

Sports

Aim: to prepare students to write a leaflet

Level: Upper intermediate / B2

Language: describing the benefits of sports; language of persuasion

Time: 60 minutes + 30 minutes for exam task

Materials: one copy of the worksheets and exam question per student; one copy of Sports debate per pair of students

Reading

1. Hand out the worksheet.
 2. Ask the students to look at the pictures and elicit what they can see – can they identify the three sports: bungee jumping, kitesurfing and rollerblading.
 3. Find out if any of the students do / have done any of these sports and what they know about each.
 4. Explain to the students that they are going to read a leaflet from a company called *TeenUp*. Their task is to add the correct headings to the leaflet. Ask the students to try to do this individually first.
 5. Put the students in pairs and get them to discuss and compare their answers.
 6. Monitor and help where necessary.
 7. Check the answers as a class.
- Key:** 1. *Introduction*; 2. *The same old same ...*; 3. *Why TeenUp?*; 4. *What we have*; 5. *Dangerous?*; 6. *Join us*
8. Next, ask the students to read through the leaflet again and answer the questions.
 9. Put the students in pairs and get them to discuss and compare their answers.
 10. Check the answers as a class.

Key: 1. *That teenagers aren't active enough / spend all their time sitting down in front of computers*; 2. *Because they find them boring*;

3. *excitement*; 4. *They have a range of sports and they provide a trainer to help make sure the teenagers get the most out of them*; 5. *six*; 6. *By having qualified trainers and making sure safety is an important consideration*; 7. *dull, dreary and static*

Language focus

1. Tell the students that there might be some new words in the text or words where the meaning is new.
 2. Ask the students to read through the definitions and then to try and find words or expressions in the leaflet that match the definitions.
 3. Monitor and help where necessary (for example, tell students that the definitions are in the same order as the words and expressions in the text).
 4. Put the students in pairs and get them to discuss and compare their answers.
 5. Check the answers as a class.
- Key:** a) *active*; b) *dynamic*; c) *thrills*; d) *dedicated*; e) *extensive*; f) *second to none*; g) *dreary*; h) *static*
- Note:** The follow activity has been designed to get students to notice a little bit more about the type of language used in the leaflet.
6. Ask the students to read through the questions and then look at the leaflet again.
 7. Put the students in groups and get them to discuss the questions.
 8. Open this out to a class discussion.

Suggested key: 1. *It's informal and quite 'chatty'*; 2. *no*; 3. *The language is supposed to be persuasive so it should make you feel interested and that you are missing out on something exciting.*

Writing

Note: This activity is designed to get the students thinking about what they might write in their own leaflet. Brainstorming ideas is an important first step in any writing the students might do.

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1. Put the students in pairs or small groups and ask them to read the task.
2. Ask the students to work together and make notes about what they would write in each section and in what order the sections should go – they might also want to think of more interesting headings for the sections.
3. If there is time, get the groups to design and write up their leaflets. These could then be displayed around the classroom.

Speaking (Optional)

1. Divide the class into two groups – A and B. Get all the students to sit together in their groups.
2. Distribute the Sports debate cut-up handouts to students in each group, A and B respectively.
3. Explain the activity aim: in their groups, students brainstorm arguments for a discussion to be held in pairs at a later stage. Tell students that there are four sports-related issues to discuss. Each group is required to take a stand for or against each point, as suggested on their cue card.
4. Set a time limit of about ten minutes. In groups, students brainstorm arguments to support their standpoint. Monitor and offer help if necessary.
5. When they are ready, get the students to work in pairs (A and B) and to sit facing each other. They are going to have a discussion on the five listed issues. The student who is in favour of the opinion (for on the cue card) starts each discussion.
 - For student: express your opinion and provide arguments to support it.
 - Against student: express your opinion and provide contrasting arguments to support your viewpoint.
6. Put the following phrases on the board and encourage students to use them in their discussion:

Useful language

Adding points to a discussion

In addition to this, ... / Additionally, ...
 Besides, ... / Moreover, ... / Furthermore, ...
 We also mustn't forget that ...
 Another point to mention is ...
 Also, it must be pointed out that ...
 When it comes to ... , ...
 From a / an ... point of view, ...

Putting forward counter-arguments

I take your point. However, ...
 There is a lot of truth in what you are saying here. Nevertheless, ...
 Your arguments are well worth considering. Still, ...
 I must admit that I share your views to some extent. Nonetheless, ...

Teacher's notes

7. Set a time limit of about 10–15 minutes. Monitor and offer help if necessary.
8. When they are ready, ask a few students to quote the most convincing arguments given by their speaking partner. To conclude the activity, you may want to encourage students to share their own personal opinions on each of the topics.

Practice exam question

Note: This can either be done in the class (preferable) or set for homework.

- The students should read the task rubric telling them what they need to do.
- They should make notes about key ideas before they start writing.
- Give the students a time limit of 30 minutes for this activity.

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Suggested marking scheme:

Total mark out of 20 with each criteria worth up to 5 marks.

Content – answering the question

- 5 – answers the question and all the information included
- 4 – answers the question but one or two things missing
- 3 – answers the question but a number of things missing
- 2 – tried to answer the question but quite a lot missing
- 1 – failed to answer the question

Range of vocabulary and grammar

- 5 – used a wide range of vocabulary and grammar appropriate to the task
- 4 – used a wide range of vocabulary and grammar but not always appropriate to the task
- 3 – used a fairly wide range of vocabulary and grammar appropriate to the task
- 2 – used a limited range of vocabulary and grammar
- 1 – used a very limited range of vocabulary and grammar

Accuracy of language (i.e. spelling, tenses etc)

- 5 – minimal errors, well-developed control of language
- 4 – errors occur when attempting more complex language
- 3 – a number of errors but they do not impede communication
- 2 – a lot of errors, distract the reader, difficult understanding
- 1 – frequent errors, difficult understanding

Organization and appropriacy

- 5 – effectively organized and appropriate
- 4 – clearly organized, on the whole appropriate
- 3 – adequately organized, reasonable but not always appropriate
- 2 – inadequate organization, attempt to use appropriate format and register but unsuccessful, inadequate
- 1 – lack of organization, little or no awareness of appropriate format

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1 Reading

Read the leaflet and complete with the headings in the box.

Dangerous?

Why TeenUp?

Introduction

The same old same ...

Join us

What we have

TeenUp! SPORTS FOR A NEW GENERATION



(1) Introduction

We often hear adults complaining that teenagers aren't active enough and spend all their time sat in front of computers, but one reason for this might be because teenagers are tired of doing the same sports – we want something a bit more lively.

(2) _____

For a lot of teens the idea of hitting a ball over a net, throwing a ball through a hoop, or hitting a ball with a stick is no longer that interesting. What many teenagers want nowadays is excitement, dynamic sports full of thrills.

(3) _____

The good news for teenagers is that this is exactly what we provide at *TeenUp!* We have a range of sports to suit all. The best thing about it is that we also provide dedicated trainers to help you learn the sport and get the most out of it.

(4) _____

So, come along today and pick from a range of different sports. We offer kitesurfing, wall climbing, rollerblading, paintballing, archery, bungee jumping and much more ...

(5) _____

Sure, there's an element of danger – but life is full of dangers. To make your parents worry less we are fully certified, all our trainers are qualified and we have extensive insurance cover. Our safety record is second to none and we pride ourselves in making sure everyone enjoys themselves but stays safe.

(6) _____

So, come along and become part of the club. We can guarantee we'll have something for you and that you'll never want to go back to your dull, dreary static life sat watching TV or playing computer games. Come on – we dare you!



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Read the leaflet again and answer these questions.

1. What do adults often complain about?
2. Why are lots of teenagers uninterested in sports?
3. What do teenagers want from a sport?
4. How does *TeenUp* try to make sure teenagers enjoy the sports they offer?
5. How many different sports are mentioned?
6. How does *TeenUp* try to make sure everything is safe?
7. How does the leaflet describe life before *TeenUp*?

2 Language focus

Find words and expressions in the leaflet that match these definitions.

- a. _____ – doing many things and using a lot of energy
- b. _____ – full of movement and continuously changing
- c. _____ – exciting things that happen
- d. _____ – spending all their time and energy on one thing
- e. _____ – very large and complete / involving a lot of detail and information
- f. _____ – the best
- g. _____ – making you feel bored or unhappy / depressing
- h. _____ – not moving or changing

Look at the leaflet and answer these questions.

1. What do you notice about the language used?
2. Is it formal language?
3. How does the language make you feel?

3 Writing

A new fitness centre is opening near to where you live. They have asked you to design a leaflet for them. They want you to include information about the following things:

- The facilities
- Personal trainers and coaching
- Staying fit and healthy
- Meeting / making new friends
- Advice on exercise and diet
- Other reasons teenagers should join
- Anything else you feel is important

Remember that leaflets have lots of short sections with headings. Texts are never long, as leaflets should be quick and easy to read. Each section contains key information about an element of the overall topic.

Make notes about what you think should be included.

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4 Speaking

Sports debate

Student A

For: Competitive team sports are more likely to grow in popularity than individual sports.

Against: Televised broadcasts of sports events are better than watching events live.

For: Sports equipment should be provided free of charge to people to encourage them to take part in sports.

Against: Taking part in sports is less interesting than playing computer games for the generation of digital natives.

Student B

Against: Competitive team sports are more likely to grow in popularity than individual sports.

For: Televised broadcasts of sports events are better than watching events live.

Against: Sports equipment should be provided free of charge to people to encourage them to take part in sports.

For: Taking part in sports is less interesting than playing computer games for the generation of digital natives.

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Practice exam question

The *International Sports for Youth Organization* has started a new initiative trying to find ways to encourage young people to take up a sport. It wants young people to design a leaflet about a sport of their choice, it could be a national sport or simply one you are particularly interested in. The student who designs the best leaflet will win a trip to the sporting event of their choice anywhere in the world.

Write a leaflet advertising your sport. In your text you should:

- give information about the sport
- explain why the sport is so much fun
- persuade the readers that taking up a sport is good for them

Divide your leaflet into **sections** and give them **headings**. Write around **250-300 words**.