Lesson plan | Sport is GREAT

**Topic:** Sport  
**Level:** Intermediate +  
**Time:** 90 minutes+

**Objectives:**
- To discuss the importance of sport on an individual level and in an international context
- To identify the meaning of and use vocabulary in the context of sport
- To identify the meaning of and use idioms in the context of sport
- To write a narrative about one’s life and achievements

**Introduction**  
This lesson is about sport and its place in society. It develops speaking and writing skills and the use of context-specific vocabulary and idiomatic language. The students’ own experiences and opinions form the basis of all discussions and written work.

**Procedure**

**Task 1**  
**Warmer and vocabulary (15 mins)**

1.  
   - Hand out the first worksheet for Task 1 and ask students to make four statements about sport, using the words in each word cloud
   - Monitor, giving support as required
   - After 5 minutes, establish the correct answers and display these on the board (early finishers could do this while the other students complete the task)

2.  
   - Explain that the statements were all made by a famous sportsperson and that you will show them a video including the statements
   - Explain that they need to establish in which order the statements were made
   - Play the video (twice if necessary):  
     https://www.youtube.com/watch?v=A3N1TK2tXhg
   - Establish the correct answers. Students discuss if they agree with the statements.

3.  
   - Hand out the second worksheet for Task 1 and ask the students to look at the poster
   - Discuss the questions as a class

**Task 2**  
**Speaking (10 mins)**

- Hand out the worksheet for Task 2
- In pairs, the students prepare and discuss their responses to the first three personal questions before discussing sport in a wider sense
- Monitor and make notes of common errors
Lesson plan | Sport is GREAT

• As a group, elicit responses to, and promote debate about, the statement in Question 2
• Feedback any common errors that were noticed during pair discussion

Task 3
Vocabulary (10 mins)

• Explain to students that they are going to focus on a text about Ade Adepitan
• Hand out the worksheet for Task 3 and ask students to make sentences using the words/ phrases they know from the word cloud, before asking them to make a note of words/ phrases they don’t know
• Ask students to write their suggestions on the board
• Address any errors in the sentences as a class and identify the meaning of unknown vocabulary, drilling for accurate pronunciation
• Tell students that they will now be able to find out if their sentences were true or not – perhaps the text will include some of their sentences!

It’s quite important to give sufficient emphasis to this part of the lesson as it provides an opportunity to focus on vocabulary that students will encounter in the following dictation task. Identifying the meaning of isolated words from idioms helps emphasise that idioms are ‘chunks’ of language, which only make sense when treated as such (i.e. they can only be deciphered by taking a top-down approach).

Task 4
Running dictation (15 mins)

• Put students in pairs and allocate one ‘runner’ and one ‘writer’
• Attach copies of the running dictation text (see ‘text for running dictation’ below on this lesson plan) to the classroom wall, or just outside the door (to make the activity fair, the texts should be the same distance away from each ‘writer’)
• Explain to the students that they must work in pairs to rewrite the text – the ‘runner’ must go to the text, remember a chunk of language, return to the writer and relay this language in order for the writer to write it down
• Set a time limit (10 minutes) and monitor (if no pair has accurately completed the text within the time limit, the winning pair is the one who has written the most with the greatest accuracy)
• Afterwards, make sure each pair has a copy of the text to check their answers and refer back to throughout the rest of the lesson

You may want to dictate the first paragraph and allow each student in each pair to take it in turns to dictate the second and third paragraphs to each other. For further explanation and suggestions about using running dictations, see here: http://www.teachingenglish.org.uk/activities/running-dictation
Lesson plan | Sport is GREAT

Task 5
Idioms (15 mins)

1. 
   • Explain that the dictation text contained seven idioms in the context of sport
   • Ask students to match each idiom to its correct definition
   • Monitor, giving help as requested, and then feed back correct answers as a class

For a more kinaesthetic feel, you may like to make the table of idioms and definitions into cards for students to match up. Alternatively you could hand out the individual cards at random in order for students to mingle to find their ‘pair’.

2. 
   • Instruct students to complete the gaps with the correct idiom
   • Monitor, encouraging students to use the correct verb forms
   • Feed back correct answers as a class
   • Demonstrate how the National Corpus can be used to find further examples of idioms in use: http://www.natcorp.ox.ac.uk

Task 6
Writing (15 mins)

• Encourage students to write a narrative about their own achievements, using as much of the vocabulary, and as many of the idioms covered in the lesson, as possible
• Remind students that it would be unnatural to use too many idioms all in one go, however, for the purposes of learning idioms effectively, it can be useful to learn them as a lexical set
• Explain to students that their narrative does not necessarily have to be about sport, because the idioms can be used in relation to any kind of achievements/ experiences
• Encourage students to pair check their work and read their work aloud to their partner

Students could record themselves reading their work aloud at http://vocaroo.com/. This gives them the opportunity to self-correct. They can even send their recordings to you so you can give more detailed feedback.

Cooler.
Word card games (10 mins)

The word cards are made up of a selection of context-specific vocabulary (words, phrases and idioms) used throughout the lesson. There are a number of different games you could play with them. Less able students may be allowed to refer to their worksheets for extra support. Below are a few suggestions:

Suggestion 1:
Lesson plan | Sport is GREAT

- The class is divided into small groups and each group is given a set of cards
- The teacher describes the vocabulary on a card to the whole class and someone from each group must bring the answer to the teacher
- The first person to hand in the correct vocabulary card wins the point for their team
- The team with the most points at the end is the winning team

Suggestion 2:
- Divide the class into 2 teams
- Flip a coin to decide which team starts
- One member of the first team stands at the front of the classroom and the rest of that person’s team chooses a card at random from the pack
- The team has one minute to give the member at the front of the class as much information about the vocabulary on the card as possible in order for that person to guess what the vocabulary is – if they can do this, they win a point
- If, after one minute, the person at the front cannot guess what the vocabulary is, the other team has the opportunity to guess and win the point for their team
- Teams take it in turns and play continues until all the cards have been played
- The team with the most points at the end wins the game

Suggestion 3:
- Divide the class into small groups of 3-4
- Allocate a ‘quizmaster’ in each group (for differentiation purposes, this should be the most able member of the group)
- The quizmaster has the cards and gives clues to the other members of the team, who must guess the vocabulary on each card
- The first player to guess correctly wins that card and the person with the most cards at the end is the winner

SUGGESTED ANSWERS

Task 1
Warmer and vocabulary

1.
1. Sport is the most powerful international language.
2. Sport at its highest level is of course borderless.
3. Sport is deep in the DNA of every community.
4. Sport has an international reach that is beyond compare.

2.
1. Sport is the most powerful international language.
2. Sport has an international reach that is beyond compare.
3. Sport is deep in the DNA of every community.
4. Sport at its highest level is, of course, borderless.
Task 4

Text for running dictation
Ade Adepitan was born in Nigeria in 1973. As a child, he contracted Polio, which left him unable to use his left leg and eventually prevented him from walking. Against all odds, Adepitan has become an extremely successful sportsman. As one of Britain’s best wheelchair basketball players, he has received many awards, including an MBE in 2005 for his services to disability sport. At just three years old, Adepitan moved to England with his mother to join his father. From an early age, he dreamt of becoming an international sportsman and, despite the difficulties he faced, decided to give it his best shot.

In 2004, Adepitan competed as a member of the Great Britain team at the Summer Paralympics in Athens. The team gave the opposition a run for their money and won the bronze medal. Later, at the 2005 Paralympic World Cup they won hands down and took the gold medal home.

Still a keen sportsman, Adepitan has not yet decided to throw in the towel, although he has also proven he’s not a one trick pony by working as a TV presenter, campaigner and charity worker. He sends a message of positivity to people and encourages them to believe that the ball is in their court and that they have the power to make their lives a success.
Lesson plan | Sport is GREAT

Task 5
Idioms

1.
1. c
2. e
3. a
4. f
5. b
6. g
7. d

2.
1. one trick pony
2. against all odds
3. a run for his money
4. won hands down
5. throw in the towel
6. the ball’s in your court
7. give it his best shot

Idioms in text

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## Cooler Word cards

<table>
<thead>
<tr>
<th>awards</th>
<th>against all odds</th>
</tr>
</thead>
<tbody>
<tr>
<td>team</td>
<td>to give it your best shot</td>
</tr>
<tr>
<td>medal</td>
<td>to give someone a run for their money</td>
</tr>
<tr>
<td>campaigner</td>
<td>to win hands down</td>
</tr>
<tr>
<td>wheelchair</td>
<td>to throw in the towel</td>
</tr>
<tr>
<td>Paralympics</td>
<td>to be a one trick pony</td>
</tr>
<tr>
<td>opposition</td>
<td>the ball is in your court</td>
</tr>
<tr>
<td>keen</td>
<td>international</td>
</tr>
<tr>
<td>------------</td>
<td>---------------</td>
</tr>
<tr>
<td>charity worker</td>
<td>disability sport</td>
</tr>
</tbody>
</table>