5.18m

Doubles
6, 1m

RACKET
Length 68cm
Width 23cm
Head length 29cm
Lightweight,
one-piece graphite
frame construction

Net height 1.55m

SPEEDS

Fastest ever recorded

212mph

Shuttlecock

156mph

Tennis serve

172mph

Squash ball

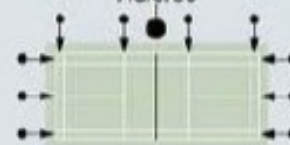
Service areas

Doubles

JUDGES

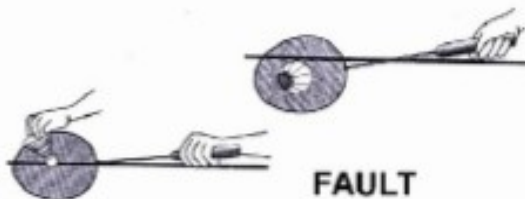
Each game has 10 line judges & a referee positioned as shown

Reference

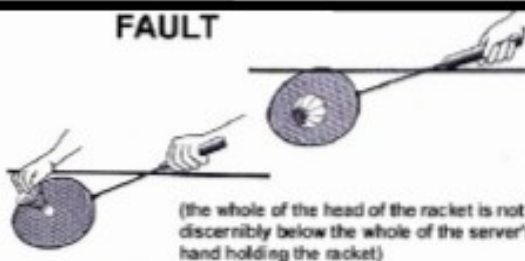


Backhand Serve

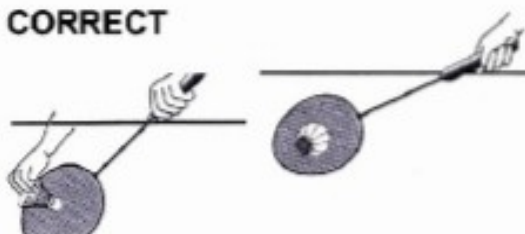
Forehand Serve



FAULT



CORRECT



NAME: _____ GROUP: _____

HOW SERVE YOU?

HOW MANY TIMES HAVE YOU DONE?

OVER

TOTAL

NOT CLEAR

TOTAL

UNDER

TOTAL

BADMINTON TECHNIQUES



2.BACKHAND SERVE

BADMINTON TRAINING



2. BACKHAND SERVE

NAME:

GROUP:

YES NO

Prepare



Backswing



Forward Swing



Follow Through



1. Stance can vary, but most common is with the racket foot forwards, close to the "T".

2. Use a short, relaxed thumb grip.

3. Place the racket out in front of the body.

4. Place shuttle on racket.

1. Take the racket back a short distance.

2. Open racket face slightly.

1. Push through shuttle.

2. Strike the shuttle out of he hand.

1. Continue pushing action.

2. Bring racket up to threaten service reply.

BADMINTON TECHNIQUES



3. FOREHAND SERVE

BADMINTON TRAINING



3. FOREHAND SERVE

NAME:	GROUP:	YES	NO
<p>Prepare</p>	1. Adopt a sideways stance within the service box.		
	2. V-Grip.		
	3. Racket and shuttle in elevated position.		
	4. Weight on rear leg.		
<p>Backswing</p>	1. Begin transfer of weight forwards.		
	2. Drop the shuttle to the side/in front.		
	3. Lower the racket		
	4. Bend the wrist and supinate the forearm.		
<p>Forward Swing</p>	1. Continue weight transfer to front foot.		
	2. Swing racket forwards.		
	3. Accelerate racket head by pronating forearm and straightening wrist.		
	4. Strike under shuttle – hard, in front and to side of body.		
<p>Follow Through</p>	1. Momentum carries racket through high and long.		

BADMINTON TECHNIQUES







4. BACKHAND DRIVE

BADMINTON TRAINING



4. BACKHAND DRIVE

NAME:		GROUP:		YES	NO
	Prepare	1. Stand square to the net, racket ready.			
	Backswing	1. Establish a thumb grip, pronate the forearm (create an angle between the arm and racket), Bend the elbow, Begin to step out to shuttle with non-racket foot.			
	Forward Swing	1. Supinate the forearm.			
	Follow Through	2. Extend the elbow and reach to strike the shuttle in front/to side.			
		3. Strike the shuttle with a tapping action, landing the non-racket foot on or after contact.			
		1. Minimal follow through.			
		2. Return to face the net, with racket in ready position.			

BADMINTON TECHNIQUES







5. FOREHAND DRIVE

BADMINTON TRAINING



5. FOREHAND DRIVE

NAME: _____		GROUP: _____		YES	NO
 Prepare	1. Racket ready.				
	2. V-grip.				
 Backswing	1. Step out to shuttle.				
	2. Relaxed reach with slightly bent elbows.				
	3. Supinate the forearm and create an angle between the arm and racket.				
 Forward Swing	1. Straighten elbows				
	2. Rotate upper and lower arm inwards				
	3. Strike in front of the body.				
	4. Strike the shuttle with a tapping action, landing on the racket foot on or after contact with the shuttle.				
 Follow Through	1. Minimal follow through.				
	2. Return to face the net, with racket in ready position.				

BADMINTON TECHNIQUES



6. FOREHAND OVERHEAD CLEAR

BADMINTON TRAINING



6. FOREHAND OVERHEAD CLEAR

NAME: _____

GROUP: _____

YES NO

Prepare	1. V-grip		
	2. Racket in overhead ready position.		
	3. Front arm up.		
	4. Sideways stance.		
Backswing	1. Drive up and forwards off rear leg.		
	2. Push rear hip forwards		
	3. Rear shoulder and upper arm move upwards and forwards.		
	4. Upper and lower arm rotate outwards.		
Forward Swing	5. Front arm pulls in to control body rotation.		
	1. Rear leg overtakes front leg.		
	2. Upper and lower arm rotates inwards.		
	3. Reach to strike shuttle powerfully above slightly in front of racket shoulder.		
Follow Through	1. Racket momentum causes arm to rotate inwards as it relaxes.		
	2. Rear foot lands to become the new front foot.		

BADMINTON TECHNIQUES



7. FOREHAND OVERHEAD DROP

BADMINTON TRAINING



7. FOREHAND OVERHEAD DROP

NAME: _____		GROUP: _____		YES	NO
 Prepare	1. V-grip				
	2. Racket in overhead ready position.				
	3. Front arm up.				
	4. Sideways stance.				
 Backswing	1. Drive up and forwards off rear leg.				
	2. Push rear hip forwards				
	3. Rear shoulder and upper arm move upwards and forwards.				
	4. Upper and lower arm rotate outwards.				
 Forward Swing	1. Upper and lower arm rotates inwards.				
	2. Reach to strike shuttle above/slightly in front of striking shoulder.				
	3. Just prior to hitting rotation of arm stops – push through the shuttle.				
	1. Rear foot lands to become the new front foot.				
 Follow Through					

BADMINTON TECHNIQUES



8. FOREHAND SMASH

BADMINTON TRAINING



8. FOREHAND SMASH

NAME:

GROUP:

YES NO

Prepare



1. V-grip

2. Relaxed ready position.

3. Step back to load rear leg, sideways stance.

Backswing



1. Jump and begin rotating in the air, elbow up-forwards, supinate forearm.

2. Create angle between arm and racket.

Forward Swing



1. Continue rotation in the air, throw racket head powerfully (pronate forearm).

2. Reach up to strike shuttle. Impact in front of the shoulder.

Follow Through



1. Finish rotation and land.

2. Relaxation allows continued forearm rotation.

3. Racket stays in front of body.

4. Rear foot lands to become new front foot.

Badminton unit: Shuttle time!

Corrections - Session 1 - Which badminton level we have?

- Organize yourself in groups of four.
- Work in pairs to fill technical test.
- The aim of the session is to identify the technic errors when we are using diferent badminton hits.

ACTIONS: take, open, place, relax, push, strike, bring up, drop sth to, bend, swing, stand, establish, pronate, supinate, begin to, extend, return to, straighten, rotatedrive up, drive forwards, pull, land, step out, step back, create, jump, raise/descend, do it, move.

HIT PHASES: prepare/backswing/foreward swing/follow through

KIND OF HIT: Backhand serve, forehand serve, backhand drive, forehead drive, forehand overhead clear, forehand overhead drop, forehand smash

Body Parts



- Use this basic structures to inform the errors to ypur mate in each hit worked:
- When you are doing (kind of hit) hit, you don't (action) enough/correctly.
- You should change the (accion) moviment during (kind of hit) hit.
- You don't (accion) correctly in the (phase of hit) phase of the (kind of hit) hit.
- You should try to (action) meanwhile you are executing (phase of hit) part.
- You have to (action) more/less your (part of your body) in the (phase of hit) phase of the (kind of hit) hit.
- Can you (action) your (part of your body) when you are doing (phase of hit) moviment in the (kind of hit) hit.
- The position of the racket is not correct in the (phase of hit) phase of the (kind of hit) hit. You

Badminton unit: Shuttle time!

Conclusions - Session 2 - Correcting the errors and concluding progressions.

The aim of the second session is correct the errors detected in the first session.

Each partner tell to his mate which are their errors and how to improve the execution of the hits worked.

Once practiced and corrected the main errors, each player will have to write the most important items to improve by himself. All the players will have to fill a conclusion document:

I have practised _____ hit technic and my main errors were _____, _____ and _____ in the _____ phase.

After listen some correction advises from my partner, I have worked to improve the executions. At the end of session 2 I have done better _____, _____ and _____.

Unfortunately, I have not improved in _____, _____ and _____. I think that has not possible because _____.

I will try to go on working the items not improved focusing on the corrections given by my partner.

Badminton unit: Shuttle time!

Help to oral presentation - Session 3 - Preparing oral presentation

Film a Video

You have to record one **video** for each member of the group. The video should include images of the only one learning process for person with these three parts:

1. *The execution done at the beginning with errors.*
2. *Corrections done by your partner (talking about the errors).*
3. *The result of corrections.*

Edit the video with music in one only file including the three parts of each learning.

Oral Presentation

With this material, each group will prepare an oral presentation about thier learning process in english.

Each part of presentation will be presented by one of the group members. All of you need to talk equally.



1. *The firt member of the group greet everyboby, Introduce group members and hits worked for each person (session 1 worked).*



Example:

"Good morning, we are A, B, C and D and we are going to talk about our technics progressions doing diferent badminton hits. A had been working the forehand serve, B had been practicing the forehand smash, C..."

2. Explanation which errors had been found: error analysis and technical corrections given (session 2)

Example:

"A often made the error that he didn't weight on rear leg when he was doing the prepare phase of the forehand serve. His partner suggested him do it before to start the arms movements. B..."



3. Correcting practice and results (session 3)

Example:

"A practiced his forehand serve thinking before of all in weight on rear leg and finally achieved do it automatically. B had to improve his jump smash correcting..."



4. Watch the video of the four progressions with music. Explanation what they had worked at the same time the video is playing.

Example:

"As you watch the video show the learning process of the A. At the beginning he had some errors doing the forehand serve. His partner said which movements had to change to improve his technic. At last, he understand the error and after some practice could serve correctly"



Your teachers will video-record you and your mates and upload it to our blog or SES website, so rehearse a lot!!!

Badminton unit: Shuttle time!

Self-assessment

This is a document to help your teacher give you a mark for your work. Please complete the following items with your opinion.

Key: 4.Always– 3.Often –2.Sometimes -1.Hardly ever

1. I have listened to the teacher:	4	3	2	1
2. I have paid attention:	4	3	2	1
3. I have completed the hits exercises:	4	3	2	1
4. I have corrected the main errors:	4	3	2	1
5. I have done the homework:	4	3	2	1
6. I have talked in English:	4	3	2	1
7. I have helped my mates:	4	3	2	1
8. I have been careful with the materials:	4	3	2	1
9. I have revised the work at home:	4	3	2	1
10. I have worked hard. I tried hard:	4	3	2	1

TOTAL: ____/40

Comments

Is there anything you want the teacher to know about your work? Write it here.
You can use Spanish, Catalan or English.

Badminton unit: Shuttle time!

Dossier of badminton skills

Co-assessment

This is a document that your mate has to complete for you. It's important to tell the truth because the teacher will check it later! Please follow these guidelines:

The dossier of technical tests has a cover :

In the cover, there are:

- The title of the unit
- The name and surname of the student.
- The course
- The date when you handed it in.

General appearance: the pages are in order, clean, etc.

Gaps: are the gaps correctly filled?

- Everything is complete.
- There aren't any missing exercise, explanations, summaries, etc.

In the test pages, there are:

- The name and surname of the student.
- The course

Corrections: everything is corrected.

CORRECTOR'S NAME:

STUDENT'S NAME:

1. The **general appearance** is neat.

0-2

5. The activities are **finished**.

0-2

2. The **cover** has all the important information.

0-2

6. **Corrections** are easy to see.

0-1

3. The **handwriting** is easy to understand.

0-2

OVERALL MARK

/10

4. The text is written with a **pen**.

0-1

If the dossier was **late**:

-1 / -2 / -3

Repeat pages:

FINAL MARK

/10

Badminton unit: Shuttle time!

Oral presentation assessment

	3 <i>Exemplary</i>	2 <i>Accomplished</i>	1 <i>Developing</i>
Task Understanding	The student does not read from the handout and follows the task appropriately.	The student has prepared the information and contributes to the flow of the task.	The student stops the task frequently and/or shows little preparation.
Vocabulary	The student uses a great variety of vocabulary which contributes to the improvement of the task.	The student uses the expected range of vocabulary which is adequate for the task.	The student uses inappropriate vocabulary or repeats the same again and again.
Grammar	The student uses correct grammatical sentences extensively, which contribute to better understanding of the content.	The grammar structures used are basically correct. There might be some mistakes which do not affect comprehensibility.	There are many grammar mistakes which greatly affect the comprehensibility of the student.
Fluency	The student shows quality fluency which contributes to give an impression of naturalness to the task.	The student shows correct fluency which allows the partner to follow the task.	The student stops often or is unable to come up with the words needed.
Pronunciation	Pronunciation is basically correct. There might be some mistakes which do not affect comprehensibility.	There are some pronunciation mistakes which affect comprehensibility.	The student is hard to understand by a willing listener.

TOTAL: ____ /15

Comments:

Badminton unit: Shuttle time!

Student's participation

KEY:

GROUP

- 5- The student has paid attention and made spontaneous contributions to the whole group.
- 4- The student has paid attention and contributed openly in big group and/or with all the class.
- 3- The student has paid attention and contributed with his/her partner and in/or small group.
- 2- The student has paid attention and made few contributions.
- 1- The student has paid little attention.

STUDENT'S NAME

DEGREE OF PARTICIPATION

1.	5	4	3	2	1
2.	5	4	3	2	1
3.	5	4	3	2	1
4.	5	4	3	2	1
5.	5	4	3	2	1
6.	5	4	3	2	1
7.	5	4	3	2	1
8.	5	4	3	2	1
9.	5	4	3	2	1
10.	5	4	3	2	1
11.	5	4	3	2	1
12.	5	4	3	2	1
13.	5	4	3	2	1
14.	5	4	3	2	1
15.	5	4	3	2	1
16.	5	4	3	2	1
17.	5	4	3	2	1
18.	5	4	3	2	1
19.	5	4	3	2	1
20.	5	4	3	2	1
21.	5	4	3	2	1

Comments:

In this unit you have...

- ❖ .known, worked and improved your badminton techniques
- ❖ .learned together: in pairs , in group.
- ❖ .practised your english in a different way as usual.