

The Sports page: Teachers' notes and tips

1 Pre-writing tasks: speaking

- a Write *sports* on the board and elicit the verb (*play* or *do*, not *practice*)
- b Ask students to tell each other if they do any sports: *what, when, how often*...listen for any interesting comments.
- c Ask one student to tell the whole class about the sports they do.

Tip: allow students to personalise the topic

Even if students don't do any sports most people enjoy watching a particular sport on TV. What is the national sport? Use feedback to show the difference between *beat* and *win* and other general sports vocabulary they may need for the lesson.

2 Pre-writing tasks: reading to identify sports

- a Handout the reading and ask students in pairs to look at the Sports round-up section only. What information can they read here? *Results / News*
- b Some classes are more interested and knowledgeable about sports than others. Depending on your class either let them read the results and work out the name of the sport, or write the sports randomly on the board for them to choose from.
- c Students write the missing words: *1 Football, 2 Rugby, 3 Cricket, 4 Tennis, 5 Cycling, 6 Marathon*. Which pair got them all right?

Tip: do an example first showing how the vocabulary can help them decide the sport

The first sport is a *match*, has a score of 2-2 and is played by both Brazil and Italy.

3 Pre-writing tasks: comprehension reading, plus grammar and vocabulary

- a Make one student in the pair A and another B. Regroup so all As sit together and all Bs too.
- b Now hand out the worksheet. Group A read about Ellen MacArthur and answer questions 1 and 2. (*Ellen broke the record by 1 day 8 hours*)
- c Group B do the same for the Liverpool match, questions 1 and 2 only.

Tip: think about classroom / time management

There are two groups working together on different tasks. Make sure that they are roughly doing the same thing at the same time, but don't rush any of the stages.

4 Writing: making notes

- a Group A and B start their question 3 at the same time.
- b Point out to both groups that the past simple in each one is connected to a specific time in the past – we know when these events happened - (*February 2001, Last night*) so that when they write there is also a time marker included. Think about how you will help with the vocabulary.
- c At this stage students should be making notes and simple sentences in their note books. Get them to help each other.

5 Writing: composing

- a Write on the board *and, but, so, because* and elicit from students some examples sentences to show their use. Refer to their use in the readings.
- b Students turn their sentences into paragraphs using the linking words. Ask another student to read the paragraphs and make helpful comments.
- c When students are ready they write the paragraphs neatly onto their Sports page. Get Group A to draw a picture of the sportsperson too.

Tip: keep it simple

Make sure the students aren't writing anything too complicated. The simpler the sentences the more successful they'll be (and less frustrated too). Encourage use of linking words.

6 Post-writing: reading and copying

- a Put the students back to their original pairs. Group A students read what their partner has written and vice versa.
- b If one student thinks their partner has written something they really like why not ask them to read it aloud? (and thereby provide a listening too.)
- c Students then copy their partner's writing onto their own Sports page.
- d Have they done enough? The Sports round-up can either be done for homework, in class now (the whole class together or in pairs) or as a follow-up activity in the next lesson.

7 Post-writing: speaking and listening

- a Students can either prepare an interview with their sportsperson, or perhaps they could read out the Sports round-up as if they were reading the news on the radio/ TV. The other students listen – how many different sports did they mention?

Overall tips: make sure there's enough time...

These kind of writing activities done in class usually take longer to do than expected. How long do the students realistically need to do this? If the students can do this without being rushed they'll enjoy it much more.

...and respond to your students wants and needs

Do you think your students would enjoy doing all the writing themselves? Perhaps if sport is the theme for a week or so students could write one article over three lessons.

Please note:

This writing task is one of many that make up pages for *One World* magazine. When the students have finished this activity ask them to keep the page somewhere safe. In the future, when all the pages are written, the students will have an opportunity to design a front cover and put the pages together to make a complete magazine.