

Sport

Topic

Sports and equipment, extreme sports

Aims

To develop and practise (depending on stages chosen):

- vocabulary: sports, sports clothes and equipment, extreme sports, sports day sports, football vocabulary
- structure: would like to; could/couldn't, had to/didn't have to
- integrated skills: listening, speaking, reading, writing

Age

Primary (7–11 years)

Time

90 minutes approximately (depending on stages chosen)

Materials

1. Flashcards
<https://learnenglishkids.britishcouncil.org/flashcards/sports-flashcards>
2. Word games: 'Sports 1', 'Sports 2', 'Sports equipment' and 'Sports - extreme'
<https://learnenglishkids.britishcouncil.org/word-games/sports-1>
<https://learnenglishkids.britishcouncil.org/word-games/sports-2>
<https://learnenglishkids.britishcouncil.org/word-games/sports-equipment>
<https://learnenglishkids.britishcouncil.org/word-games/sports-extreme>
3. Story, activity sheet, answers and transcript: 'Buzz and Bob's big adventure'
<https://learnenglishkids.britishcouncil.org/short-stories/buzz-and-bobs-big-adventure>
4. Song, activity sheet, answers and lyrics: 'The busy buzz song'
<https://learnenglishkids.britishcouncil.org/songs/the-busy-buzz-song>
5. Story, activity sheet, answers and transcript: 'The spelling sports day'
<https://learnenglishkids.britishcouncil.org/spell/the-spelling-sports-day>
6. Story, activity sheet, answers and transcript: 'My secret team'
<https://learnenglishkids.britishcouncil.org/short-stories/my-secret-team>
7. Song, activity sheet, answers and lyrics: 'We're going to win'
<https://learnenglishkids.britishcouncil.org/songs/were-going-win>
8. Word games: 'Olympics and Paralympics 1' and 'Olympics and Paralympics 2'
<https://learnenglishkids.britishcouncil.org/word-games/olympics-and-paralympics-1>
<https://learnenglishkids.britishcouncil.org/word-games/olympics-and-paralympics-2>
9. Your turn: 'Sports'
<https://learnenglishkids.britishcouncil.org/your-turn/sports>

10. Worksheets: 'Sports' and 'Football'

<https://learnenglishkids.britishcouncil.org/worksheets/sports>

<https://learnenglishkids.britishcouncil.org/worksheets/football>

11. Large pieces of paper for posters (stage 2)

For a complete list of all 'Sport' content on LearnEnglish Kids, click here:

<https://learnenglishkids.britishcouncil.org/category/topics/sport>

Introduction

In this lesson, learners will review vocabulary for sports and extend it with the clothes and equipment needed to play various sports, then make a poster about a sport. Then they will learn vocabulary for extreme sports, watch a story about an extreme sport adventure camp, practise the 'would like to' structure and survey their classmates. Finally, they will either watch a story about a school sports day and design a sport, or they will watch a football-related story and write about their favourite team.

Procedure

1. Introduce the topic (5–10 mins)	<ul style="list-style-type: none"> • Pretend to kick a ball. Ask learners what sport you are playing and elicit 'football'. Now ask learners what other sports they know, and brainstorm them on the board. Use the 'Sports' flashcards to introduce some sports they don't know. Then play the 'Sports 1' and/or 'Sports 2' word games. • Alternatively, put learners in small groups and ask them to write a list of all the sports they can think of. Which group can write the longest list? • As you brainstorm or learners read their lists, ask them to mime each sport. Then put them into pairs. They can mime a sport to each other and try to guess what it is. Try this as a whole class activity first until they get the idea.
2. Sports clothes and equipment (20 mins)	<ul style="list-style-type: none"> • Use the 'Sports equipment' flashcards or play the 'Sports equipment' word game as a class. What equipment do learners need for their favourite sports? • Now write the following sports on the board: football, skiing, tennis, swimming, ice hockey, surfing, running, skateboarding. Ask learners to work in small groups and assign (or let them choose) one or two of the sports to each group. Depending on their level, ask them to write or draw the clothes and equipment that you need for that sport. • Next, learners play a game in new groups. One learner describes a sport by the clothes and equipment it needs and the others in the group try to be the first to say the sport. • For a more challenging activity, learners can choose a sport and make a poster about it. They can draw and write about the clothes and equipment needed, where it is played, the rules of the game, famous players of the sport and any other ideas they suggest. Monitor and help with language where necessary. When they have finished, display the posters around the room.
3. Extreme sports (20–30 mins)	<ul style="list-style-type: none"> • Ask learners if they know what an extreme sport is and if they can give you any examples. Show them the flashcards to help elicit or teach them, then play the 'Sports - extreme' word game.

	<ul style="list-style-type: none"> • Which extreme sports are the most dangerous? Put learners into small groups and give each group a set of the flashcards. Ask them to rank the sports in order of how dangerous they think they are. Get class feedback – does every group think the same? • Tell the learners they are going to watch a story about two cousins at an adventure camp. What extreme sports do they do? Play the ‘Buzz and Bob’s big adventure’ story. After the story, give them exercise 2 of the activity sheet to complete. • Now ask learners to complete exercise 4 of the activity sheet: what would they like to do at an adventure camp. Remind them to use the ‘I’d like to ...’ sentence stem. They can choose any sports they like. • Finally, learners can survey their classmates to find out which extreme sport they would like to do. Learners write five ‘Would you like to ...?’ questions in their notebooks, leaving space for ticks and crosses for the answers. Monitor and help as necessary. Learners now survey their classmates, putting a tick or a cross next to each question. Monitor and help while they are doing the survey. • After the survey, show learners how to make a bar chart to represent the answers. Do an example on the board. Demonstrate counting the ticks for each activity, then colouring the corresponding number of squares. Which extreme sports were the most or least popular? • Additionally, if you think your learners would enjoy it, you can also watch ‘The busy buzz song’ for learners to sing along to.
4. Sports day (15–20 mins)	<ul style="list-style-type: none"> • Ask learners if they have a sports day at their school. What is it, or what do they think it is? • Tell learners they are going to watch ‘The spelling sports day’ story. Ask them to find out what sports the children in the story do. • After the story, ask the learners to tell you what sports they saw and write them on the board: running race, egg and spoon race, obstacle race, tug of war, three-legged race. Learners can write the sports in their notebooks and draw pictures to illustrate them. If necessary, play the story again and pause it each time there is a sport. • Now tell learners they are going to invent their own school sports day sport! Brainstorm some ideas on the board, for example a clown skipping competition, where you have to jump the most times dressed as a clown, or a balance the book on your head race! Learners then draw a picture of their sport and write about it, giving it a name and explaining how to play. Encourage learners to be inventive! Monitor and help with language where necessary. • When they have finished, display the sports around the room so the other learners can read about them. • If you have the space or facilities, why not have a sports day competition! Choose whichever sports suit your space or facilities. If any of the sports that your learners invented in the previous activity are suitable, include them too. Put learners into teams and ask one learner from each team to compete in each sport. Afterwards, children can write about which sport was the easiest or hardest for them and why.
5. Football (15–20 mins)	<ul style="list-style-type: none"> • Alternatively, if your learners really like football, read the ‘My secret team’ story with them. First, ask them what football teams they support or like. Does everyone in their family support the same team?

	<ul style="list-style-type: none"> • Play the story. Ask the learners to watch and decide what the problem is for the boy in the story and how the problem is resolved. Give them exercise 1 of the activity sheet to complete. • If your learners have met past modal verbs before, give them exercise 2 of the activity sheet as a review of 'could', 'couldn't', 'had to', 'didn't have to'. Alternatively, ask them to complete exercise 3 of the activity sheet. • Finally, ask learners to write about either their favourite football team or their favourite team in another sport. If they don't have a favourite team, they can invent one. They can write about what football strip (or clothes) they wear, their favourite player, how many goals (or points) they scored in their last match (or game), why they like them, and so on. Brainstorm some ideas before they start, then monitor and help as they write. • Additionally, if you think your learners would enjoy it, you can also watch the 'We're going to win' song for learners to sing along to.
6. Round off activity (5 mins)	<ul style="list-style-type: none"> • Learners can sing either of the songs again or you could play the 'Olympics and Paralympics 1' and/or 'Olympics and Paralympics 2' word games to learn some further sports.
7. Setting homework (5 mins)	<ul style="list-style-type: none"> • Learners can watch the story, listen to the song or play any of the games again at home. If they are members of LearnEnglish Kids, they can also read the comments on the 'Sports' Your turn and then leave their own. • Alternatively, you could give them the 'Sports' or 'Football' worksheets to complete.

Contributed by

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