

2

Sport and exercise

Curriculum coverage

Listening and speaking

- Give opinions and agree and disagree
- Listen to the feelings and opinions of others
- Listen for information on the telephone
- Ask questions to get information
- Tell a short story using the past tense

Skills

Sd/E3.1c, 1d, 1g, 2a
Lr/E3.6a
Lr/E3.3b
Sc/E3.3b
Sc/E3.1a, 4a, 4c

Reading and writing

- Read and understand a newspaper article
- Fill in an application form
- Read, plan and write a letter of complaint

- Use a dictionary to find the meanings of unfamiliar words

Skills

Rt/E3.2a, 4a
Rw/E3.2a; Wt/E3.5a
Rt/E3.1a, 2a; Wt/E3.1a, 1b, 2a, 3a; Ws/E3.1a;
Ww/E3.3a
Rw/E3.3a

Key functions

- Asking for information on the phone
- Expressing views and opinions
- Agreeing/disagreeing

Key grammar

- Narrative tenses
- Intensifiers
- Indirect questions
- Linking words

Resources to support the unit

- Audio player and recording
- Access to computers and the Internet if possible
- Dictionaries
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- Pictures of different sports (teacher's own)
- Local leisure centre information leaflets (teacher's own)
- Sports articles from quality and tabloid press to compare differences in language (teacher's own)
- Sports sections from local and national newspapers (teacher's own)

Page 1

Sport and exercise

Rationale

To introduce the theme and content of the unit and set and discuss the learning objectives

Task

- Introduce the theme of sport and exercise.
- Elicit the names of the sports/activities in the photographs, i.e. tennis, football, exercise/fitness class. Share information about sports which are popular in learners' own countries.
- Learners work in pairs to write down the names of all the sports they can think of and write these on the board.
- Using the questions on the page, encourage learners to talk about their own experiences of different sports and their feelings about sport and exercise.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

Page 2

Sportsman in the spotlight

Materials

- Dictionaries
- Sports articles from quality and tabloid press (extension task)

Rationale

To get learners to think about implied meaning and guess the meaning from context of some of the more difficult expressions in the text; to practise recounting a story

Activity A *Reading a newspaper article*

Pre-task activity

- Look at the picture of David Beckham. Ask learners what they know about him. For example, his team, his wife's name, if he has any children, his nationality.

Task

- Learners predict the content of the article from the headline. For the prediction task you may need to explain/ elicit the use of non-literal headline language.
- First reading. Check if prediction was correct.
- Second reading. Learners work in pairs and discuss the questions in task 2. Feedback on answers and reasons. There may be some debate about question 3a. Some learners may say 'we don't know' others may feel the writer is sympathetic to Beckham (use of expressions like *pure genius*).
- After learners answer the questions in pairs, a class discussion would be useful to elicit some of the implied meanings and statements in the article.
- Chivas Regal Golden Moment Awards are for moments of sporting brilliance.

Differentiation

- Tell learners to underline unknown words as they read through the text for the first time. Learners ask each other for meanings and pool knowledge. Put the words on the board and check understanding. Encourage the use of dictionaries.

Extension

- Bring in articles from quality and tabloid press and look at differences in language.

⬆ Activity B *Identifying verb tenses*

Pre-task activity

- Discuss the difference between situations and actions.
- Revise tenses – past simple, past continuous, present simple, present continuous.

Task

- Read the article on David Beckham again.
- Ask learners to look at the underlined words in the article in pairs and find examples of the verb tenses.
- After matching the names of the tenses with the different concepts in task 2, clarify any areas of uncertainty.

Activity C

Speaking: telling the story

Task

Learners work in pairs to reconstruct an oral account of the article.

Differentiation

- Build up the story on the board using questions to elicit what the article says, e.g. *What were the newspapers saying about him in 1998? Why was he so unpopular?*
- Put a simple table on the board with the headings *Events* and *When?* Elicit key events and when they happened. Learners can use the table to practise telling the story to each other.

Page 4

Saying what you think

Materials

- Audio – football discussion

Rationale

To listen for detail, stress and intonation; to practise expressions for voicing opinions, agreeing and disagreeing

Activity A

Listening: opinions, agreeing and disagreeing

Pre-task activity

- Lead in with a general discussion on gender stereotypes in sport, e.g. women hate football. The audio challenges as the woman likes football and the man doesn't.

Task

- Ask learners to predict the likely opinions on football of the man and the woman they're going to hear.
- Play the audio. Task 2 is a gist-listening task to focus on the main ideas.
- Learners look at the expressions in task 3 for giving opinions, agreeing or disagreeing, and answer the questions. Point out that *That's nonsense* and especially *That's rubbish* can give offence and should be used with caution. Elicit any other expressions they know or have heard and put them on the board.

- Play the audio again. This time learners decide who sounds more polite, Ben or Nina.
- Learners practise saying the expressions using the correct stress and intonation. Emphasise how intonation can make an expression sound different. Say the same phrase (e.g. *I suppose you're right*) with different stress and intonation to demonstrate this. Get them to listen and decide on degree of politeness. Then they practise.

Differentiation

- Drill the expressions for intonation and stress and encourage experimentation.

Activity B

Speaking: what do you think?

Pre-task activity

- Read through the statements to check understanding.

Task

- Set up the task for groups of three and explain the roles.
- Elicit and build up a discussion for statement 1 on the board as in the example in the photo.
- Ask each group to choose a different topic and decide on roles.
- Revise expressions for the discussion and add any others learners may find useful, e.g. *Yes, but .../That's true, but .../I totally agree.*
- Learners practise the discussion. Monitor for accuracy, stress and intonation.
- Each group demonstrates to the class. Encourage groups to evaluate each discussion and give feedback.
- Learners change discussion roles and topics for more practice.

Extension

- Follow this up with freer practice: a discussion on a controversial subject of interest to learners or a role play where learners have to argue a particular point of view.

Page 5

Talking sport

Rationale

To enable learners to use adjectives and intensifiers; to practise expressing likes and dislikes; to consolidate the language of sport

Activity A *Speaking: using adjectives and intensifiers*

Pre-task activity

- Put two or three sentences on the board without adjectives or intensifiers, e.g. *Yoga is an activity*. Ask learners' opinions of the sentences. What do they tell us? Ask learners how they could be made more interesting and tell us more information about the speaker's opinion. Introduce the concept of the adjective: *Yoga is a relaxing activity*. Repeat with an intensifier, e.g. *Yoga is a very relaxing activity*. Elicit further examples from the class.

Task

- Read through the adjectives in task 1 and demonstrate pronunciation. Check pronunciation and drill as necessary.
- Elicit other adjectives for talking about sport and put these on the board.
- Pair learners. Ask them to decide if the adjectives are positive or negative and then ask whether they are strong or more neutral.
- Put the following sentences on the board:
I think yoga is very boring.
I think yoga is absolutely fantastic.
Explain or elicit the basic rule: *very* is not used with extreme adjectives; *absolutely* is not used with ordinary adjectives. (NB *very* is never used as an intensifier of *excellent*.)
- Elicit other intensifiers and add to the board.
- Learners read the sentences in task 2 and identify the adjectives and intensifiers.
- Check sentences with the whole class.
- In task 3 learners discuss their likes and dislikes using adjectives and intensifiers. Elicit some questions to get the conversation going, e.g. *What kind of sports do you like/dislike?*
Demonstrate with two confident learners, encouraging them to give as much information as possible.
- Monitor pairs for accuracy.

Differentiation

- Learners may need some additional practice before task 3. If necessary, get them to write some sentences. Alternatively, give out sentences with each word on a different card – they have to put the words in order.

Extension

- Get learners to list as many adjectives as possible, including colloquial expressions such as *cool* and *wicked*, and add possible intensifiers.

Activity B *Speaking: what do you know about sport?*

Pre-task activity

- Introduce the concept of sports quizzes. Ask if learners know any names of sports quizzes (or other quiz games) on television, e.g. *They Think It's All Over*, *A Question of Sport*.

Task

- Group work. Emphasise that they must agree on and write down answers to avoid disputes. Encourage them to practise language for agreeing/disagreeing. Then check as a whole class.
- Elicit other examples of suitable quiz questions before getting learners to devise questions for their own quiz. Ensure that they know the answers to their own questions.
- After they have completed their questions they can try their quiz out on the class. Tell learners they will get a point for a correct question as well as a point for answering a question correctly.

Extension

- Conduct a quiz on a topic other than sport.

Page 6

A passport to leisure and fitness

Materials

- Audio – names of sports and activities
- Pictures of different sports and activities
- Dictionaries

Rationale

To read and understand words used on forms; to fill in a complex form; to extend vocabulary for talking about sport

Activity A *Reading about a Leisure Saver Card*

Pre-task activity

- Elicit any knowledge of leisure cards. If learners are not familiar with these, explain that local councils often run a scheme where local people can buy a card which gives them reduced entry to local leisure facilities.

Task

- Learners look at the list of sports and activities on the Leisure Saver Card application form and write the names under the pictures.
- Set up task 2 as group work. Elicit knowledge of other activities on the list. Learners can pool knowledge they have of sports/activities and use the dictionaries for any they don't know.
- Elicit from learners what a syllable is, and that a stressed syllable is slightly louder and longer than a non-stressed syllable, with a variation in pitch. Put two or three activities from the list on the board, including one compound word. Demonstrate and show them how to mark the stress. Explain that with compound words they need to decide which word has the main stress.
- Play the audio and ask learners to listen and mark the stress in each word and practise saying the words. Drill as necessary.
- The vocabulary task 4 is intended to get learners to guess the meaning from context, so don't allow learners to use dictionaries at this stage. Get feedback to check meaning.
- Learners complete the form. Emphasise the importance of legible handwriting.

Differentiation

- Less confident learners can use dictionaries to find the meanings of the words in task 4.

Activity B *Vocabulary: words used with sports*

Task

- Set up task 1 as pair work. Get learners to agree on words and put them in the correct group. The general rules are:
 - **play** – ball or racket games
 - **do** – usually an exercise type or sport not ending in *-ing*
 - **go** – an exercise type or sport ending in *-ing*
- Check answers with the whole class.
- For task 2, learners tell each other about sports or activities they do or don't do.

Extension

- More confident learners can work out the rules for task 1 themselves.
- Divide up lesser known sports and activities between the groups and get them to explain them to each other if not known, or look them up. Groups then report back and describe the sport. Use pictures of different sports to support this activity.

Pages 8 and 9 Joining a leisure centre

Materials

- Audio – telephoning for information
- Photocopiable resource – role cards
- Local leisure centre information leaflets

Rationale

To listen for specific information; to focus on indirect question forms and word order; to practise asking for information on the phone

Activity A *Listening: phoning for information*

Pre-task activity

- Elicit different methods of finding out information about local leisure centres, e.g. Internet, visiting the centre, local newspapers, phoning, using information leaflets, the local library.

Task

- Play the audio. Emphasise that learners are listening for gist, not specific information.
- Elicit the context and topic of the phone call. Ask learners to decide which of the adjectives best describe the conversation. Elicit why (e.g. use of indirect questions, friendly intonation, informal vocabulary).
- Play the audio again. For tasks 2 and 3 learners listen for specific information.

Differentiation

- Write up the main points of information that the caller wants, but not in the correct order. Get learners to listen for the order.
- Make a table for task 3 and fill in some of the information for less confident learners. Play the audio and get them to listen for the missing details.

Extension

- Learners research a local leisure centre on the Internet.

Activity B

Language: asking indirect questions

Pre-task activity

- Revise simple question forms and word order. Demonstrate direct and indirect question forms, e.g. *Where's the changing room?* → *Could you tell me where the changing room is?* Ask learners to decide which sound more polite. Elicit ways of beginning indirect questions and practise.

Task

- Set up the tasks as pair work. Learners work out the rules for changing word order in indirect questions. Point out that indirect questions have the same word order as statements (... *how I can join*, ... *which bus I can take*) and that you don't use *do* and *does*.
- Play the audio again for task 2 and listen for indirect questions.
- Learners complete task 3 in pairs. Discuss the answers with the whole class.
- Ask learners in what other contexts they would use indirect questions.

Activity C

Speaking: making a telephone call

Task

- Divide learners into pairs (A and B). Copy and give out the role cards from the photocopiable resources plus local leisure centre information leaflets.
- Learners prepare in groups or pairs, but encourage them not to use their notes when they actually role play the conversation.
- Learners sit back to back to practise the phone call. Ensure that learners give each other time to write down information and spellings, e.g. name and address. If necessary, demonstrate with stronger learners. Monitor to make sure they are using indirect questions.

Differentiation

- Put up a flow chart for the phone conversation to get information about a leisure centre. Elicit and build up the conversation on the board and then get learners to practise in pairs.

Extension

- Learners phone to get information in authentic situations – for a swimming pool, leisure centre, gym.

Pages 10 and 11

A letter of complaint

Materials

- Dictionaries
- Simplified version of the letter (differentiation task)
- Unpunctuated version of the letter (extension task)

Rationale

To trace the main events in a longer text; to understand different purposes of texts; to look in some detail at the generic features of a letter of complaint

Pre-task activity

- Discuss any cultural differences in the way such a letter is organised. Point out the layout of a formal letter. Elicit to whom such letters would be written.

Activity A

Reading a letter of complaint

Task

- Learners read the letter. Ask questions to check understanding. Expand comprehension questions according to your class profile.
- Elicit/point out use of formal vocabulary and contrast with spoken use. Try to elicit the meanings of the underlined words in the letter. Learners can use a dictionary.

Differentiation

- Produce a simplified version of the letter for learners with lower literacy.

Extension

- The letter could have the punctuation removed for practice in punctuation. Remove different elements according to the level and confidence of the class.

Activity B

Organising a letter of complaint

Task

- Learners read the letter again and complete task 1. Point out that this organisation is almost standard for this type of letter.
- Discuss how the writer put the background events in the order in which they happened. Elicit sequencers from the letter, e.g. *firstly*, *secondly*, *finally*, and other sequencers such as *then*, *after this*, *next* etc.
- Demonstrate task 3 with examples on the board for *but*, and *also*, and *as*. Use compound sentences linked to learners' experience. Get them to identify parts of sentences and how link words are used for contrasting ideas (*but*), adding a similar idea (*and also*), and to explain the reason for the first idea (*as*). Mention the use of commas before linking words (in these sentences commas can be used – but are not essential – before *but* and *as*).
- Learners complete task 4, using linking words to make a single sentence.
- For task 5 you could prepare sentence strips with two or three ideas as in task 4 and get learners to discuss ways of linking them together, e.g. *I arrived for my aerobics class at 8 o'clock. The café was closed. There was a staff shortage.*

Extension

- Learners experiment with writing simple sentences on cards for others to join using linking words.

Page 12

Writing a letter of complaint

Materials

- Access to computers if possible
- Plan or writing frame showing letter layout (differentiation task)
- Authentic formal letters of complaint brought to class by teacher/learners (extension task)

Rationale

To practise organising ideas in a letter; to practise planning and drafting

Pre-task activity

- Elicit different types of real complaints, e.g. noisy neighbours, dirty streets, late trains, closed play facilities. Remind learners that it doesn't have to be related to sport. The aim is to elicit ideas which they can then work on for the personalised writing tasks.

Activity A

Planning your letter

Task

- Ensure that learners make notes rather than write full sentences. Discuss the importance of planning, making notes, drafting and redrafting.

Activity B

Writing sentences

Task

- Set up as pair work. (Some learners may be reluctant to work in pairs for writing activities. Where this is the case, allow them to work alone and then form pairs for checking.)
- Use group work to check instead of giving all the corrections yourself.

Activity C

Drafting your letter

Task

- Learners write the first draft. This would be easier on a word processor if available.
- Pair work to check letters.

- Learners write or word-process final drafts. Once again, get learners to exchange letters for checking.

Differentiation

- Less confident learners can be provided with plans or writing frames for letters.

Extension

- Look for similarities with other formal letters brought to class by you or by the learners.

Page 13 Spelling and vocabulary

Materials

- Dictionaries

Rationale

To learn common prefixes as an aid to understanding and spelling

Activity A *Building vocabulary: using prefixes*

Task

- Check the meanings of the prefixes in the examples in task 1.
- Learners match the prefixes to the words.
- Learners complete the sentences in task 2.
- For task 3, allow learners to refer to dictionaries.
- Point out that some words with prefixes are always be written as one word, e.g. *disqualify*. Others can be written either as one word or with a hyphen, e.g. *rewrite/re-write*.

Page 14 Project

Materials

- Audio – short talk about sport
- Access to computers with PowerPoint if possible

Rationale

To bring together the skills practised in the unit; to provide evidence of learning for the learner's portfolio, progress record and ILP review

The project will need careful setting up. See notes on project work in the Introduction to the Teacher's Notes.

Pre-task activity

- Explain the purpose of the project and what learners will do at each stage.

Activity A *Listen to a short talk about sport*

Task

- Set the context.
- Play the audio. Learners listen for specific information to answer the questions in task 1.
- Play the audio again to do task 2 and then check answers with the class.

Activity B *Plan a talk*

Task

- Discuss the bullet-pointed instructions with the learners.
- Point out that a word web is just one way of planning. Learners should use the method that suits them. They could use headings and notes. Emphasise that the notes are intended as a prompt – they are not writing a speech.

Activity C *Talk!*

Task

- Learners give their talk to the class. Encourage the listeners to ask questions while following turn-taking conventions.
- Use a feedback sheet with headings for evaluation.

Page 15 Check it

Rationale

To check understanding of some of the learning points in the unit; to identify any difficulties individual learners may have

Learners complete the tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help.

Task

- Go through the three activities with the learners to ensure they are clear about the tasks.
- For Activity C, vary the topic according to class interests and get them to write a genuine letter if they need to.

Page 16 Mini-projects

Materials

- Dictionaries
- Sports sections from local or national newspapers (Activity A)

Rationale

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the class

Learners can select one or all of the tasks. For more information, see the Introduction to the Teacher's Notes.

Activity A

Study a sports news article

- Use the opportunity to encourage learners to use/buy their own newspaper or use the local or college library. Only provide newspapers if this isn't appropriate. Monitor what learners have done and provide opportunities for feedback to the group.

Activity B

Phone a leisure centre

- Learners who did not do this activity as an extension task on page 8 should be encouraged to do it now.
- Set the task in class. Provide opportunities for feedback. Discuss what was easy/difficult for them and whether they were sent the information they asked for. Encourage them to transfer to different contexts as appropriate.

Activity C *Build your vocabulary for talking about sport*

- Learners work on this independently in their own time. Provide opportunities for feedback.

How am I doing?

Rationale

To encourage learners to evaluate their own learning; to provide a record of learning for the learner's progress record

Learners record and evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

Photocopiable resource sheet

Pages 8 and 9

Asking for information

Activity B

A

You are phoning for information about the local leisure centre. Prepare your own questions about your favourite sport but include questions such as:

- Where is the leisure centre?
- When is it open? When are the (keep fit) classes?
- How much does membership cost? How much are the (yoga) classes?

B

You are the membership adviser at the leisure centre. A customer phones and asks for information. Think about how you will answer the questions. They will ask you questions such as:

- Where is the leisure centre?
- When is it open? When are the (keep fit) classes?
- How much does membership cost? How much are the (yoga) classes?

If they ask questions you have not thought about ask them to wait politely to give you time to think of an answer. Ask them for their name and address to send out any information, and make sure you spell them correctly.