

Teacher's Notes: Sport

Level: B2

Topics: Sport, football

Time (approx):

Get thinking: 10 minutes
Reading: 20-25 minutes
Follow up: 15-20 minutes
Over to you: task for homework;
presentations in next lesson

Preparation:

one set of worksheets per learner
online access

Get thinking!

Ex. 1 Let learners know that in this lesson, they will be learning about sports.

Give learners p.1 or show digitally. Draw attention to the photos of the ten sports. Choose learners to volunteer the names of the sports pictured. Check pronunciation as you write the names on the board.

Divide learners into pairs or small groups. Instruct learners to discuss the four questions in Exercise 1. Monitor and feedback.

Diversity notes: The girl playing volleyball is wearing a headscarf. There are different names for different types of head coverings. You can learn more here: <http://artsatmichigan.umich.edu/ink/2019/12/23/types-of-headscarves/>

The surfer has a prosthetic leg.

The girl who is boxing has Down's

syndrome. We don't use 'suffers from' to

describe conditions like Down's syndrome nowadays.

Please note that terminology may vary in UK and US English. If in doubt, look at relevant charity websites for the correct terminology.

Reading

Explain that learners are going to read about a famous footballer. Instruct learners to look at the photo of Lily Parr. Invite predictions about the photo as a class.

Direct learners to Exercise 3. You may need to pre-teach **hall of fame**: (n: UK /,hɔ:l əv 'feɪm/ US /,hɑ:l əv 'feɪm/ : a building that contains images of famous people and interesting things that are connected with them.) In pairs, learners discuss their predictions.

Ex. 4 Learners read the text. Once finished, they check their answers with a partner.

Direct learners to multiple choice questions in Exercise 5. Ask learners to complete individually, and check in pairs. Class feedback.

Extra Point learners to the blue box describing a **legend**. Check pronunciation. Have a quick class discussion on who learners may classify as legends.

Follow up

Alert learners to the five verbs in bold in the text. Individually, learners match with similar words in Exercise 6. Class feedback.

Individually, learners complete Exercise 7, check in pairs. Class feedback.

Diversity note: Many people in sport prefer the gender neutral term sports person / people to sportsman and sports woman.

In pairs, learners discuss the questions in Exercise 8. Allow at least five minutes for

this. Monitor. Class feedback.

Over to you ...

Remind learners of the people they mentioned in the “Extra” stage above. Allow learners to choose one person they admire. Draw learners’ attention to blue box for ideas.

Ask learners to research their chosen person. This could be done as homework, including the writing task, and presented in the next lesson. Alternatively, give learners some time in class to complete research and tasks.

To finish off the lesson, ask learners to tell their partners as much as they can remember about Lily Parr.

Answer key

1 The sports in the photos are (from left to right): volleyball, rugby, football, basketball, skiing, boxing, surfing, cricket and tennis.

2 The photo is of Lily Parr. In this photo, she is probably around 20 in the 1920s.

3 / 4 Learners’ own answers.

5 1 c; 2 b; 3 a; 4 b

6 a announced; b tackle; c boost; d rejected; e pursuits

7 a tackle / tackled; b pursuits; c boosts / will boost / boosted; d announced / has/have announced; e will / are going to reject

8 Learners’ own answers.

Over to you ... - Learners’ own projects.

Useful websites

The FA have a history of women’s football [here](#).

The British Library also have a section on the [history of women’s football](#) in the UK.

The National Football Museum’s page on [Lily Parr](#).

Spartacus Educational has an extensive article about Lily Parr which can be found [here](#).

Acknowledgements

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My website is [here](#).

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