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Preface

This resource package is designed and developed in support of the *English Language Curriculum and Assessment Guide (Secondary 4 – 6)* (2007) and the *Suggested Schemes of Work for the Elective Part of the Three-year Senior Secondary English Language Curriculum (Secondary 4 – 6)* (2007)*. It provides learning resources and teaching ideas for the development and implementation of the elective module “Learning English through Sports Communication”.

Aims

The rationale behind the package is that students will have ample opportunities to enrich their English learning experience and extend a range of language abilities through exposure to texts related to sports communication. Carefully designed and sequenced, the materials and activities in this package aim to:

- develop students’ ability to understand a variety of written and spoken texts related to sports and analyse their typical features, language and structures;
- enhance students’ oral and listening skills by encouraging them to listen to and create spoken materials related to sports;
- reinforce students’ language skills and learning strategies through providing them with the opportunities to produce texts for sports coverage and promotion; and
- raise students’ awareness of the types, styles and conventions of sports writing and apply this understanding to their learning and use of the language.

How to use this resource package

This resource package comprises **student’s handouts**, **teacher’s notes**, **supplementary materials** and a **CD-ROM**. It covers the key focuses suggested in the SoW for the module, i.e. “Sports Vocabulary”, “Fan Talk”, “Quiz on Sports Knowledge”, “Presentation on Sports”, “Sports Advertising”, “Sports Product Review”, “Films on Sports”, “Sports Writing”, “Sports Commentary”, “Sports Songs”, “Survey and Report”, “Major Sports Events”, “Feelings about Sport; Sportsmanship” and “Final Display”. The package takes students through different stages, from understanding and analysing various sports-related texts to creating their own sports-related materials. Through engaging in a variety of learning activities, students are familiarised with the features, language and structures of sports writing and are given opportunities to apply their knowledge and skills in producing a range of spoken and written texts related to sports. Students will understand how the English language works in different sports-related texts and apply this understanding to their learning and use of the language. Given the range of learning activities in this package, teachers are encouraged to exercise careful planning, be selective about the materials and freely adapt them to suit their school contexts and students’ needs, interests and abilities. For instance, the learning activities for “Sports Product Review”, “Sports Commentary” and “Values of Sports” may be more demanding and are intended to enrich students’ learning experience. Teachers should use their discretion to decide whether to cover them or replace them with other more suitable learning activities.

Student’s Handouts

The learning activities on **the student’s handouts** (indicated by the page number prefix ‘S’) are categorised according to the main skill(s) practised, for example, reading/viewing, writing, listening, speaking, or a combination of these. They provide learners with opportunities to examine different types of sports-related text and engage in a range of reading/viewing, writing, listening and speaking activities, encouraging personal response and discussion as well as developing analytical thinking and appreciation.

Teacher’s Notes

The **teacher’s notes** (indicated by the page number prefix ‘T’) provide explanations of teaching steps and alternative teaching suggestions as to how to carry out the activities. Where appropriate, teachers may feel free to select and flexibly adapt the activities into assessment tasks to promote learning and teaching.

* From this point forwards referred to as SoWs

To help teachers to support “**less advanced students**” and stretch “**more advanced students**”, additional suggestions are contained in the “**Catering for Learner Diversity**” boxes. **Suggested time allocations** have been provided for each activity for teachers’ reference during lesson planning. However, the suggested time is for indicative purposes only and will vary according to learners’ needs and abilities. Teachers should use their professional judgement to gauge appropriate timings with a particular group of students in mind.

References to websites that contain materials helpful to the learning and teaching of particular activities are also included in the teacher’s notes. The weblinks or addresses which were accurate at the time this package was published are yet subject to change. Teachers might like to make use of a search engine to regain access to any resources that have been relocated, or may look for similar resources on the web.

Supplementary Materials

The **supplementary materials** section provides additional teaching suggestions, materials and resources for teachers’ use and reference. Teachers are encouraged to make use of them to cater for learners’ diverse needs and interests, to provide further language support, or to extend learners’ knowledge.

CD-ROM

The **CD-ROM** consists of an electronic version of the learning and teaching materials in this resource package, as well as recordings that support some of the learning activities. The text files are available in both PDF and MS WORD formats for ease of use and adaptation. The audio recordings in the CD-ROM include examples of sports presentations and commentary. Track numbers of the recordings are provided in the explanations for relevant activities and on the cover page of each focus in the teacher’s notes.

To further support the implementation of the module, other relevant online teaching resource materials for each module have been developed and can be accessed at the English Language Education Section website <<http://cd.edb.gov.hk/eng>>.

Acknowledgements

We are most grateful to Mr Philip Leetch for his expert input in designing the materials and activities for this resource package.

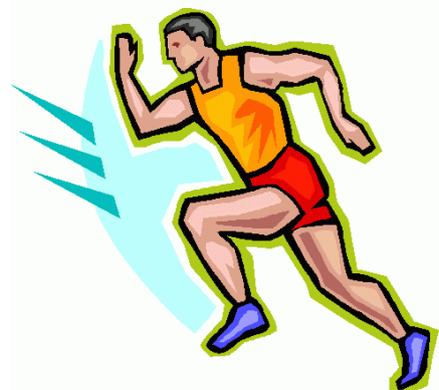
Module Introduction and Sports Vocabulary

Sports and Games

Learning Activity Vocabulary

Identify the following sports and games and write their names in the right column.

e.g. divided into track and field	a <u> t h l e t i c s</u>
1. played with bat, net and shuttlecock	b _ _ _ _ _
2. a bat and ball game very popular in the USA and Japan	b _ _ _ _ _
3. wheels and paddles needed	c _ _ _ _ _
4. an indoor game aiming at a board with a pointed object	d _ _ _ _
5. jumping into water	d _ _ _ _ _
6. fighting with special swords	f _ _ _ _ _
7. played on a course with 19 holes	g _ _ _ _
8. using the bars and horse	g _ _ _ _ _
9. graceful movement on the ice	i _ _ - _ _ _
10. a Japanese martial art	j _ _ _ _
11. involving fast cars	m _ _ _ - _ _ _ _
12. 100m, 200m and so on	r _ _ _ _ _
13. indoor game on a table with long cues	s _ _ _ _ _
14. a wall, racquets and a ball needed	s _ _ _ _ _
15. uses various strokes, lanes and water	s _ _ _ _ _
16. a bat, ball and table game	t _ _ _ - _ _ _ _
17. Korean martial art	t _ _ _ _ _
18. a Chinese martial art	t _ _ - _ _ _
19. played at Wimbledon's courts	t _ _ _ _ _
20. hitting the ball with hands, arms or fists	v _ _ _ _ _



Letters Page

Learning Activity Reading and Vocabulary

You are going to read some simple letters written by sports fans.

1. Read the letters and choose the most suitable heading for each from the list below:
 - A. Should Aim Higher?
 - B. We Did It!
 - C. Poor Judgement
 - D. Sad News
 - E. It's A Red World
 - F. Starting Winning Or Else...

<p>1. Wasn't Manchester United's win against Chelsea on Friday one of the best games ever? Are there any of your readers who still doubt the Reds are the world's greatest? If so, they are not facing reality!</p> <p>Kurt <input style="float: right;" type="checkbox"/></p>	<p>2. It doesn't seem fair to me that giant basketball players are allowed to use baskets of the same height as the rest of us. Sure, it must be easy to get the ball through the hoop when you are on a level with it. I say move the basket up and down according to the average height of the team.</p> <p>Ricky <input style="float: right;" type="checkbox"/></p>
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<p>3. What's wrong with Real Madrid this year? They just don't seem to be scoring goals. If they don't get more points soon they'll be in big trouble. Maybe the manager should think of some transfers. They need some powerful forwards to get the ball in the net.</p> <p>Vickie <input style="float: right;" type="checkbox"/></p>	<p>4. Did you see the referee in the Shatin-Taipo game? I know you should not argue with referees' decisions, but it's hard not to when they make so many mistakes. Dave Tong fouled Mike So really badly, but the referee was far away in a dream world of his own. Shame!</p> <p>Guy <input style="float: right;" type="checkbox"/></p>
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<p>5. We had a really great basketball match here on Saturday. The visiting team was far in the lead, we took a time-out, our coach changed our tactics and we became unstoppable, dribbling past the other guys and ending up so far in the lead that I thought our opponents would cry. No, to be fair - they took defeat gracefully and we enjoyed playing them - but it is nice to win!</p> <p>Smiley <input style="float: right;" type="checkbox"/></p>	<p>6. I hope everyone is feeling sympathy for Tracey Lai after her injury on Sunday at the big Hong Kong AAA Meet*. She had been running so well and was the favourite for the 200m, her best event, when she damaged a muscle during the hop, skip and jump. As a result Grace Hung took first, but she said herself it wasn't a real victory without Tracey competing. Let's hope she's fully fit for the international meet next month or Hong Kong will be without one of its stars.</p> <p>Batman <input style="float: right;" type="checkbox"/></p>
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* Hong Kong AAA Meet – an athletics event organised by the Hong Kong Amateur Athletic Association (HKAAA)

2. Find words from the letters on page S2 which mean the following and write them in the boxes provided. The numbers in brackets indicate the letters from which the words can be found.

Meaning	Word(s)
a. victory (1)	
b. nickname of famous team (1)	
c. ring of metal (2)	
d. group of players (2, 5)	
e. getting points (3)	
f. buying and selling players (3)	
g. played wrongly, breaking rules (4)	
h. judge (4)	
i. break (5)	
j. trainer (5)	
k. method of play (5)	
l. moving the ball (5)	
m. hurt to the body (6)	
n. athletics occasion (6)	
o. an example of field events (6)	

Fan Talk

Fan Letters

Learning Activity Reading and Writing

Read the sample fan letters below and answer the questions that follow.

Letter A

Dear Ada,
I just want to tell you that because of you I have taken up windsurfing. At first I was afraid of the water, but when I heard you on television saying how easy it was, I decided to give it a try, and now I am out on the sea whenever conditions are right. Of course, I am not a great windsurfer like you, but I do get so much enjoyment from it as I zoom across the waves. Thank you very much!

Letter B

Dear Mark,
I watch all your games and visit your fan website at least once a day. I bought your book on golf and have read every word three times. I have an "I love Mark Rowe" T-shirt and "MR Fan" cap. Now I have a favour to ask you. Can you please send me one of your old used golf balls? I promise I will treasure it and keep it as long as I live.
Thank you in advance for your kindness. I will never forget it.

1. Are fan letters usually long or short?

2. Are they written in a conversational/informal or formal style? Explain your answers with an example from each of the letters.

3. Why do the two letter writers write to their sports idols? What is the purpose of each letter?

4. Think of a sports player you would like to write to. Write a short letter to send to his or her website: Your letter should
 - be short
 - be conversational and informal in style
 - show/state your purpose of writing

Unofficial Website Introductions

Learning Activity Reading and Writing

When a fan creates a website for her/his idol, s/he needs to explain in its introduction why the star deserves a site and why people should support the star.

As in Text A below, the introduction may include the following:

- a reason for building the website
- the sports player's biography, including her/his achievement and qualities
- appeal for interaction with your readers or for their help

Text A

Amin Patel is probably the greatest cricketer of our time. He has attracted thousands of fans to the game with his star quality and good sportsmanship. He has used his fame to help improve the world. His foundation has given an education to many children who would not have received one except for Amin. He is a great bowler and one of the greatest batsmen of all time. He even catches with incredible skill. For all these reasons I deeply admire Amin and dedicate this website to him. Your suggestions on how this site can be improved are most welcome. Please email me at aminfan@email.com.

Player's
biography

Reason for building
the website

Appeal for
interaction with
your readers or
for their help

Now read Text B and identify the main features of a website introduction.

Text B

Some people have actually never heard of Celine Chau, one of the world's best squash players. When I realised this I decided more information about her needed to be available. This is what has inspired me to prepare this website. It has taken a lot of time, but I am sure there are many ways in which it might be improved. If you have any suggestions please email me and I will do my best to implement your ideas.

Celine was born in Hong Kong. She was always interested in racquet games and played tennis and badminton from an early age. A teacher at her secondary school recognising her talent introduced her to squash. She seemed born to play the game and within a year of starting to play it seemed impossible to find anyone who could beat her. Celine moved to Vancouver for her university studies and to find a coach adequate to her needs. She effortlessly wins championship after championship. I think she should be a household name. I hope this website will help to spread the message.

Sports Quiz

Learning Activity 1 Reading and Speaking

Quiz 1

Read the questions below and circle the correct answers in five minutes.

1. What game is played at the Hong Kong Sevens?
 - a Basketball
 - b Rugby
 - c Football

2. Which sport has been played on the moon?
 - a Golf
 - b Baseball
 - c Tennis

3. Which country did the football legend Pele play for?
 - a England
 - b Argentina
 - c Brazil

4. In which city is Old Trafford football stadium?
 - a Liverpool
 - b New Castle
 - c Manchester

5. What is the name of the round object field athletes throw?
 - a Discus
 - b Javelin
 - c Dart

6. In tennis, what does love mean?
 - a No points
 - b 15 points
 - c 40 points

7. For men's tennis, how many sets are there usually in a match?
 - a 5
 - b 4
 - c 3

8. Which team in NBA does Yao Ming play for?
 - a Chicago Bulls
 - b Houston Rockets
 - c Boston Celtics

<p>9. How many different sports are there in a pentathlon?</p> <p>a 4 b 5 c 6</p> <p>10. What is the nationality of tennis player Roger Federer?</p> <p>a British b Swiss c Spanish</p>		Score:	/ 10
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Quiz 2

Work in pairs and come up with short answers to the following questions.

<ol style="list-style-type: none"> 1. What equipment do you need for the sport of kendo? 2. What do you hand over in a relay race? 3. In a knock-out competition, if a football match is a draw at the end of time, how is the result decided? 4. What is the English translation of Real in Real Madrid? 5. What do we call a player who sits on the bench during a football game? 6. What colour are the cards that are given out during a football match for bad behaviour? 7. What does the word premier as in Premier League tell us? 8. What is a race involving a bike race, a running race and a swim called? 9. Which two European teams has David Beckham played for? 10. What does a doping offence mean? 		Score:	/ 10
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Your teacher will check the answers with you. Count the number of correct answers you get and see who gets the highest score in class.

Learning Activity 2
Reading and Writing

Get into groups of four and think of some sports topics that interest you (e.g. rules and regulations of various sports, the Olympics, football, basketball and sports terms). Search for information on the Internet and read texts related to these sports topics.

Set a quiz of ten questions on the sports topics you have read to test your classmates' knowledge of them. You may refer to the two quizzes in Learning Activity 1 for some ideas on the kinds of questions you can ask.

Develop and write down some questions for the sports quiz in the table below. Do not show other groups your questions and answers.

Note:

Try to have a variety of topics and question types, and a good mix of easy and more challenging questions to keep your classmates interested and motivated. You may set multiple choice questions or provide choices for the more difficult questions if necessary. Don't forget to prepare the answers.

No.	Question	Answer
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Learning Activity 3
Speaking

Your teacher will ask different groups to take turns to hold the quiz in class. Make sure you prepare the correct answers and check the correct pronunciation of names and terms before conducting the quiz orally in class.

Presentation on Sports

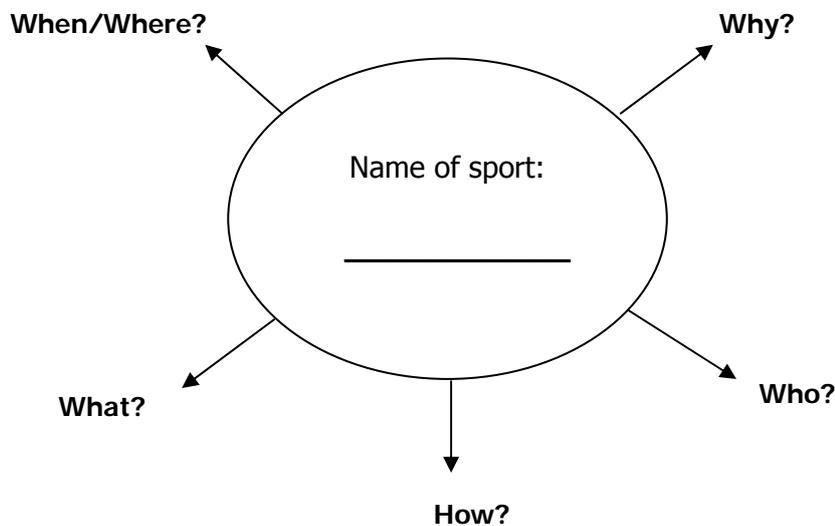
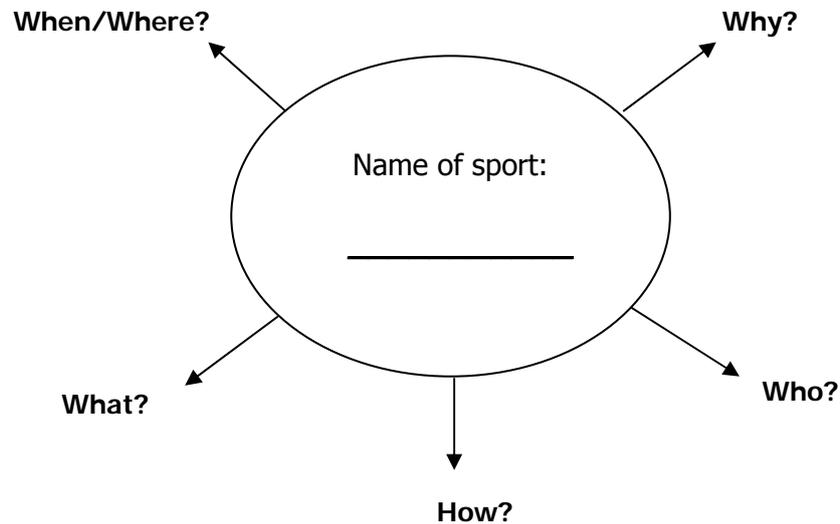
Presentation on a Sport

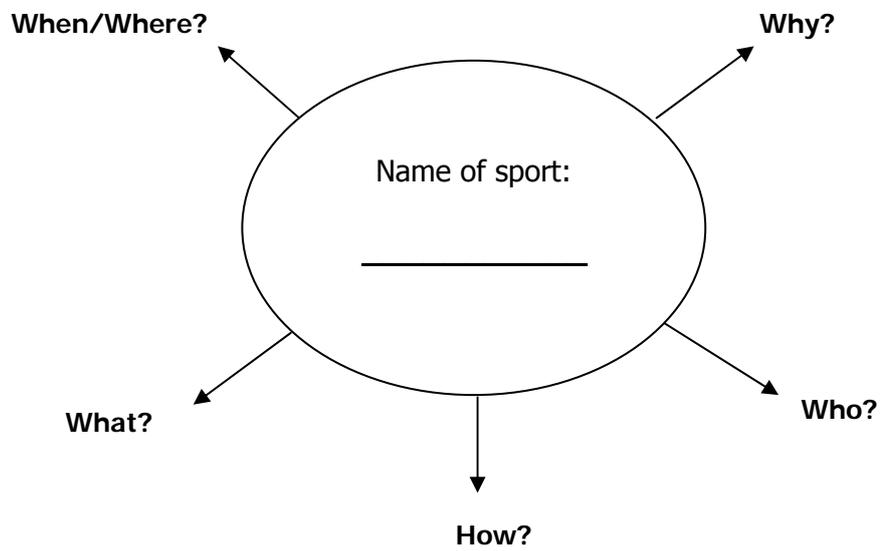
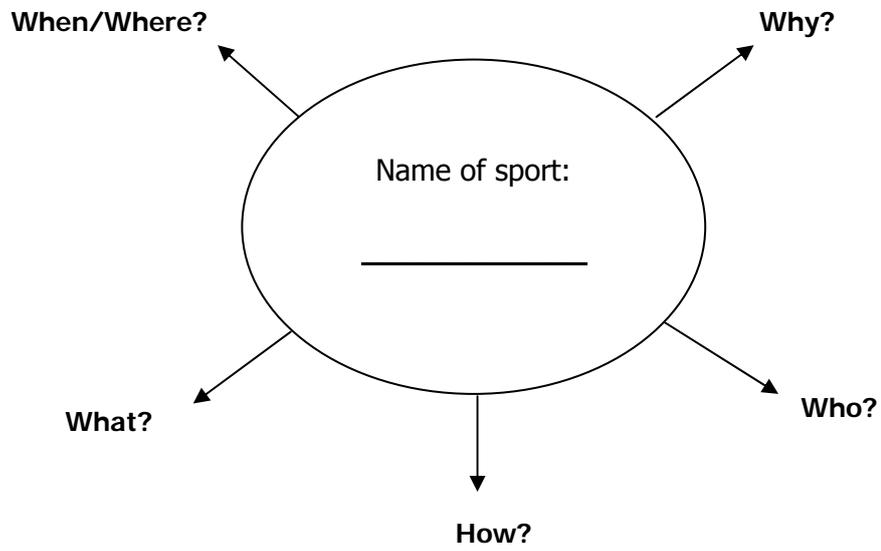
Learning Activity Listening and Speaking

A. Brainstorming

You are going to do a group presentation on a kind of sport.

In groups of four, each student chooses one favourite sport. Write all the names of the sports chosen by your group members in the bubbles below and on the next page. Then brainstorm and discuss ideas about the four sports using the "W5 + H" prompts (i.e. when, where, why, what, who and how) and write some notes in the mind maps. Think of some questions to ask yourself, e.g. "Where do people play this sport?", "What equipment do people need to buy?" and "How is the game played and how do people win in this game?". Towards the end of your discussion, decide on one sport that the whole group will present on.





B. Listening

You are going to listen to the recording of a group presentation similar to the one you are going to do. The talk has been prepared according to the plan below. Read the plan and listen to the recording once to familiarise yourself with the flow of the presentation.

A Sample Presentation on Basketball

The Plan

Speaker	W5 + H	Plan
1	What (is your presentation about)? How (is the game played)? Where and when (did the game start)?	<ul style="list-style-type: none"> ➤ Introduce the topic ➤ Describe how the game is played ➤ Give a brief history of the game
2	Where (do people watch the game)? Which (are some of the famous teams and players)?	<ul style="list-style-type: none"> ➤ Suggest places to watch the game ➤ List famous teams and players
3	What (kind of behaviour is unacceptable)?	<ul style="list-style-type: none"> ➤ Describe fouls
4	What (new words do you want to introduce)?	<ul style="list-style-type: none"> ➤ Introduce new vocabulary

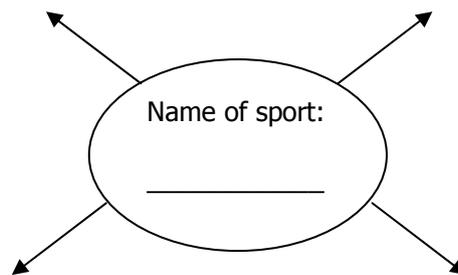
Listen to the recording once again and complete the table with details from the presentation.

Speaker	Plan	Details
1	Introduce the topic	<ul style="list-style-type: none"> • Basketball is the best game in the world
	Describe how the game is played	<ul style="list-style-type: none"> • It is played by two teams of _____ • Players throw a ball through a basket to score • Players cannot _____
	Give a brief history of the game	<ul style="list-style-type: none"> • The first game of basketball was played in the _____ in _____
2	Give places to watch the game	<ul style="list-style-type: none"> • You can watch the games at _____ or on _____
	List famous teams and players	<ul style="list-style-type: none"> • Famous teams: Houston Rockets, _____ and _____ • Famous players: Dwayne Wade, _____ and _____
3	Describe fouls	<p>Players cannot:</p> <ul style="list-style-type: none"> • take a long time to _____ • stop the ball going into the basket when _____ • use their body to _____
4	Introduce new vocabulary	<ul style="list-style-type: none"> • A Cinderella team means a team that no one thinks is good but _____ • A time-out is a short break when the players _____ • The point guard is the fastest player who _____ • Zone defence is when players watch _____ and try to stop the other team using it

C. Planning

Now you and your group are going to prepare an oral presentation on a sport which all members are interested in. To prepare your group presentation, follow the steps below:

- Read through and discuss the ideas you have put down in the mind map in Part A.
- Using the sample presentation on basketball in Part B as reference, draw up a plan for your group presentation.
- Work out the division of labour and each member should focus on one area or research for one section of the presentation (e.g. Speaker 1 on brief history of the sport, Speaker 2 on when and where to play/watch the sport, Speaker 3 on the rules and fouls and Speaker 4 on vocabulary related to the sport).
- Prepare your part of the presentation by researching the sport you have chosen and note down some key information in the mind map below:



D. Practice and Presentation

Now you will practise for your presentation. The notes on practice and presentation below serve to remind you what you need to pay attention to while you present your ideas with your group mates.

Notes on Practice and Presentation

Before your group gives a presentation in front of the classmates, you should:

- Organise your notes on a cue card and use them as your presentation notes. Do not write the full speech and read from the cue cards. Use words and sentence structures that you are confident with.
- Decide if your group wants to use any visual aids, e.g. PowerPoint, poster, picture, a piece of equipment.
- Practise in front of a mirror. Find the right speed (a bit slower than normal speaking but not slow in a sleepy way).
- Record yourself, listen and note your speed, tone, stress, intonation and pronunciation. Be sure you speak loud enough to be heard, use intonation to show your feelings, and pause where appropriate. Check how words should be pronounced if you are unsure.
- Practise as a group so everyone knows when to start speaking and there are no embarrassing gaps with people whispering, "It's your turn!" Remember to look at the audience as you speak and use appropriate gestures where necessary.
- Give your presentation a strong start and a proper ending.
- Make use of the "Group Presentation Feedback Form" given by your teacher to reflect on your groups' own performance and assess other groups' performances.

Some helpful sentence starters for your presentation:

Introduction

My presentation will be about...

Today, we're going to introduce...

Good morning, everyone. I would like to start by talking about...

Changing topic

Now let me go on to...

I'd like to move on to...

Concluding

To summarise, we've talked about...

To sum up, ...

Ending

This is the end of our presentation. Thank you.

We hope you've enjoyed our presentation. Thank you.

We hope you find our presentation informative and interesting. Thank you very much.

Presentation on a Sports Event

Learning Activity Listening and Speaking

What do you know about some of the world's biggest and most popular sports events? In the following activities, you will learn about some famous sports events and make an oral presentation about one major event.

A. "Think, Pair, Share"

Think quietly first about the questions below. Then, turn to one classmate and orally exchange responses with your partner. Finally, share ideas with a larger group or the class.

1. What is the last major sports event you watched on television or in person?

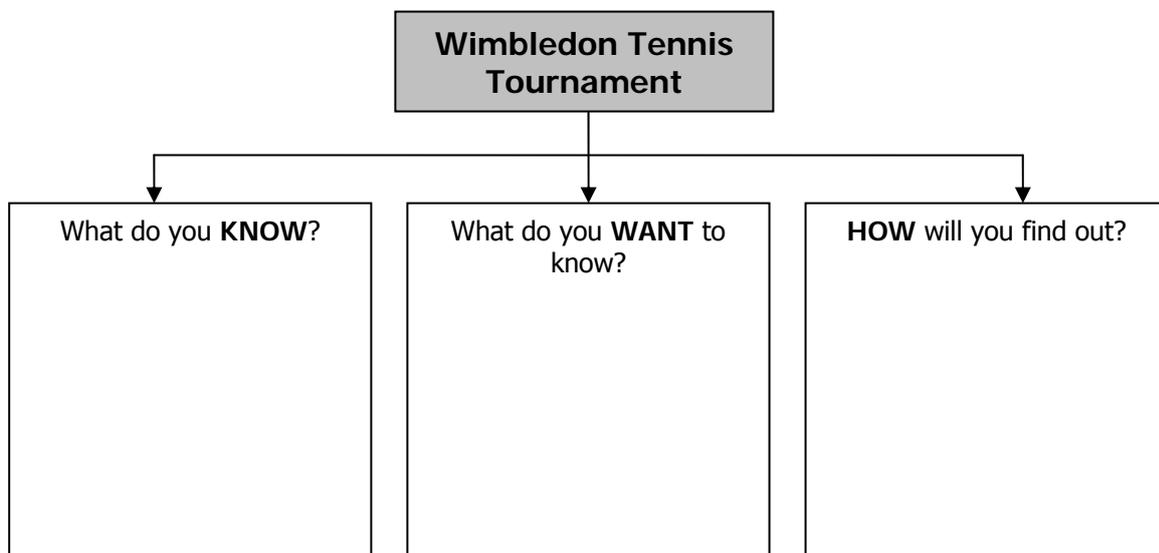
2. What major sports event would you most like to attend?

3. What major sports events do you think are of most interest to people in Hong Kong?

4. What major sports events take place in our region?

5. Did you watch any of the last Wimbledon Tennis Tournament matches?

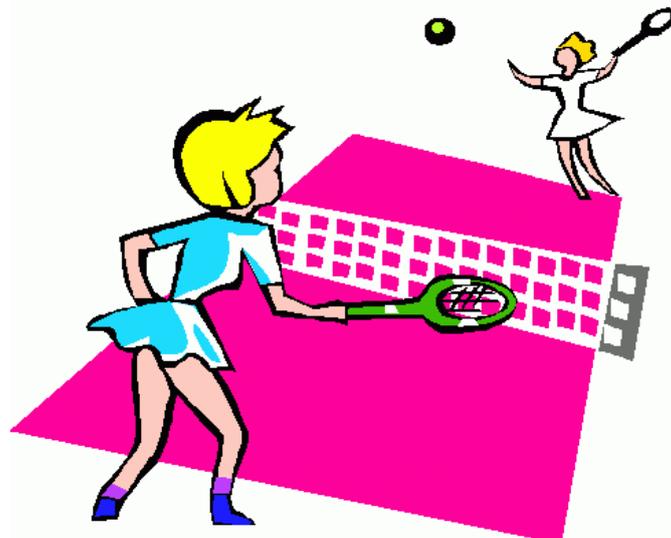
6. What do you know about the Wimbledon Tennis Championships? What do you want to know and how can you find out the information? Complete the diagram below.



B. Listening

You are going to listen to the recording of a presentation on a major sports event similar to the one you are going to do. Study the plan below and listen to the recording once to familiarise yourself with the structure of the presentation. Then listen to the recording again to fill in the information and details which elaborate this plan.

Introduction	1. The name of the event	Wimbledon Tennis Championships
	2. Where, when and how long	<ul style="list-style-type: none"> • Where: _____ • When: _____ • How long: _____
Body paragraphs	3. Why it is important; what makes it special	Attracts all the _____ in tennis; winning it makes one _____
	4. A little history	Among the world's _____ championships – the first was held in _____
	5. Any useful details	There are _____ courts at Wimbledon, with nearly _____ people attending the games every year
	6. A great champion of the event	_____ – winner of _____ ladies' singles titles, seven ladies' _____ and _____ mixed doubles titles; _____ on the court
Conclusion	7. Closing words of interest	If you have a trip to England, visit Wimbledon and enjoy the _____ and _____



C. Planning

You are going to do an oral presentation on a major sports event. Look at the list of examples below. Your teacher will now conduct a lucky draw to decide which sporting event your group will research and present to the class. Alternatively, you may make other suggestions to your teacher and come up with your own choice.

- Examples of some major sports events:**
- World Cup (football)
 - FA Cup (England) (football)
 - Hong Kong Rugby Sevens
 - Olympic Games
 - Paralympics
 - Winter Olympics Superbowl (American football)
 - US Open (golf)
 - Wimbledon (tennis)
 - Macau Grand Prix (motor racing)
 - Tour de France (cycling)
 - Asian Games
 - Baseball World Series

To prepare your group presentation, follow the steps below:

1. Study the sample presentation on Wimbledon Tennis Championships in Part B and draw up a plan for your presentation.
2. Research the event.
3. Write your ideas and findings for the presentation on a sports event in the table below.

Introduction
Body paragraphs
Conclusion

Sports Advertising

Learning Activity 1 Reading and Speaking

Read the advertising techniques below and answer the questions that follow.

Advertising Techniques

Emotional Appeal

1. A selling point
 - This track suit allows for maximum freedom of motion.
 - This energy drink is scientifically proved to boost your energy level.
 - RX-10 football boots are solely designed for real men.
2. Endorsement
 - Yao Ming uses it.
 - This is the only brand which David Beckham recommends.
3. Invitation
 - Join us in a world of wonder.
 - Be one of the team.
4. Price
 - You'll never get a better deal.

Language Devices

1. Positive adjective
 - Break the record with this pair of **fabulous** swimming trunks.
 - Our sunglasses make you look **superb**.
2. Alliteration (words starting with the same letter/sound)
 - **tremendous T-shirts for top tennis players**
3. Slogan
 - Sports shoes to dream in
 - The sports bag of super stars
 - Don't regret it – buy it!
4. Repetition
 - The **coolest** trainers for the **coolest** guys
5. Rhyme/rhyming words
 - You'll never **lose** when you wear our **shoes**.
6. Question
 - Why not buy it now?
 - Do you want to be a champion?
7. Simile/metaphor
 - You'll swim like a fish in our swimsuit.
 - Our tennis racquets are the best violins – they help you make music on the court.
8. Playing with letters

• **Jumphigher**

Which of the above advertising techniques do these phrases represent? Write the name of the technique in the right column. The first one has been done for you as an example.

e.g.	Cool socks — Cool feet	<i>repetition</i>
a.	It was love at first sight. He couldn't take his eyes away. Nothing would ever separate him from his Hui golf clubs.	
b.	Join the exclusive club!	
c.	Awesome!	
d.	hand-crafted clubs created by and for world-class champions	
e.	Andy Lau never leaves home without it.	
f.	the best canoe for sailing on the blue	
g.	rehydrates you and helps muscles recover fast	

Learning Activity 2 Reading

Study the following advertisement on a sports drink.

Thirst-Killer



Playing hard?

And there's one opponent worse than the other team...
yes, the THIRST MONSTER...

Quick! Open your **THIRST-KILLER!**
It's coool...man!

- ⇒ result of latest bio-tech research
- ⇒ awesome flavours
- ⇒ used by all top athletes
- ⇒ energy restoring

Th(e) first of its type: **THIRST-KILLER!**

Kills your thirst
In a burst
Gives you a buzz*
Oh yes, it does

*Buzz – feeling of excitement, thrill (slang)

By referring to Learning Activity 1 as well as drawing on your own knowledge, list the advertising techniques you can identify from the advertisement in the table below.

Technique	Example(s)

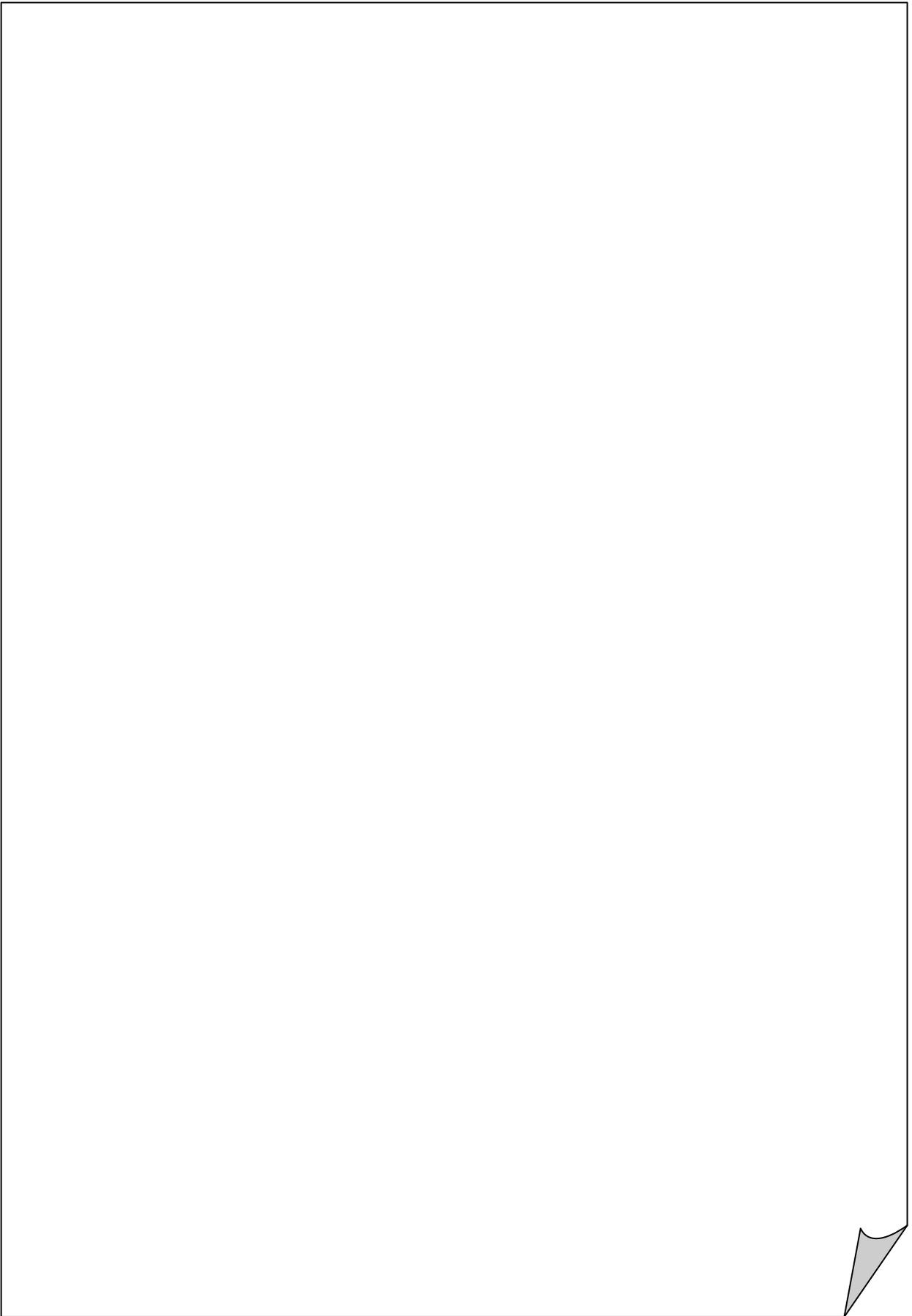
Learning Activity 3
Writing and Speaking

Search for more advertisements on sports goods from magazines and/or on the Internet and study the techniques they use to grip potential buyers' attention.

Decide on a product you would like to promote and sell to your classmates.

Design an advertising poster for your product, making appropriate use of some of the techniques you have learnt in this focus. Add some graphics to make your poster more attractive. After you have finished, you will be asked to present your product in front of the class using the poster.

Draft your poster or write down some ideas on the following page.



Sports Songs

A Quick Introduction to Some Features of Songs

Learning Activity 1

Listening

1. Your teacher will play a song related to sports. Listen and see if you can tell what the lyrics are about. Write down some key words in the box provided below.

2. Below are some features of songs. Do you already know some of them? Where did you come across them before?

A. Rhythm

Rhythm means the musical pattern of stressed and unstressed sounds in a line.

Take "***Park 'n Shop***" as an example, why are the letters "a" and "d" omitted in the shop's name?

This is because "and" is the small and unimportant word that is not stressed and can be shortened. When we say "***Park***" and "***Shop***" with more force, the result is a rhythm or musical pattern.

We can follow this with other lines using the same pattern and create a simple song or chant:

Park and **Shop**

Buy a **Fish**

Take some **Cheese**

Pay the **Bill**

The three sounds do not have to be in three words.

Peter Pan has the same rhythm and pattern, as does **fall apart**.

Activity:

Think of the nursery rhymes you have learned before. Identify the rhythm and underline the stressed sounds in the following lines from two well-known nursery rhymes.

1. Twinkle, twinkle, little star,
How I wonder what you are!
2. Old McDonald had a farm.

B. Rhyme

Rhymes are words that end in the same sounds.

Let's study the two lines from "*Twinkle, twinkle, little star*" again and note the underlined words:

Twinkle, twinkle, little star,
How I wonder what you are!

"Are" and "star" both have the final sound *ar* and they rhyme. It should be noted that spelling is not a good guide to rhyme. For example, "rear" and "bear" do not rhyme. It is the sound of the words that is important.

Activity:

Think of three more words which rhyme with *star*.

- 1.
- 2.
- 3.

C. Repetition

Repetition means using the same word, phrase or sentence more than once in the text, usually to emphasise the message or make the song more catchy and memorable. For example, the phrase "we are the champions" is repeatedly used in the song "We Are The Champions" by the band Queen.

Lyrics: http://www.lyricsfreak.com/q/queen/we+are+the+champions_20112595.html

Music: <http://www.youtube.com/watch?v=vofSgnnnIrI>

3. Now listen to the song again. Do any of the features above appear in the song? Note them down in the box below.

Learning Activity 2 Reading and Speaking

Read the following sports chants. In groups, refer to the features of songs you have learnt in Learning Activity 1 and discuss some of the song features you see in the chants below. Mark them on the lyrics and write down the name of the feature used.

1. We shall not be moved.
We shall not be moved.
We shall win the cup.
We shall win the cup.
We shall not be moved.
2. If we're going to win,
Clap your hands.
If we're going to win,
Clap your hands.

If we're going to win,
Stamp your feet and clap your hands!
If we're going to win,
Clap your hands.

3. We're going to win the game,
We're going to win the game,
We're going to win the game,
And soon you'll see we're right.
(tune: "For he's a jolly good fellow")
4. We'll be running round the stadium with the cup,
We'll be running round the stadium with the cup,
We'll be running round the stadium with the cup,
Just you wait and see,
We'll be running round the stadium with the cup.
(tune: "She'll be coming round the mountain when she comes")
5. Ashes to ashes, dust to dust,
Hate to beat you, but we must!
6. We are the greatest
Who you can't beat
'Cos we'll never
Never take defeat!
7. Listen to the sound,
Listen to the sound,
The beat of defeat!
8. One, two, three, four,
Who do we adore?
Five, six, seven, eight,
Who do we appreciate?
(Shout name of team)



Learning Activity 3
Writing and Speaking

In groups, write a sports chant for your sports team, your house, your class or your school. You might like to apply some of the features of sports chants you have learnt in this focus. Alternatively, you may adapt and rewrite one of the sports chants in Learning Activity 2. Perform your chant to the other groups after writing.



A large rectangular box with a black border, containing ten horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box, leaving a small margin on the right side.

Sports Product Review

Learning Activity 1 Speaking

Work with a partner or in a small group. Discuss the following and make notes in the space provided.

	My answer	My partner's answer
1. What do you need to think about when buying a basketball?		
2. What do you need to think about when buying a squash racquet?		
3. What do you need to think about when buying sports shoes?		
4. What do consumers need to know about themselves before they choose items such as sports equipment or clothing?		

Learning Activity 2

Reading

Read the sample review about a tennis racquet below. Identify the main idea and purpose of each paragraph and fill in the right column with a, b, c or d. The options can be used more than once.

- Establishing the topic
- Points for consideration
- Comments on the product
- Recommendation

Sample Product Review – Tennis Racquet

Paragraph	Content	
Introduction 1	There are so many models of tennis racquets in the market these days that one is spoilt for choice, but making the right choice is very important because it can mean years of pleasure and satisfaction in playing the game.	
Body Paragraphs 2	When you choose a tennis racquet, there are a number of things you need to think about. You need to consider your skill level, your size, and your playing style. Based on these factors, you then choose a racquet with the weight, balance, and size that will give you the best performance.	
3	Weight: Basically you need to choose the heaviest racquet you can handle easily. Avoid racquets that are too light as the lightness means more shock will go to your arm and wrist, leading to pain in the joints over time.	
4	Balance: Whether the weight of the racquet is distributed more towards the head (head-heavy) or the butt (head-light) is as important as the absolute weight of the racquet. A head-heavy racquet has more power; a head-light racquet is easier to handle but less stable.	
5	Size: As a general rule, a larger head gives you more power and a greater sweet spot, but less control. That is why an oversized racquet may be more suitable for a beginner while the intermediate or advanced players may go for a midsize or mid-plus one.	
6	Once you have thought about these factors, you can decide which category of racquet you are interested in. There are power, tweener, and control racquets. Power racquets are light and large ones. They are more suitable for beginners. Tweeners (from the word "between") are of medium weight and size and are suitable for intermediate players. Control racquets, with greater weight and smaller size, are suitable for the more advanced player.	
7	I looked at the Ace 4, a superb tweener racquet for a wide range of players. The Ace 4 offers an outstanding blend of power and control for intermediate and low-level advanced players, though beginners will like it too because this medium-weight frame is easy to handle. The mid-plus head size and large sweet spot enables the players to generate lots of power, even on off-centre hits. The racquet also offers great comfort because of its excellent built-in shock dampener.	
Conclusion 8	Ace 4 is a solid, all-purpose frame that will perform well in any situation, at the baseline or the net. Priced at \$650, the Ace 4 is an affordable racquet that represents excellent value for money. If you wish to perfect your skills for outstanding tennis performances, Ace 4 is definitely what you should get!	

Learning Activity 3 Reading

Read the product review on a jersey below.

Review on AC Jersey

What is your primary concern and reason for buying a new jersey? Is it solely because your favourite soccer or basketball team has a new strip and you feel like following? Well, there are more factors for a smart consumer to consider when choosing a new jersey.

Fabric: Sports fans like you are very likely to play sports in the latest jersey of their favourite sports teams or stars, but make sure you choose an absorbent fabric that helps wick sweat away and block the unpleasant smell. This keeps you dry and comfortable.

Durability: Jersey of good quality should not shrink or deform after machine wash.

Design: There are a variety of designs to choose from such as long and short sleeves, crew-neck and V-neck. Long-sleeved jersey is usually slightly more expensive than short-sleeved one. Choose the type which suits you the most.

AC jersey is famous for its timeless design. It is soft, very well-ventilated and comfortable. The highly durable jersey does not shrink, lose shape or fade after repeated machine wash. Short-sleeved outfits are only priced at \$200, which is definitely good value for your money. For another \$50, you will have your name and a lucky number decorated on the back of the jersey. Isn't it worth adding one to your wardrobe?

1. Refer to the review you have read and answer the questions below.

a. What factors does the writer suggest that we consider when buying a jersey?

b. Summarise what the writer thinks about the AC jersey in around twenty words.

c. If you are considering buying a jersey, would you go for AC jersey after reading the review? Why (not)?

2. Compare the review with the one on tennis racquet in Learning Activity 2. Do the writers introduce the topic and conclude the review in the same way? Explain your answer.

Learning Activity 4

Writing

1. Choose a sports product you have bought or would like to buy.
2. Do some research in sports shops or on the Internet.
3. Jot down some notes in bullet form in the table below.
4. Write a product review similar to the one in Learning Activity 3. You may refer to Learning Activity 2 for the structure of your review and the language notes on the next page for help.

Product	Research Information
Type	
Cost	
Description (colour/size/ material)	
Key Features/ Functions	
My Opinion	

Useful vocabulary/expressions for writing a sports product review:

1. Synonyms

- customers/potential purchasers/shoppers
- sports products/items/goods/gear
- satisfy/meet their needs/requirements
- buy/purchase
- choose/select/go for/opt for/pick
- choice/selection/option
- is suitable/right for hikers
- excellent/amazing/fantastic/superb/incredible/remarkable/incomparable

2. Talking about price

- at the top/bottom end of the market
- at the upper/lower end of the price range
- ____ is/are medium-priced/reasonably-priced/inexpensive/cheap
- ____ is/are dear/expensive/overpriced
- I pick up a good bargain from the market.
- We bought the ____ (e.g. fishing gear, table-tennis racket) at a low price/for a bargain price.
- This is good value for money/is worth buying.

3. Talking about other factors for consideration

- Materials: The ____ (e.g. shirt) is made of natural fabrics.
- Performance (how well it does something): It absorbs sweat effectively.
- Appearance (how it looks): There were glowing logos on both sides of the ____ (e.g. running shoes).
- Durability (how long it lasts): The ____ (e.g. socks) do not lose their strength or shrink easily.
- Maintenance (what you need to do to keep it in good condition): It is easy to care for and cold machine washing will do.
- Price and availability: It is available at an affordable price in all department stores and sports shops.

Useful language patterns or sentence structures for writing a sports product review:

1. Suggest + gerund or that clause

- I **suggest buying** *Intelligent* running shoes with the cushioning effect.
- I **suggest (that)** joggers **buy** *Intelligent* running shoes with the cushioning effect.

2. Recommend + noun or that clause

- I **recommend** *Intelligent* running shoes with cushioning effect to all joggers.
- I **recommend (that)** all joggers **buy** *Intelligent* running shoes with the cushioning effect.

3. The comparatives and superlatives

For shorter adjectives with one or two syllables, "-er" and "the -est" are used for comparison. For adjectives with more syllables, "more" and "the most ..." are used. Here are some examples:

- Cotton shirts are **more absorbent** than nylon shirts, but nano-garments are **the most absorbent**.
- *Intelligent* running shoes will be **cheaper** next year with mass production.

Note: words such as "favourite" and "unique" cannot be used with more/the most because they already mean that. In general we use *between* for two things and *among* for more.

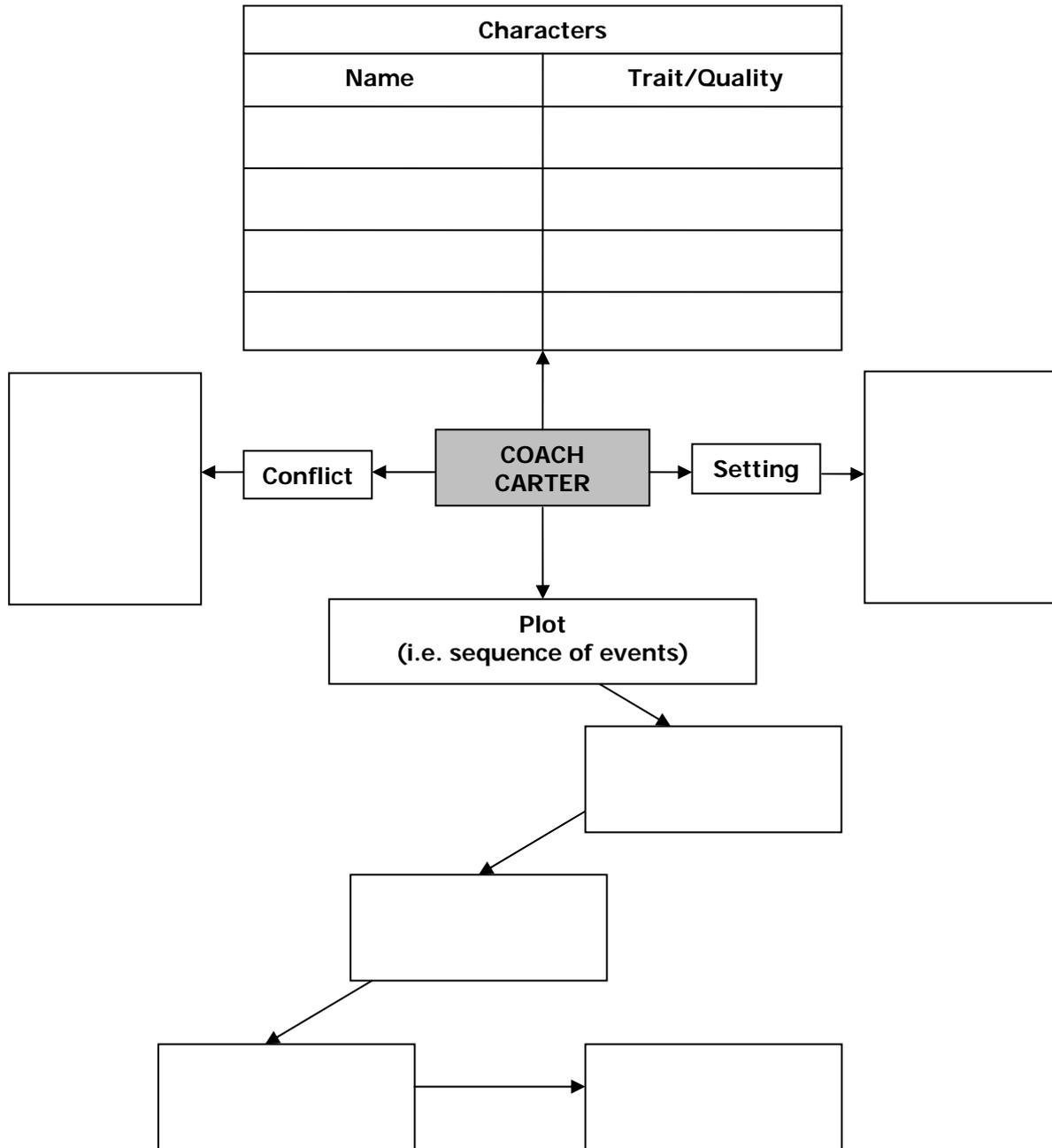
"the -er, the -est" pattern:

The heavier the racquet **the more powerful** the strokes can be, but the more tiring for the player.

Sports Film

Learning Activity Viewing, Writing and Speaking

1. You are going to watch a film about basketball titled "Coach Carter". Before you watch the film, preview the mind map below. As you watch the film, add some point form information to establish the characters, plot, setting, and conflict.



2. After watching the film, complete the worksheet below with the help of your mind map notes. Work with a partner and discuss your responses to the film.

<p>Film Title:</p> <p>Director:</p> <p>Cast:</p>	<p>Date:</p>
<p>Story Give a short summary of the film (plot, theme, etc.).</p> <p>What is the best part of the film?</p> <p>Do you like the ending? Why or why not?</p>	
<p>Scenes What are the best scenes in the film?</p> <p>Why are they successful? (You may talk about the plot, characters or film techniques such as editing, use of camera angles, colour and music).</p>	
<p>Characters Name three characters you like. What are their character traits? Use some adjectives to describe them.</p>	

Messages

Who do you think this film is intended for?

Write down any memorable phrases or lines you remember from the film.

What can you learn about life from the film?

Acting

Who do you think is the best actor/actress in the film?

Overall comments on the film:

3. You and your partner are going to use some of the information in the mind map and table in Questions 1 and 2 to give a short oral presentation on the film. Below is a sample presentation on the same film. Go over it to have an idea on how you can talk about the film and try to identify the focus of each paragraph. Put the appropriate letter from a-e in the brackets at the end of each paragraph of the text.

- a. what the speaker likes about the film
- b. summary of the story
- c. what the speaker has learnt from the film
- d. highlight of role/key action
- e. what the speaker dislikes about the film

Sample Presentation on "Coach Carter"

I would like to introduce you to a film called "Coach Carter". As you can guess from the title, it is about a sport, the sport of basketball. Ken Carter is a successful African American. He goes back to his old school in a poor part of San Francisco and becomes the coach of the basketball team. The boys on the team are not very fit and lose all their games. Coach Carter is very strict with them. It is funny seeing their faces when he tells them to run up and down the gym hundreds of times. If they argue with him he punishes them. Some of them do not like it and leave, but they want to come back when the team starts winning. ()

Coach Carter says the boys are student players. That means they must be good students as well as good sports players. He stops them playing when he finds their marks very bad. Some do not even go to class. They soon learn their lesson from him. ()

I like the film because there are many good basketball games. The camera work is good and the music makes everything exciting. I think the acting is good too. Samuel Jackson is very good as the coach. I also found it interesting to see an American high school. It is not very like our school. The students are very badly behaved, no one wears uniform, there are big school dances and many other differences. ()

Are there any problems? I think the film is a bit long and I didn't like the side story of one of the boys with a girlfriend who is going to have a baby. ()

The film teaches us not to give up, but always try our best. The boys do not win every game, but they become better people and their coach in the end is proud of them and they go to college. Please find time to watch this film. ()

4. Discuss with your partner how you are going to present your ideas to another pair and rehearse your presentation. The sample presentation is for reference only. You need not follow it in exactly the same way, but feel free to adapt it and include any points you think are appropriate.
5. Form yourselves into groups of four with two pairs of students in each. Take turns to present your ideas to the other pair in your group.

Sports Writing

A Report on a Sports Event

Learning Activity 1 Speaking and Reading

- A. A friend is going to write an article on your school's sports day/athletics meet. She asks you what you would expect and like to see in the article. In small groups, think of four items, such as *the name of the winning house*.
- -
 -
 -
- B. Read the following article on an athletics meet and answer the questions that follow:

A Day to Remember

Wu Hong School's Annual Athletics Meet took place last week and saw some splendid performances.

Ho Chi Wai (6C) won the most medals, an amazing four gold, three silver and two bronze. Cynthia Leung (6A), our Head Prefect, topped the medal table for girls with one gold, three silver and one bronze.

Eagles was the winning house, followed very closely by Bears, only five points behind.

One of the most exciting events was the Grade B Boys 100m final. Gary Cheung and Ko Wai Hung were neck and neck* until the last moment when Ko managed a final burst of* speed and crossed the finishing line just ahead of his opponent. He later said he was disappointed not to have broken the record.

The Form 6 versus Teachers Relay Challenge Cup was as ever highly popular with spectators who rushed forward to watch the race. 6C put in a good challenge but could not beat the science teachers, who had finished before some other teams, who won't be named here, had got round three laps*!

PE teacher and Meet organiser, Mr Tong, said the athletics meet had gone smoothly and that not many records had been broken. He said the only exception was Wong Mei Ling (1C) who broke the record for Grade C girls' long jump. We expect to be hearing more about her in the coming years.

The most dramatic moment came near the end of the Club Relay when Stanley Ho (4D) suddenly tripped up just before the finishing line and had to be carried off with a badly sprained* ankle. His misfortune cost the Swimming Club victory in the event.

The prizes were presented by Miss Rita Lo, Director of the Hong Kong Sports Association.

**neck and neck – very close (from horse racing)*

**burst of – increase in*

**laps – a lap is one complete round of the race-track*

**sprain – muscle injury*

1. Match the paragraph numbers with the paragraph focuses.

- | | |
|---------------|--|
| Paragraph 1 • | • <i>dramatic moment</i> |
| Paragraph 2 • | • <i>an exciting event with some description</i> |
| Paragraph 3 • | • <i>introduction + comment</i> |
| Paragraph 4 • | • <i>guest of honour</i> |
| Paragraph 5 • | • <i>top performer</i> |
| Paragraph 6 • | • <i>a popular event with some details</i> |
| Paragraph 7 • | • <i>winning house</i> |
| Paragraph 8 • | • <i>comment of the organiser</i> |

2. Which paragraph(s) contain humour?

3. Which paragraph(s) contain indirect speech?

4. What questions do you think the reporter asked when working on the article? Write down three questions that s/he might have asked.

a. _____

b. _____

c. _____

5. The following sentences are taken from the article. Rewrite them by using direct speech.

a. He later said he was disappointed not to have broken the record.

b. PE teacher and Meet organiser, Mr Tong, said the two days of athletics had gone smoothly and that not many records had been broken.

c. He said the only exception was Wong Mei Ling (1C) who broke the record for Grade C girls' long jump.

6. After reading the article, do you think the athletics meet was an exciting or boring event? Give your reasons.

Learning Activity 2 Writing

Write an article about the sports day/athletics meet of your school.

1. To plan your article, you should note down some information of the event:

WHO

Participants? _____

Levels? _____

Houses or teams? _____

Guests of honour? _____

WHEN and WHERE

Date and time? _____

School name? _____

Location of the meet? _____

WHICH

Which sports? _____

WHAT

What happened? _____

What was the most exciting or dramatic moment? _____

WHO

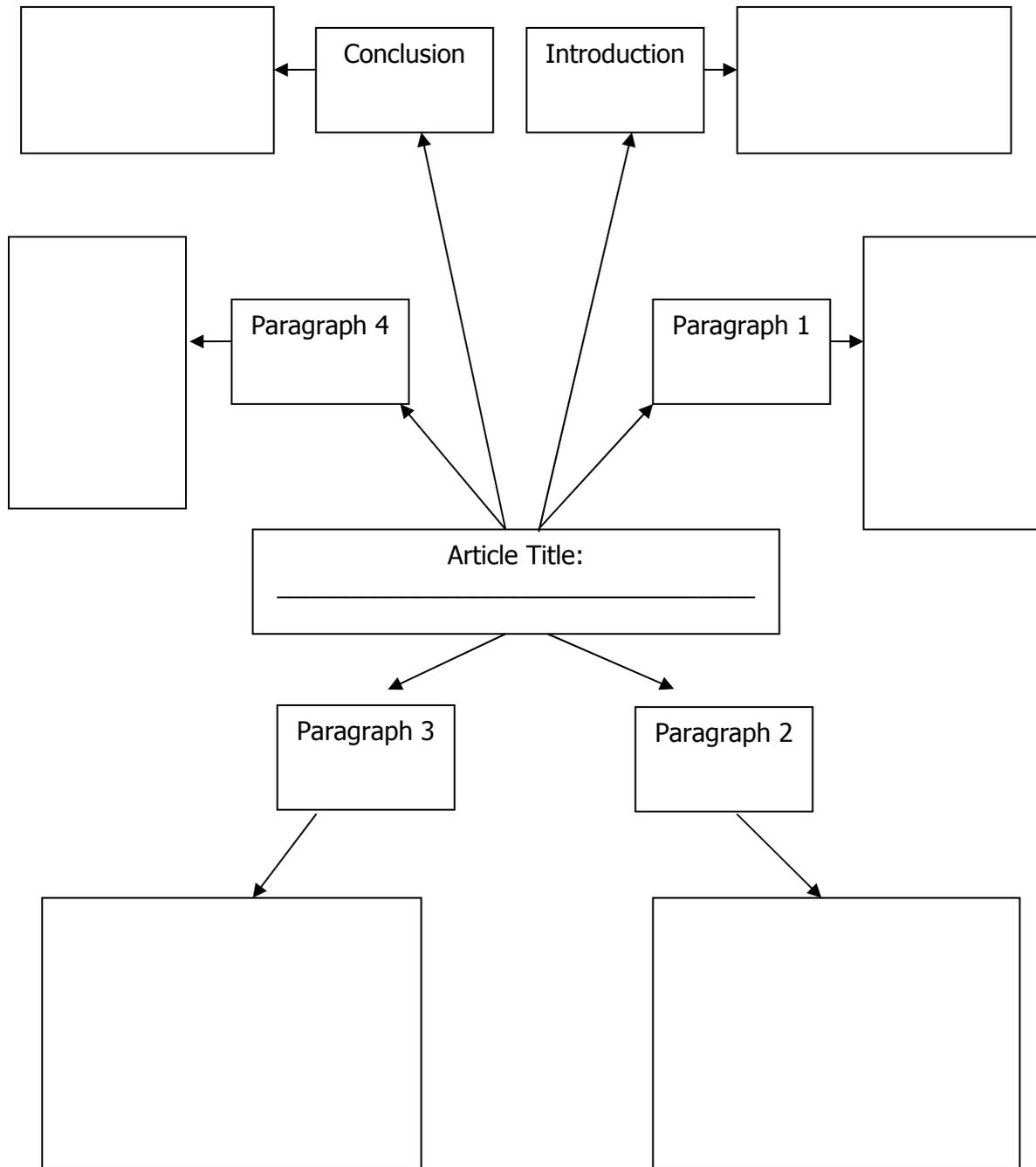
Who won? _____

Who was the winning house? _____

HOW

How did they win? _____

2. Map your paragraph ideas and supporting details to plan the structure of your article. Feel free to add or remove the boxes depending on the number of paragraphs you choose to write.



3. With reference to your notes and the mind map, write an article on the School Sports Day for the School Magazine. Make use of the style you have learnt from Learning Activity 1.

An Essay on a Sports Issue

Learning Activity 1 Speaking and Reading

1. What is a sport? What is your definition of sport? With a partner, brainstorm some definitions and be prepared to share one definition with the class.
2. Discuss with your partner whether the following are sports or not. Write a short reason to justify your decision.

SPORT?	YES or NO ?	WHY or WHY NOT?
1. Bowling		
2. Golf		
3. Swimming		
4. Horse racing		
5. Skipping		
6. Dancing		

3. With a partner, make a list of sports which involve animals. Do not think only of regular Hong Kong sports, but all kinds of sports around the world.
 - a.
 - b.
 - c.
 - d.
4. Read the one-sided argumentative essay below and do the activities that follow.

Should hunting be allowed?

The shooting of animals or birds for the pleasure it gives is common in many countries around the world. In the United States, for example, many people have guns and may go hunting for deer, squirrels, and other small animals as a social or family activity. In France and Italy, bird hunting is also an activity welcomed by many people. Despite the concern that some people have about the pain that hunting may cause to animals and hence their argument that it should be banned, my opinion is that hunting is a fun-filled and healthy activity that should be allowed.

Firstly, hunting is good exercise not only for the body, but also for the mind. It requires a lot of strategies and planning. For instance, before you go hunting for animals, you will need to find out a lot of information, such as where their habitat is, when and how they usually appear, how you can attract them, or where to hide yourself in order not to be discovered. It also requires a lot of patience and perseverance as very often you will have to wait for a long while before you need to hold up your rifle or shotgun, after which, of course, will be a test of your shooting skills, which call for a quick and clear mind as well as fitness and agility.

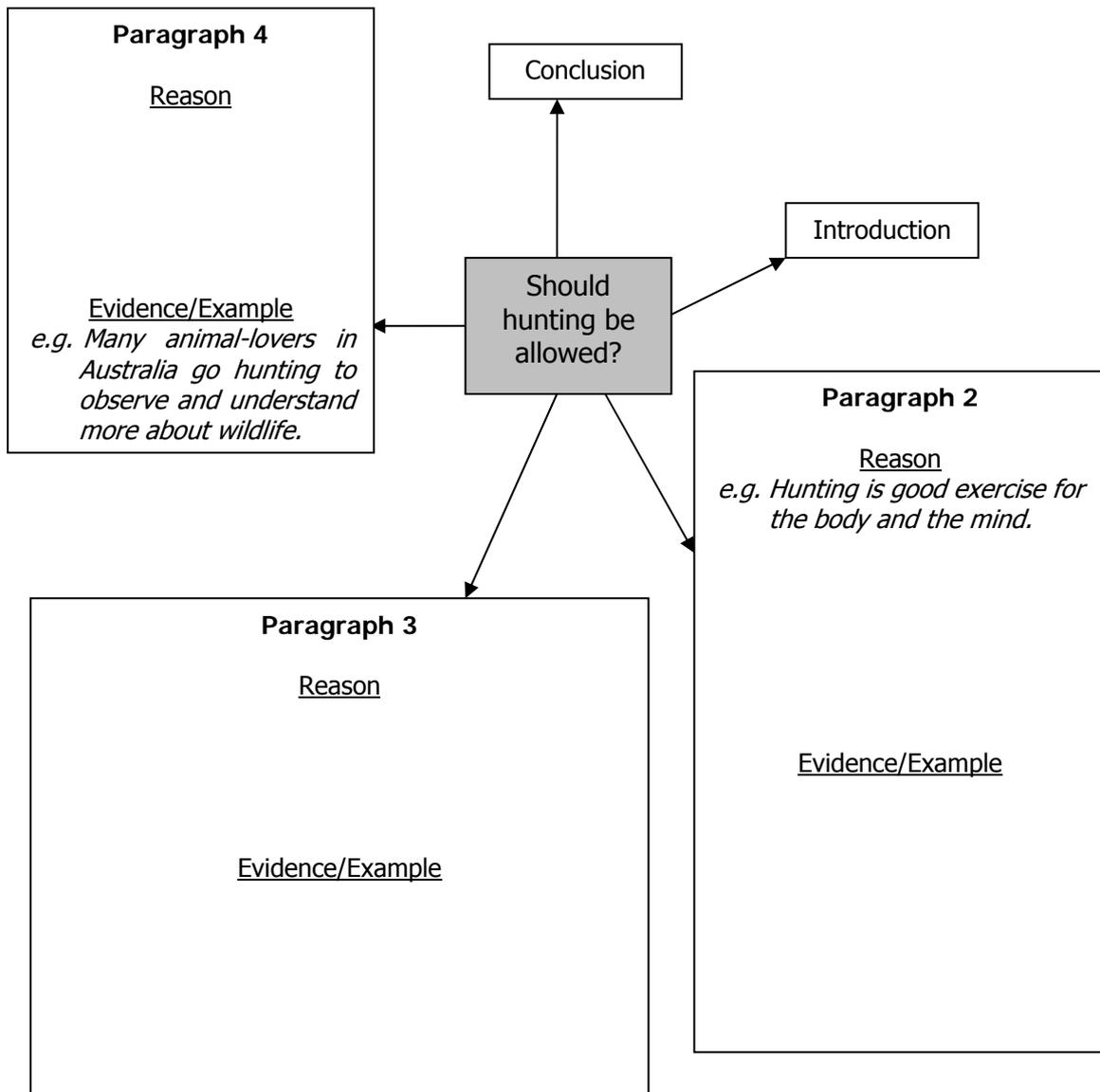
Secondly, the wildlife population needs to be put under control, and hunting is one of the ways that help. Take Canada as an example, the population of seals has now grown to millions. If we do not try to hold down the number, we know from history that the animals will soon experience a tragic die-off when they are unable to find food and shelter. Such deaths will often lead to far more suffering on the animals as compared with those caused by bullets from the hunters' rifles.

Another reason why hunting should be allowed is that for many years, it has been a source of pleasure, excitement and satisfaction for those who enjoy the activity. It provides an opportunity for people to relax in the peace and quietness of the wilderness while at the same time learn more about nature and enjoy the fun of hunting. Contrary to the view that hunters shoot for the joy of killing, many of them in fact love nature and animals more than the others do. In countries like Australia where people fall for the fascination of animals, vast areas of hunting grounds are available to provide animal-lovers with the adventurous experience of hunting animals like pigs, boars, rabbits and deer. It is through the activity that these animal-lovers get to observe and understand more about wildlife.

All in all, hunting is an activity that helps to tune up our body and our mind and contributes to solving the problem of animal overpopulation and maintaining our ecosystem. Only if we make sensible decisions on where, what and how to shoot, hunting is just like any other sports activity and I see no reason why it should not be allowed.

- a. Introduction
Which is the sentence in the essay that first tells you what the writer thinks about hunting?
-

- b. Body paragraphs
In the essay, three main reasons have been given for the argument that hunting should be allowed. Evidence and examples are also given to support the argument. In the boxes below, write down the reasons the writer gives, and the examples or evidence s/he uses. Two examples have been given to you.



- c. Conclusion
What advice does the writer give in the concluding paragraph?
-

- d. The writer has used expressions that serve different functions in the essay. Find examples of the following from the passage. Two have been done for you as examples.

Function	Expression
to give an example	<i>for example,</i>
to express contrast	
to present a point/reason with order	<i>Firstly,</i>
to give additional information	
to explain a result	
to emphasise a point	
to conclude	
to give your opinion	

- e. Can you add some more expressions to the table above? Write as many expressions as you can think of in each of the boxes.

Learning Activity 2

Writing

Write an essay on the topic "Should betting on sports be allowed by law".

You should:

1. Spend time thinking of arguments on either side of the issue. You may research your topic/issue in the library or on the Internet.
2. Collect examples for each point and define any unclear terms.
3. Look at your materials and decide how you are going to organise them. Plan your essay by mapping your paragraph points on a mind map with reference to the suggested structure for one-sided argumentative writing below.
4. Use expressions that you have learnt to organise and express your ideas.
5. Avoid informal English and short forms.

Suggested structure for one-sided argumentative writing

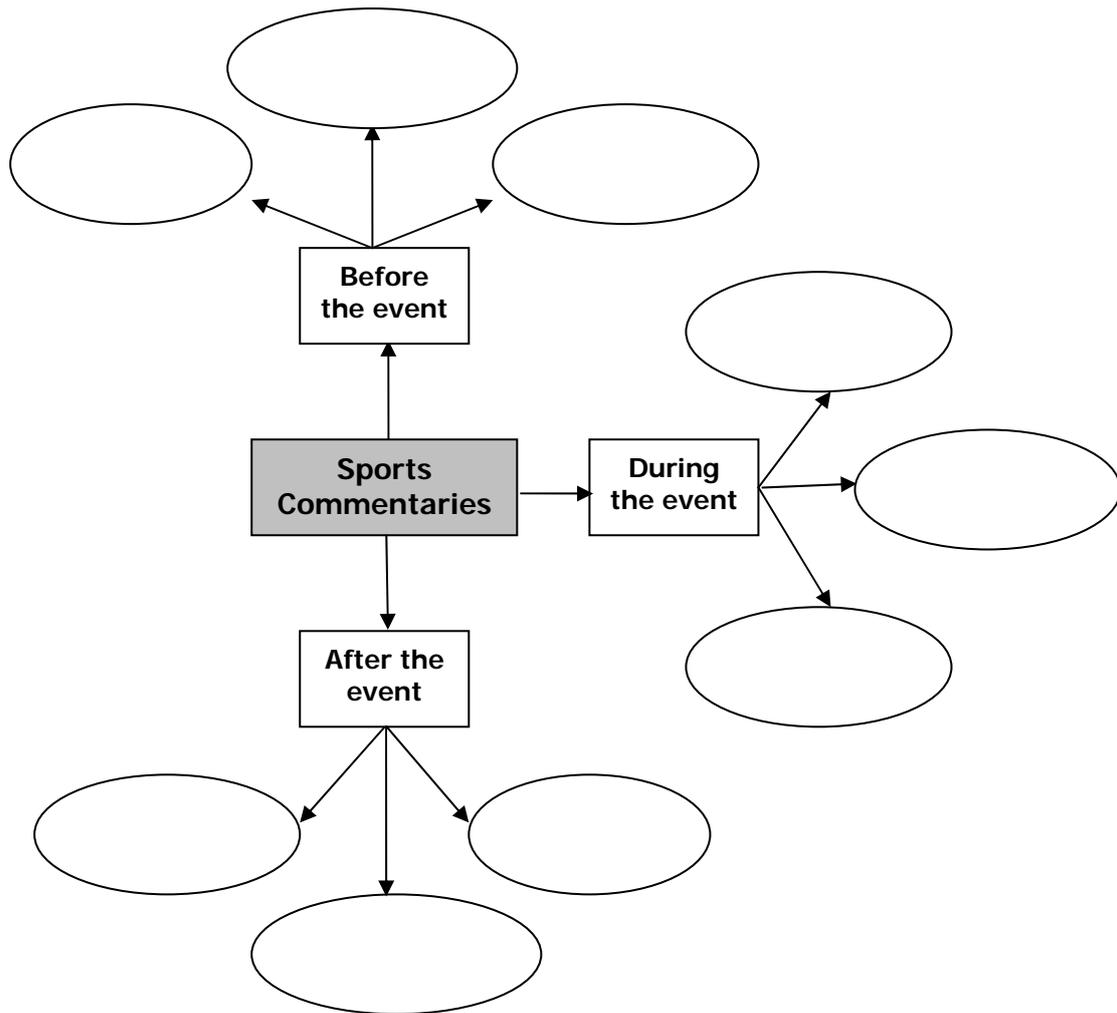
Introduction: Introduce the topic, give background information and state your stance
Body paragraphs: Present your arguments with one main argument in each paragraph, and each argument elaborated and supported by evidence/examples
Conclusion: Summarise your arguments and restate the topic and your stance

Sports Commentary

Learning Activity 1

A. Brainstorming and Speaking

1. You are going to listen to a sports commentary clip in which the presenter described a game or sports event as it took place. Before you listen, think of the commentaries you have heard in the past and write down the kinds of information you expect a commentator to say in the mind map below.



2. How do commentators make their commentaries exciting?

3. What language patterns or structures do commentators usually use? (e.g. types of vocabulary and tenses)?

Discuss and enrich your answers with a partner and share your ideas with the class.

B. Vocabulary

1. You are going to listen to a commentary on a football match. Write down ten words you think you might hear in the commentary.

2. Match the following words with their meanings.

- | | |
|-------------|---|
| tie • | • try to get the ball off a player |
| free kick • | • one side of the pitch (left and right) |
| tackle • | • the result of a game/competition in which the two players/teams have the same score |
| flank • | • a special kick a team gets when the other team does something wrong |
| defence • | • protection of someone/something from attack |

C. Listening

Listen to the commentary and answer the following questions:

1. What are the scores at the beginning and the end of the commentary?

2. Who scores a goal? How does he do it?

3. What does the commentator mean when he says "it looks as if this game is going to be theirs"?

**Learning Activity 2
Writing and Speaking**

1. Listen to the recording once again to familiarise yourself with the structure, vocabulary and language patterns used in a sports commentary.
2. Think of a sport you are interested in/familiar with and find a short film clip on an event of your chosen sport (within two minutes) on the Internet. Alternatively, you may video-tape the performance of your schoolmates in some school sports events (e.g. Swimming Gala and Sports Day). If you cannot find a suitable clip, you may choose one of the following:

- Football: **Ronaldinho goal VS Chelsea (00:49)**
<http://www.youtube.com/watch?v=ijR1WX2bLIo&feature=related>
- Basketball: **Kobe's MONSTER slam! (00:39)**
<http://www.youtube.com/watch?v=P5Cqk6Ei9KU&NR=1>
- Swimming: **15-year-old sets top time with 50 meter breaststroke win (1:00)**
<http://www.youtube.com/watch?v=ybds9H4RqnQ&feature=fvw>
- Running: **Allyson Felix wins the 100m (1:00)**
<http://www.youtube.com/watch?v=PRWpifn-sH8&feature=fvsr>

3. Write a short commentary to go with your chosen clip and record it. You may refer to the listening text and vocabulary covered in Learning Activity 1.

Remember to:

- plan the structure of your sports commentary
- watch the clip a few times and study the details to describe the action precisely
- practise a few times before recording your sports commentary

Below are some words and phrases which you can use in your commentary.

Football

The ball bounces in front of Brad, who can't gather, and it slithers into the net!
Tim passes the ball back to Aidan, who tries to take a shot from 20 yards out...
It's now three minutes from time, and Scott makes his way down the left flank.
Gordan our referee is holding up his red card, obviously it's for...
A fabulous head shot into the top left corner of the box!
Looks like Fred is going to strike from the edge of the box.

Basketball

Nick is now going to make the first of his two free throws.
Ronald misses his jump shot and he swears angrily.
Steve regains the ball, dribbles, but he is marked by the two giants.
Completely uncovered, Roy attempts to shoot from behind the three point line.
The whistle goes and it's a personal foul.

Swimming

Susan in lane five is now taking the lead, and there's about 20 metres more to go now.
Alfred pushes for the wall now, and, wow, he has just broken the 200-metre freestyle record!
Half the distance done and Matt is now out a body length.
A forward flip and Oscar is now going to make his last 50 metres.

Running

Now Pete is making his last dash towards the line and, yes, he is our champion for the 200-metre sprint this year!
Janet crosses the finishing line, followed by Eva, and Rachel comes third.

General

The clock is ticking down...
Ted is replacing Keith for the second half of the match.
The audience is in complete silence now.



Sports Survey and Report

Learning Activity 1 Speaking and Writing

A. Pre-survey planning and drafting the questionnaire

In groups of four, decide on a topic related to sports that you would like to find out more about by means of a questionnaire survey. Discuss the objectives and method of survey and draft some questions for the questionnaire with reference to the handout "Common Types of Survey Questions".

Survey topic: _____

Objectives

The survey is to:

- _____
- _____
- _____

Target subjects

No. of people: _____ Age: _____ Gender: _____

Method of survey

Data and information will be collected through:

Questions in the survey/questionnaire

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Conducting a Survey

The following are the suggested procedures for conducting a survey:

1. Set the objectives of the survey and choose a topic

What topics can you survey on? Here are some examples:

- a. Sporting likes and dislikes
 - What kinds of sports do you like watching? Which sports stars do you like best?
- b. Sports participation
 - Which sports do you play most often? How often do you play?

2. Decide your target group and the number of subjects you will survey

Who will answer your questions?

- Gender?
- Age?
- Profession? (Teachers/Students/Parents)

How many people should you survey?

- 10 – 20 (recommended)

3. Decide on the survey method(s) and when to conduct your survey

How to conduct the survey?

- Face-to-face interviews
- Paper-and-pencil questionnaire
- Electronic questionnaire

4. Set/develop questions for the questionnaires

What kind of questions can you ask?

- Open-ended
 - Yes/No
 - Multiple choice – single answer
 - Multiple choice – multiple answers
 - Multiple choice – scale and degree
 - Rating
 - Rank and order
- (More examples will be provided on the next page)

5. Collect and analyse the findings and results

- Gather your results
- Organise your results in a readable form (e.g. bar chart, line graph, pie chart and table)
- Analyse the figures and findings and draw conclusions/make recommendations if necessary

6. Present the survey results

- a written report; and/or
- an oral presentation with visual aids

Common Types of Survey Questions

1. Open-ended

- What is your favourite sport?
- How much money do you spend on sports activities each month?

2. Yes/No

- Do you go to a district sports centre?

3. Multiple choice – single answer

- Who do you think is the best athlete?
a) David Beckham b) Liu Xiang c) Guo Jing Jing

4. Multiple choice – multiple answers

- Put a “√” next to the sports activities you regularly do (at least once a month).

basketball		cycling	
football		volleyball	
tennis		wind-surfing	
squash		skateboarding	
badminton		ice-skating	
running		dancing	
gymnastic exercises		tai-chi	
swimming		kayaking	
table-tennis		diving	
martial arts		other (please specify: _____)	

5. Multiple choice – scale and degree (usually for opinions)

- Put a “√” in the appropriate box.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Winning is the point of a game.					
I do not get enough exercise.					

6. Rating

- How interested are you in the following sports? (5= very interested; 1= not interested)
Canoeing () Fencing () Cycling () Karate ()

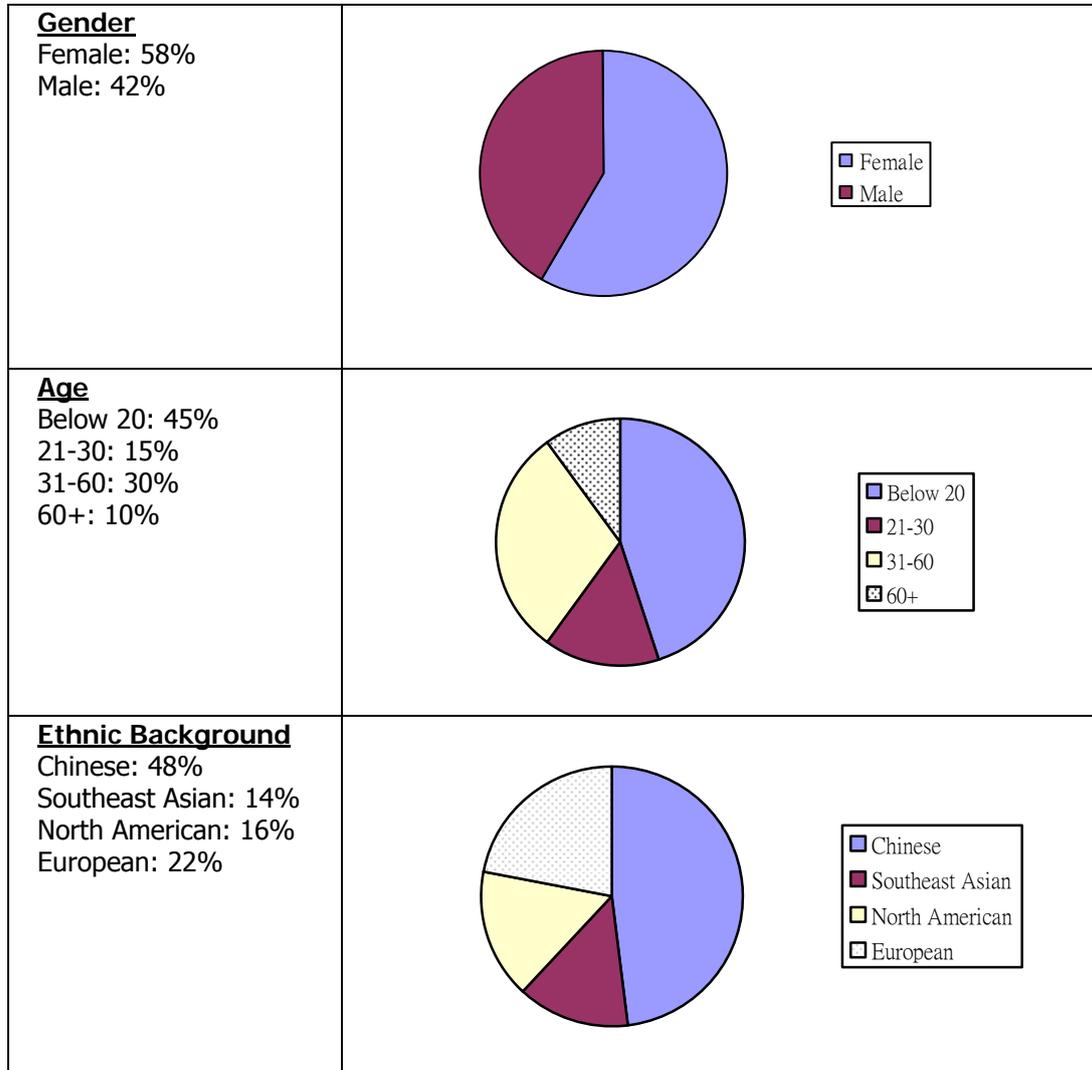
7. Rank and order

- Which of the following sports would you like the school to provide? Rank the choices from 1 to 5 in importance (1 being the most important and 5 being the least important).
Squash () Tennis () Bowling () Golf () Hockey ()

B. Analysis and presentation of survey results

After you have collected the completed questionnaires and analysed them, there are several ways you can visually present your survey and/or questionnaire results. You may present information and findings using **charts**, **tables**, or **written statements or summaries**. Some examples are given below.

1. Information on people surveyed given in **pie charts**



(*You may also use bar charts or line graphs to present your information.)

2. Summary of results given in a **table**

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Winning is the point of a game.	Male	24	16	14	36	10
	Female	8	24	14	42	12
I do not get enough exercise.	Male	36	16	16	22	10
	Female	16	12	30	22	20

3. Written summary

40 S5 students (equal number of males and females) of Great Learning Academy were surveyed to learn about their favourite sports and sports stars.

Basketball was the favourite participatory sport (male 65%; female 70%), and also the favourite spectator sport (male 50%; female 55%). The second choice varied between male and female. 25% of the males gave football as their second choice for participation and 35% for spectatorship. For females, the figures were 25% for participating in tennis and a balanced 10% each for watching tennis, athletics and golf.

C. Discussing findings and drawing conclusions

After organising the results and presenting them visually, it is also important to discuss the figures and findings as well as their implications. A conclusion can be drawn to address the survey objectives:

- In general, girls show a greater liking for racquet games than boys do.
- There also seems to be an age progression in liking for various sports: the young – basketball; the middle years – tennis; the elderly – golf.
- All in all, local teenagers show a remarkably high level of awareness of sports goods and brands available on the market. They spend heavily on such goods, and are eager to obtain more as they are regarded as giving status to their owners.

D. Making recommendations

You may want to make recommendations after you have presented your conclusion(s). For instance, if your investigation shows that young people in Hong Kong spend too little time doing sports, or that they often fail to find suitable and affordable venues for playing sports, you can make recommendations such as the ones below:

- Young people could lead a healthier and more balanced life by spending less time in front of the computer and spend at least one to two hours doing sports every week.
- The government should provide a greater variety of sports facilities and charge fees that are affordable by the general public. For instance, more sports complexes could be made available or some cycling trails could be built in the city centre.

Learning Activity 2

Speaking

Your group will now give an oral presentation to the class. The presentation should include the following information about your survey:

- topic
- target group
- number of people surveyed/questioned
- survey methods
- a sampling of the questions (and question types) asked
- results and findings
- conclusion(s)

You may refer to the unit on “Presentation on Sports” for some tips and reminders on how to plan and practise for the presentation.

Values of Sports

Learning Activity 1 Speaking

“Think, Pair, Share” (think by yourself, discuss with a partner, and share in a group) the questions below. Write notes on the lines given.

1. What are the reasons for participating in sports?

2. What do you personally get from sports?

3. What gains do individuals in general get from sports?

4. Are sports character-building? If so, in what way?

5. Do particular sports have different effects on people?

6. Do some sports suit particular types of people?

7. Does watching sports have the same sort of effects as participating in one?

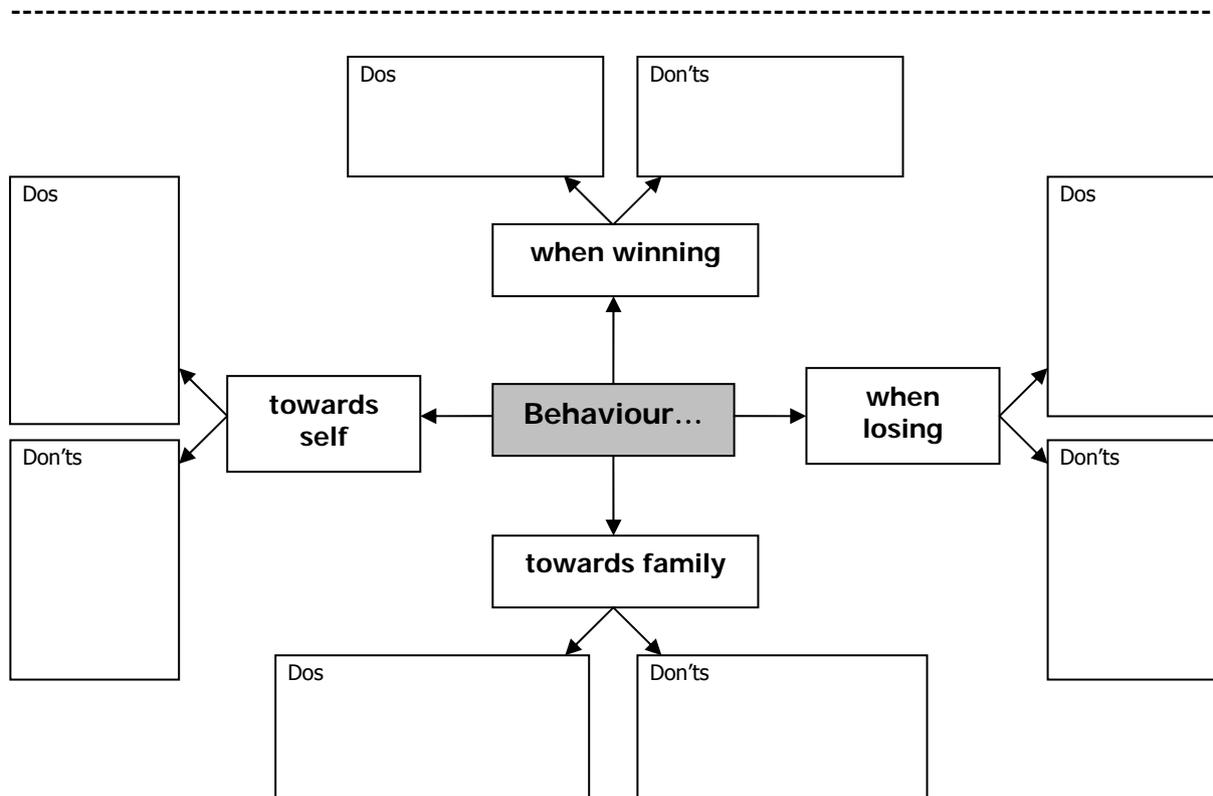
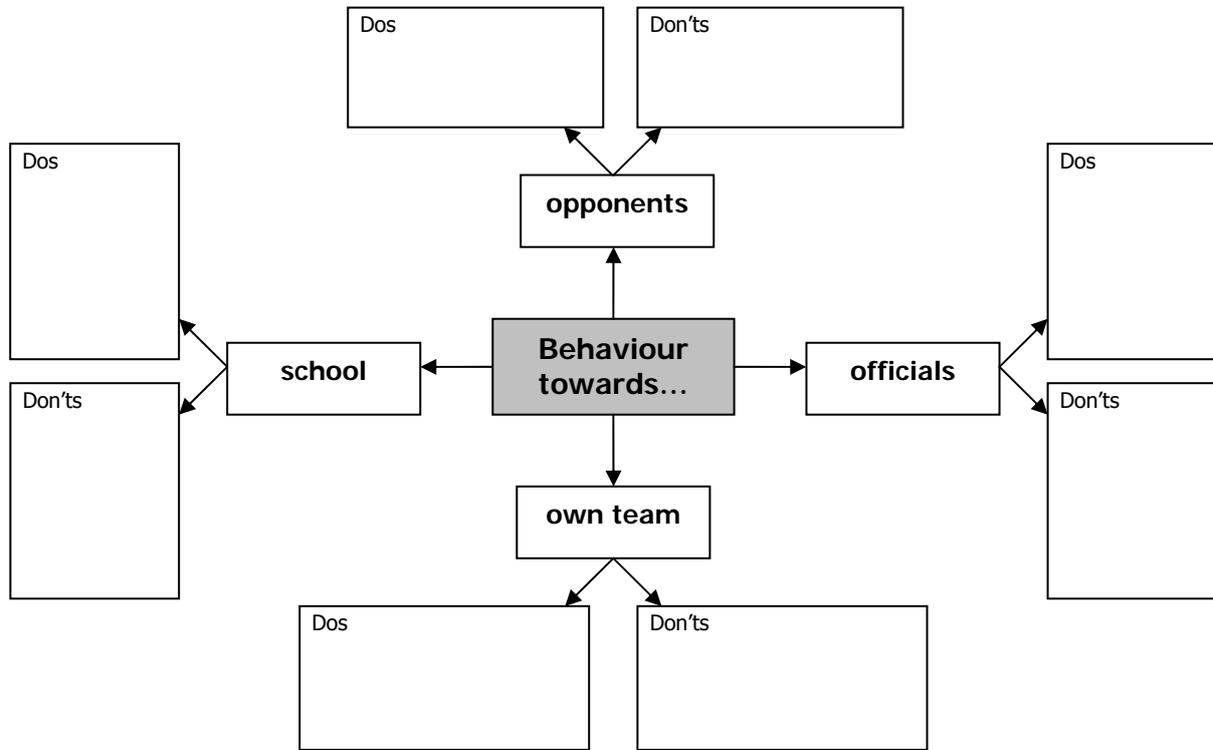
8. What value does being a sports fan have?

9. What sort of behaviour is unacceptable in sports? What should players never do?



Learning Activity 2 Speaking

With a partner, discuss what we should and should not do when playing sports and write them in the boxes below. The notes that you jotted down in Learning Activity 1 may help you.



Learning Activity 3 Writing

Now, use your mind maps in Learning Activity 2 to develop a fuller Player's Code of Conduct. A Player's Code of Conduct is a set of guidelines on how players should behave. You may use the following language to give advice:

- bare imperative, e.g. *Eat well.*
- do-imperative, e.g. *Do drink plenty of water. Don't over-exercise.*
- should + bare infinitive, e.g. *Players should not argue with referees.*
- ought + to-infinitive, e.g. *Players ought to be polite to one another. Players ought not to miss practice sessions.*
- (more formal advice) are asked/advised + to-infinitive, e.g. *Team captains are advised to talk regularly to all the members of the team.*
- (strong advice) must + bare infinitive, e.g. *You must wear suitable footwear or you will be injured.*
- (strong advice) have + to-infinitive, e.g. *Contestants have to leave the pool as soon as the event is over.*

Players' Code of Conduct

Purpose or spirit of sports (*say what sports are for*)
(e.g. We play sports to keep our bodies healthy...)

Behaviour towards opponents (*give some rules for how we should treat the people we are playing against*)
(e.g. Treat opponents with respect and courtesy.)

Behaviour towards officials (*say how we should behave towards referees and umpires*)
(e.g. Treat game officials with great respect.)

Behaviour towards own team (*say how a member of a team should behave towards his team and its members*)
(e.g. Be a positive and enthusiastic member of the team.)

Behaviour towards school (*say how you must behave when you are on a school team and representing the school*)
(e.g. Represent the school in a way that will make the school proud of you.)

Behaviour when winning (*give rules on how to behave when you win*)
(e.g. Be modest and do not celebrate too noisily or dramatically.)

Behaviour when losing (*give rules on how to behave when you lose*)
(e.g. Do not show excessive disappointment.)

Behaviour towards self (*say how a sports player should look after herself/himself*)
(e.g. Respect your body.)

After you have written your Players' Code of Conduct, present it to the class. Compare your ideas with those of other groups. Whose ideas are clearer and more reasonable?



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Focus: Module Introduction and Sports Vocabulary

Objectives

By the end of the lesson(s), students will be better able to:

- understand the content of the module
- recall sports vocabulary they already know
- use some new sports vocabulary

Time Needed

- 1 hour 20 minutes

Learning/Teaching/Assessment Tasks/Activities

- Students work on activities that enable them to acquire sports vocabulary

Materials Required

- Some initial stimulus or display, such as a video clip or a poster
- Handouts on "Module Introduction and Sports Vocabulary"
- Supplementary Materials 1-2
- CD Track 1: Rules at a sports centre (for Supplementary Materials 2)

Module Introduction and Sports Vocabulary

Teacher's Notes

It is important to give the module the sense of a beginning and end and teachers are advised to try to make the first lessons memorable.

Here are some ideas for the opening lesson:

- display of sports posters in the room
- playing music of a recognisably sporty nature
- display of some sports equipment

Teachers can help students to cope smoothly with the module by suggesting ways in which they could prepare in advance for various sections so that they do not need to do things in a panic or rush. It will also mean that they do not miss some excellent opportunities, such as the school's Sports Day or the Olympic Games, to gather useful materials for their work. Students may do the following in advance of various parts of the module:

1. gain some knowledge of fan websites
2. collect some samples of sports goods advertising
3. note sports goods in shops
4. find some websites to assist consumers of sports goods
5. keep an eye out for films with a sporting theme
6. jot down ideas for an end-of-module display and keep useful pictures and information for it
7. collect examples of different types of sports writing, e.g. brochures
8. film a few minutes of action or take some photos on sports day or at the school swimming gala, or a sports match taking place in school
9. think of ideas for a survey and who they would ask to answer their questions
10. listen with more attention than usual to sports commentators

Teachers can remove items they decide they do not have time to include, or which do not suit the needs of their students. The tasks above require more attention to sports elements in daily life and collecting useful information, texts and recordings related to sports. They will heighten students' awareness of the sports genres, which may be useful for the writing tasks to be done later on in the module.

Students should be reminded to keep all handouts and materials for this module properly in a folder. Teachers may also ask students to keep a logbook/journal to record and reflect on the learning process throughout the module if they wish.

Sports and Games

Learning Activity

Vocabulary

This simple exercise helps students to recall or learn the names of some major sports. Initial letters are given as a clue to prompt students to come up with the answer quickly. Teachers may test students' previous knowledge by giving students some time to complete the exercise on their own and circulate to see what they can do unaided. Alternatively, teachers may set up a whole-class competition and divide the class into groups/teams to see which group can come up with the most correct answers.

Answers can then be quickly gathered orally around the room. If a class has any spelling problems, visual reinforcement should be given by writing the answers on the board or displaying a slide after gathering the answers orally.

Answers:

- | | |
|----------------|------------------|
| 1. badminton | 11. motor-racing |
| 2. baseball | 12. running |
| 3. cycling | 13. snooker |
| 4. darts | 14. squash |
| 5. diving | 15. swimming |
| 6. fencing | 16. table-tennis |
| 7. golf | 17. taekwondo |
| 8. gymnastics | 18. tai-chi |
| 9. ice-skating | 19. tennis |
| 10. judo | 20. volleyball |

Catering for Learner Diversity**For less advanced students:**

You can also provide the last letter of each word for the learning activity and cut down on the number of items students have to deal with.

For more advanced students:

You may expose students to more complex sports vocabulary and provide them with more challenge by asking them to complete the crossword puzzle on sports people (pages T67-T68, Supplementary Materials 1) or the listening exercise on introductory talk (page T69, Supplementary Materials 2).

Answers for crossword puzzle (Supplementary Materials 1):

Across	Down
2. COACH	1. JOCKEY
7. DEFENDER	3. GYMNAST
8. CYCLIST	4. BOXER
10. WEIGHTLIFTER	5. REFEREE
11. UMPIRE	6. SPECTATOR
12. ATHLETE	7. DIVER
13. SKIER	9. SKATER
15. AMATEUR	13. SURFER
16. LEAGUE	14. CAPTAIN

Tape script and answers for listening exercise (Supplementary Materials 2):

CD Track 1: Rules at a sports centre

It's good to welcome you all here to the school's Sports Centre. We are very proud of this **1. facility** and hope you will enjoy using it and help to take care of its **2. equipment**. In order to keep everything in good condition and to avoid **3. injuries**, we have a number of rules. You will find these on the notice board and if you have any doubts about whether something is allowed or not, please go and look. Not knowing a rule is not an excuse for breaking it. You must check on the rules and learn them.

Let me tell you a few important ones now.

- Rules about **4. footwear**. You are not allowed to go about the Centre with bare feet or do any **5. exercise** or play any games barefoot. The only exception is the martial arts such as **6. karate** and taekwondo. When on the mats you should have bare feet, but this is the only time.
- As our floors are expensive wooden ones, only **7. sports** shoes which will not harm them are allowed. Ordinary shoes are not to be worn beyond the **8. locker** room.
- Personal belongings, such as backpacks, and pieces of equipment, such as **9. racquets***, must be kept in lockers. Anything left out will be removed by the staff and only returned after a fine has been paid.
- You may not bring **10. roller skates** or skateboards into the building.
- No notices or posters may be put up in the Sports Centre.
- The only drink you may carry round the Centre is water in a sealable bottle.
- Equipment, such as mats and **11. table-tennis** tables, must be put away after use.

- Throwing balls against the **12. gymnasium** walls is not allowed.
- Hanging from the **13. hoop** rims and slam **14. dunking** are both forbidden.
- Bad language is, of course, as throughout the rest of the school, not to be used.
- Since there is great demand for the basketball **15. courts**, games are played to 12 points.
- Winning teams may continue playing until they lose.
- Eye protection must be worn when playing **16. squash**.
- Use of exercise equipment is limited to 30 minutes.
- **17. Weights** must never be dropped.
- Equipment must be wiped after use.

Well, I had better not tell you too many rules or you will not remember them all. Be careful about footwear, being **18. considerate** of other people, not damaging anything through carelessness and making sure that you do not do anything to **19. hurt** yourself. The only reason we have the rules is that they allow you to play the sports you like **20. safely** and happily here as much as you want. Thank you.

* "racquets" is British spelling; "rackets" is its American equivalent

Letters Page

Learning Activity

Reading and Vocabulary

The text consists of some simple fan letters. The headings and words matching exercises require students to understand the main ideas of the letters. Teachers should encourage students to make guesses and justify them as far as possible. To enable students to read the letters at greater ease, teachers might like to ask students to conduct an Internet search on terms like "Manchester United", "Real Madrid", "foul", "hoop", "referee", "dribbling" and "HKAAA Meet" before they start reading.

Answers:

Question 1

1. E 2. A 3. F 4. C 5. B 6. D

Question 2

- | | |
|--------------------|-----------------------|
| a. win | i. time-out |
| b. (the) Reds | j. coach |
| c. hoop | k. tactics |
| d. team | l. dribbling |
| e. scoring (goals) | m. injury |
| f. transfers | n. Meet/meet |
| g. fouled | o. hop, skip and jump |
| h. referee | |

Catering for Learner Diversity

For less advanced students:

You may focus students' attention on only some key vocabulary items and reduce the number of words students have to find from the letters. Further, you may reduce the number of letters that students need to read.

For more advanced students:

You may adapt the learning activity by removing the numbers in brackets.

Web Help

There are so many websites on sports that any search will deliver a wealth of materials. For general purposes, all online daily newspapers offer plenty of sports. Even richer in materials are major broadcasters. The following are all worth attention:

<http://news.bbc.co.uk/sport2/hi/>
<http://www.chinaview.cn/sports/index.htm>
<http://www.cctv.com/program/SportsScene/11/index.shtml>
<http://www.usatoday.com/sports/default.htm>
<http://www.localsportsreport.com/>
<http://msn.foxsports.com/>

Major sports associations and leagues have websites, e.g.

<http://www.nba.com/>
<http://www.fifa.com/>

Many governments take a close interest in sports, e.g.

<http://www.uksport.gov.uk/>
<http://www.ssc.gov.sg/publish/Corporate/en.html>

For specific Hong Kong information, one can start with:

http://www.hksi.org.hk/hksdb/html/et_main.html
<http://www.hkolympic.org/article/mainmenu>
<http://www.discoverhongkong.com/eng/events/sports.html>
http://en.wikipedia.org/wiki/Sport_in_Hong_Kong
<http://www.hkssf.org.hk/>
<http://www.hkrunners.com/?q=node/903>
<http://www.lcsd.gov.hk/lcschemes/cscommittee/en/papers.php>

For lists of sports, general information and advice on choosing a sport, one can try:

<http://www.britishsports.com/sportsdirectories.html>
http://extremesports.suite101.com/article.cfm/what_is_index
<http://espn.go.com/>
<http://sports.yahoo.com/>
<http://sportsillustrated.cnn.com/>

Apart from information on sports activities, Wikipedia also contains vocabulary lists related to various sports.

Language learning sites offer many exercises on sports words, e.g.

<http://eleaston.com/sports.html>

For the vocabulary of individual sports, try searches for, e.g. tennis glossary/tennis terms/tennis vocabulary. Sites such as these should be useful:

http://www.usatt.org/organization/glossary_tt.shtml
http://en.wikipedia.org/wiki/Category:Sports_terminology

We can get much information about basketball by typing in, e.g. basketball words at

<http://www.answers.com/>

Focus: Fan Talk

Objectives

By the end of the lesson(s), students will be better able to:

- describe various types of fan materials
- produce written examples of fan materials

Time Needed

- 2 hours 40 minutes

Learning/Teaching/Assessment Tasks/Activities

- Students look at fan magazines and websites
- They read samples of fan materials and notice their salient features
- They write a fan website introduction

Materials Required

- Sports magazines and fan materials
- Handouts on "Fan Talk"
- Supplementary Materials 3-4
- CD Track 2: Short talk by a fan of Shaquille O'Neal (for Supplementary Materials 4)

Fan Talk

Teacher's Notes

At the beginning of the lesson, teachers may introduce the different types of fan materials to students:

- Fan letters – short letters expressing appreciation and asking favours
- Frequently Asked Questions (FAQs) – questions and answers about a team or a player
- Unofficial website introductions – fans explaining what motivated them to create a website/page
- Short talks – brief presentations introducing a sports star

Catering for Learner Diversity

The learning activities in this unit focus on fan letters and unofficial website introductions, whereas additional activities that focus on FAQs and short talks are included in the Supplementary Materials Section (pages T70-T71, Supplementary Materials 3-4). Note that both activities will end with a writing task. Depending on students' abilities and interests, opt for the activity which you consider most suitable for your students. It is suggested that FAQs be done with **less advanced students** and short talks with **more advanced students** because of the complexity of the writing task.

Whichever activities teachers select, the lessons revolve around the experience of being a fan. In general, teachers can either follow the strategy of asking students to prepare in advance for a new topic, or can wait for the lesson to introduce it. In the first case, teachers can ask students in advance to bring in fan materials: magazines, books, autographed items, and so on. In the second, teachers can bring in some and proceed to ask the students what they are, so starting a consideration of fans and their activities. Another good focussing activity is to do a quick hands-up survey of students who see themselves as supporters of particular teams or sports players.

Fan Letters

Learning Activity

Reading and Writing

Teachers can begin the lesson by asking students to share some of the sports stars they know and are in favour of, and ask students the reason why they admire the sports stars.

Students read the sample fan letters and answer the questions that follow. The questions aim to draw students' attention to the features of fan letters. Teachers can also choose to discuss the questions orally with students.

Suggested answers:

1. Fan letters are usually short.
2. They are written in a conversational/informal style. For example, in Letter A, the writer says "I just want to tell you that..." but not "I would like to inform you that...".
3. The writer of Letter A wants to thank her/his idol for inspiring her/him about windsurfing, while the writer of Letter B wants to ask her/his idol for one of her/his idol's used golf balls.
4. Student's own ideas and writing

Students should choose a sports player to write to. They can do it individually or in pairs. Since the letters are short, some students can be invited to read their letter to the class after they have finished and be given some feedback.

The following are some sports players whom students may be interested in writing to:

Name of sports star	Sport played
1. Yao Ming	basketball
2. LeBron James	basketball
3. Tiger Woods	golf
4. Lionel Messi	soccer

5. Cristiano Ronaldo	soccer
6. Maria Sharapova	tennis
7. Roger Federer	tennis
8. Wong Kam Po	cycling
9. Guo Jing Jing	diving
10. Zhang Yi Ning	table-tennis

Unofficial Website Introductions

Learning Activity

Reading and Writing

Teachers may show the following websites on the famous tennis player Roger Federer to students at the beginning of the lesson. Students identify which of the sites are official and which are created by fans.

<http://www.goroger.net/> (unofficial)

<http://www.roger-federer.info/> (unofficial)

<http://www.rogerfederer.com/en/index.cfm> (official)

Teachers can browse through the websites with students to see what different materials are included. They can also introduce websites of other players, or ask students to suggest those they would like to look at.

Teachers explain to students that some fans will try to explain why they have created an unofficial website for their star in the introduction of their website. They can go over Text A with students and explain the structure of the text. Students then read Text B on their own and identify its main features.

Answers:

Text B

Some people have actually never heard of Celine Chau, one of the world's best squash players. When I realised this I decided more information about her needed to be available. This is what has inspired me to prepare this website. It has taken a lot of time, but I am sure there are many ways in which it might be improved. If you have any suggestions please email me and I will do my best to implement your ideas.

Celine was born in Hong Kong. She was always interested in racquet games and played tennis and badminton from an early age. A teacher at her secondary school recognising her talent introduced her to squash. She seemed born to play the game and within a year of starting to play it seemed impossible to find anyone who could beat her. Celine moved to Vancouver for her university studies and to find a coach adequate to her needs. She effortlessly wins championship after championship. I think she should be a household name. I hope this website will help to spread the message.

} Reason for building the website

} Appeal for interaction with your readers or for their help

} Player's biography

Having got students interested in fan materials, teachers can proceed to the writing task. This is perhaps the best time in the module to remind students of the perils of plagiarism.

Plagiarism (copying of work from some source)

Plagiarism is not allowed because

- it is dishonest – asking to be awarded marks for something we did not do
- it is meaningless – the lesson is offered to help students to improve their English. As one can copy with almost no understanding, the plagiarist is wasting time and damaging her/his own education.

As there is so much material about sports on the Internet, it is almost difficult not to copy if students write about very famous teams and players. There is just too much information about them. If students write about less well-known sportsmen and sportswomen, and, when suitable, school and local teams and athletes, they will find it easier to produce original and interesting work.

No matter which learning activity is used, teachers should introduce the success criteria with students before they write. They may consider using the feedback form below for conducting teacher assessment or peer/self assessment for the writing task.

Writing Task Feedback Sheet			
Give feedback to your own and/or your classmate's performance by circling the appropriate number under "Needs improvement", "Satisfactory" or "Good", and by completing the "Overall comments" section.			
	<i>Needs improvement</i>	<i>Satisfactory</i>	<i>Good</i>
Content			
• Ideas are relevant to the task	1	2	3
• The ideas are well-selected and interesting	1	2	3
Vocabulary			
• Vocabulary is appropriately used	1	2	3
• A range of vocabulary is used	1	2	3
• Sports terms have been used appropriately	1	2	3
Accuracy			
• Grammar is accurate	1	2	3
• Words are correctly spelt	1	2	3
• Punctuation is appropriately used	1	2	3
Style			
• An appropriate tone is adopted	1	2	3
Organisation			
• Ideas are well-organised	1	2	3
Overall comments:			

**This is a general list of feedback criteria. Teachers might like to adapt it for use in their own classroom.*

Tape script for listening exercise (Supplementary Materials 4)

CD Track 2: Short Talk by a fan of Shaquille O'Neal

I am a great fan of Shaquille O'Neal. He is one of the best basketball players of recent times. He is also a very interesting person who does many more things than just playing basketball.

The first thing anyone notices about Shaq is how tall he is. At 2.16 metres he is a big, big man, and that's why some people call him Big Daddy. He is also very strong and powerful. That's the reason for another nickname: the Diesel.

Shaq is not so young any more, but if you want to see some really great games, watch the recordings of some of his past matches.

Shaq was Rookie of the Year in 1993. He has played for three teams. First, he was with the Orlando Magic. Then he moved to the Los Angeles Lakers, wearing jersey number 34. During that time he and Kobe Bryant played some of the best basketball ever. The Lakers won the NBA title for three years in a row: 2000, 2001 and 2002. And one of the top scorers was always the mighty Shaq. I could watch those games a hundred times and still learn from them. His drop kicks and dunks are amazing. His only weakness is his free-throw shooting.

In 2004 Big Daddy moved to the Miami Heat. Many people said he was no longer a great player, and it is true he was not as good as when he was younger, but he still played brilliant basketball with Dwayne Wade and the Miami Heat won the NBA title for the first time in 2006. Not bad for someone who is no longer so good!

Shaq is a clever man and has an MBA. He has been in films and made rap recordings. He is very funny on television and also says many wise things.

New stars and players come along all the time, but some stay classic forever. That's my opinion of Shaquille O'Neal.

Answers for Supplementary Materials 4:

1.	Strong opening statement	<ul style="list-style-type: none"> Shaquille O'Neal is one of the best basketball players of recent times
	Immediate reaction to the star	<ul style="list-style-type: none"> He is very tall (at <u>2.16</u> metres) – that's why he's called <u>Big Daddy</u> He is very <u>strong and powerful</u> – that's why he's called the Diesel
	Some biography; the star's career	<ul style="list-style-type: none"> He was Rookie of the Year in <u>1993</u> He has played for <u>three</u> NBA teams and won <u>four</u> NBA titles His strengths are drop kicks and <u>dunks</u> and his weakness is <u>free-throw shooting</u>
	Non-sporting details	<ul style="list-style-type: none"> He has an <u>MBA</u> and has been in films and on <u>television</u>
	Closing sentence	<ul style="list-style-type: none"> He will stay classic forever

2. Positive words and expressions:

<ul style="list-style-type: none"> strong and powerful 	<ul style="list-style-type: none"> great/amazing/mighty
<ul style="list-style-type: none"> one of the best basketball players of recent times 	<ul style="list-style-type: none"> very funny/interesting
<ul style="list-style-type: none"> played some of the best basketball ever 	<ul style="list-style-type: none"> one of the top scorers
<ul style="list-style-type: none"> I could watch those games a hundred times 	<ul style="list-style-type: none"> clever man
<ul style="list-style-type: none"> brilliant basketball 	<ul style="list-style-type: none"> says many wise things

Web Help

There are plenty of sports magazines available on the Internet, e.g.

<http://www.sportsfanmagazine.com/>

<http://www.slamonline.com/>

<http://www.worldsoccer.com/>

<http://www.tennis.com/>

<http://www.swimmingworldmagazine.com/Default.asp>

Compilations of fan sites can be found at, e.g.

<http://www.soccer-corner.com/Players.England.htm>

http://www.sportsfansites.com/fan_sites.htm

To search for a named player, you might try:

http://www.dynamicwebs.co.uk/directory/tiger_woods.html

Team websites can be found, e.g.

<http://www.whufc.com/page/Home>

<http://www.westhamfans.org/>

Blogs:

<http://chinasports.wokpopcorn.com/chinese-sports-stars/>

Focus: Sports Quiz

Objectives

By the end of the lesson(s), students will be better able to:

- demonstrate and share knowledge about sports
- produce and conduct a sports quiz

Time Needed

- 2 hours 40 minutes

Learning/Teaching/Assessment Tasks/Activities

- Students do two quizzes on sports
- They set their own quiz on sports and participate in their classmates'

Materials Required

- Handouts on "Sports Quiz"
- Supplementary Materials 5

Sports Quiz

Teacher's Notes

Learning Activity 1

Reading and Speaking

Students should only be allowed five minutes to do the quiz in pairs. As an alternative, the quiz can be done in a computer lab where students can quickly do an Internet search for the answers.

Answers:

Quiz 1

- | | |
|------|-------|
| 1. b | 6. a |
| 2. a | 7. c |
| 3. c | 8. b |
| 4. c | 9. b |
| 5. a | 10. b |

Quiz 2

1. bamboo sword
2. a baton
3. a penalty shoot-out
4. Royal
5. substitute
6. yellow and red
7. first/best
8. triathlon
9. Manchester United and Real Madrid
10. taking chemicals/drugs to improve performance

Catering for Learner Diversity

For less advanced students:

You may like to do Quiz 1 with your students only and provide only two options for each question.

For more advanced students:

You may choose to do the longer quiz in Supplementary Materials 5 (page T72) instead, or you may select or modify some of the questions to suit your students' level and interests.

Answers for quiz (Supplementary Materials 5):

1. famous tennis players
2. boots with rubber studs
3. gold
4. padding, helmet and face mask (any two)
5. three wins in a row
6. three
7. a walkover
8. a football team captain
9. fat/very large/enormous/heavy
10. the semi-finals
11. no, a draw
12. they are critical/angry
13. number of spectators it holds
14. banners, logos on shirts, shoes, etc.
15. referee
16. new shirt/shorts design
17. it is written in the referee's book

18. exploding tyre
19. he is one of the winners
20. the pit/pit-stop
21. champagne
22. someone has won at a tennis match
23. older retired ones
24. show jumping
25. baton
26. five
27. Paralympics are for disabled competitors or athletes
28. increase lung capacity
29. when it is hard to decide who the winner is
30. Brazil
31. gymnastics
32. motor racing
33. Germany (2006) (answer will depend on when this quiz is conducted)
34. 12
35. three
36. Swiss
37. 30
38. Canada
39. professional-amateur
40. professional-celebrity

Learning Activity 2

Reading and Writing

Students work in groups of four and conduct an Internet search on some sports topics that they are interested in before this lesson. With the collected information, students then set a quiz of ten questions to test their classmates' knowledge. They should be reminded not to make the quiz too challenging for their classmates as it will kill their interest.

Teachers go over the two types of questions that students can set for the quiz:

- open questions start with a *wh-* question word or *how* followed by a *do* or *be* verb
e.g. Which team in NBA does Yao Ming play for?
- yes/no questions start with a *do* or *be* verb
e.g. Are there a total of four sets in a tennis match?

Students write their questions and teachers provide guidance where necessary.

Learning Activity 3

Speaking

Students should be allowed time to check the correct pronunciation of words and practise reading their questions before they come out to conduct the quiz in groups. Teachers can discuss with students how marks should be awarded.

Catering for Learner Diversity

If the students are fully involved in the activity, the level of difficulty should take care of itself as the students will produce questions at the class general level. The way the questions are read and the speed with which they are answered will also be to some degree self-adjusting. In the case of less advanced classes, the teacher can also exercise discretion in allowing answers which are correct but not fully accurately pronounced, taking the opportunity to model and correct the pronunciation of students.

Focus: Presentation on Sports

Objectives

By the end of the lesson(s), students will be better able to:

- gather relevant materials on a sports topic
- present information in an organised and succinct way
- make a presentation on a sports topic

Time Needed

- 4 hours

Learning/Teaching/Assessment Tasks/Activities

- Students listen to a sample presentation and note its organisation
- They research a sports topic
- They work in groups to prepare and make presentations

Materials Required

- Handouts on "Presentation on Sports"
- Supplementary Materials 6
- CD Track 3: Presentation on basketball (for Learning Activity on "Presentation on a Sport")
- CD Track 4: Presentation on table-tennis (for Supplementary Materials 6)
- CD Track 5: Presentation on Wimbledon Tennis Championships (for Learning Activity on "Presentation on a Sports Event")

Presentation on Sports Teachers' Notes

This unit is divided into two sections: "Presentation on a Sport" and "Presentation on a Sports Event". Teachers can choose to do either one with the students, or both if students show interest and if time allows.

In groups, students are going to make a presentation. It is suggested that each group be allocated six to eight minutes, but the teacher should adjust according to students' ability and experience. Teachers may discuss with students if they need to use any visual aids and if so, how it can be done efficiently. Time should be allowed for the changeover of groups and some peer or self-assessment activity.

Suggested methods of forming groups:

- random grouping – if used regularly, it is probably the soundest method of integrating the class as it enforces mixing and distributes talent (for efficiency, students can number off into groups of 4).
- teacher-controlled grouping – can avoid known personality clashes and ensure balance between the sexes and among different abilities (for efficiency, the teacher can strategically number off students into groups of 4).

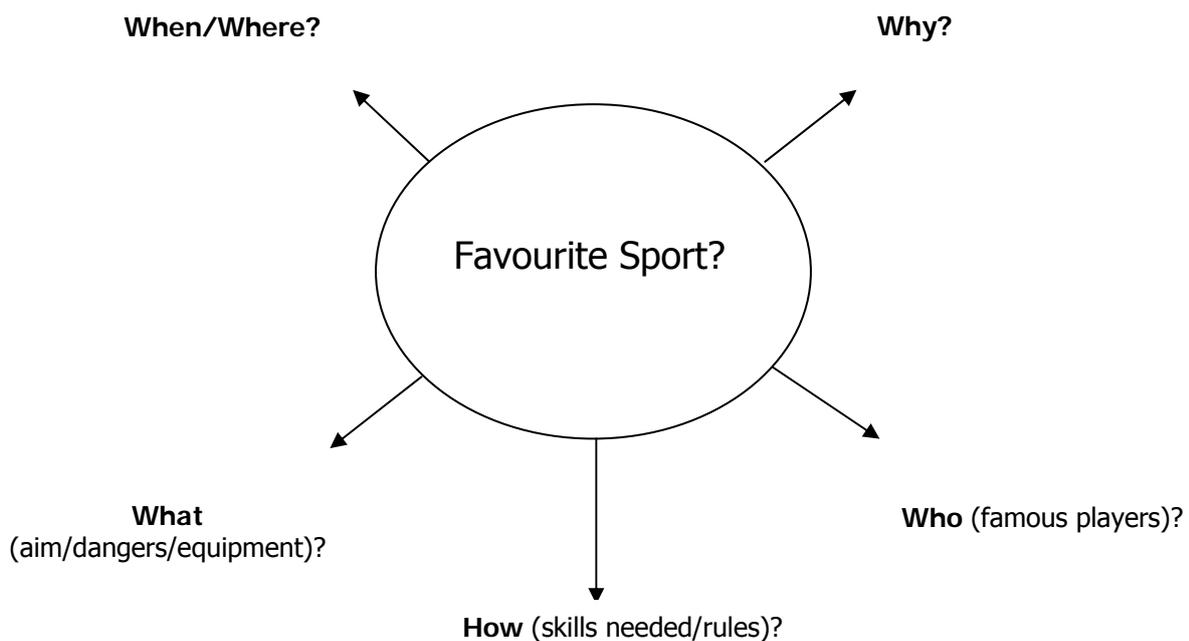
Presentation on a Sport Learning Activity Listening and Speaking

Part A

Brainstorming

To begin with, each student should first choose one favourite sport, then write the name of all four team members' sports in the four mind maps. In their group, they should brainstorm and note some W5+H information about each sport.

Note: The teacher can consider asking students to avoid basketball as they will be listening to a presentation about it.



Part B

Listening

To help students with the presentation, they are going to listen to the recording of a similar group presentation which is on basketball. Teachers should go over the plan with them to familiarise them with the structure of the presentation as they listen to it for the first time. Students should try to fill out the blanks only when the recording is played for the second time.

Tape script for listening exercise

CD Track 3: Presentation on basketball

Speaker 1

Basketball is the best game in the world. It is played by two teams. Each team has five players. To score, a player must throw a ball through a basket high above the ground. Players cannot kick or carry the ball.

The first game of basketball was played in the United States in 1892.

Speaker 2

Basketball can be played by men and women. It is fun to play and great to watch. Lots of people in Hong Kong play it. You can see games at every playground. I think every school has a basketball team.

The American NBA games are shown on television. There are many famous teams and players for you to support, like the LA Lakers, Houston Rockets and Chicago Bulls, Yao Ming, Kobe Bryant and Dwayne Wade.

Speaker 3

Like any sport, basketball has many rules. Breaking a rule is called a foul. Players must always keep the ball moving. They cannot take a long time to make a throw. They cannot stop the ball going into the basket when it is just going in. They cannot use their bodies to stop other players. They must not say bad things to other players. If they break the rules, the other team gets a free throw.

Speaker 4

I would now like to teach you some new words about basketball. Please listen carefully.

A Cinderella team is a team no one thinks is good, but it wins some games.

A time-out is a short break when the players stop playing and talk to their coach about the best plan.

The coach can also change some of the players during the time-out.

The point guard is the fastest player who follows the ball all the time.

Zone defence is when players watch different parts of the basketball court and try to stop players from the other team using it.

I hope these new words are useful for you: a Cinderella team, a time-out, the point guard and zone defence.

Answers for listening exercise:

Speaker	Plan	Details
1	Introduce the topic	<ul style="list-style-type: none"> Basketball is the best game in the world
	Describe how the game is played	<ul style="list-style-type: none"> It is played by two teams of <u>five players</u> Players throw a ball through a basket to score Players cannot <u>kick or carry the ball</u>
	Give a brief history of the game	<ul style="list-style-type: none"> The first game of basketball was played in the <u>United States</u> in <u>1892</u>
2	Give places to watch the game	<ul style="list-style-type: none"> You can watch the games at <u>every playground</u> or on <u>television</u>
	List famous teams and players	<ul style="list-style-type: none"> Famous teams: Houston Rockets, <u>LA Lakers</u> and <u>Chicago Bulls</u> Famous players: Dwayne Wade, <u>Yao Ming</u> and <u>Kobe Bryant</u>
3	Describe fouls	<p>Players cannot:</p> <ul style="list-style-type: none"> take a long time to <u>make a throw</u> stop the ball going into the basket when <u>it is just going in</u> use their body to <u>stop other players</u>
4	Introduce new vocabulary	<ul style="list-style-type: none"> A Cinderella team means a team that no one thinks is good but <u>wins some games</u> A time-out is a short break when the players <u>stop playing and talk to their coach</u> The point guard is the fastest player who <u>follows the ball all the time</u> Zone defence is when players watch <u>different parts of the court</u> and try to stop the other team using it

Catering for Learner Diversity

Depending on students' interest and ability, you might like to use the sample presentation on table-tennis (pages T73-T74, Supplementary Materials 6) as a replacement or an additional activity. There are some technical terms in the presentation (e.g. speed stroke, loop drive) and you might like to go over some of them before students listen to the recording. The tape script and answers for the activity are on the next two pages.

Tape script for listening exercise (Supplementary Materials 6)

CD Track 4: Presentation on table-tennis

Speaker 1

Yes, the topic of our presentation is table-tennis, or ping-pong. For this game you need small bats, a table-tennis table with a net and a hollow ball. Games can be played by two or four players. The players hit the ball across the table to one another, scoring points according to the detailed rules. The winner is usually the best out of five or seven games.

Speaker 2

The game is very pleasurable to play because of the skill needed to make good shots. A keen player is very fussy about his bat and the way he holds it. Then you must learn the different strokes. There are speed strokes that keep the game moving fast and loop drives which give the ball spin.

Speaker 3

For defence we use a different set of strokes. I only have time to mention three now. The slice comes in under the ball; the block just knocks the ball back; and a lob sends the ball high into the air.

You have to be very fit to play fast moving good table-tennis, but it is also a good game for relaxation. I don't know of any game more people play. Many youth clubs or entertainment places have table-tennis facilities. They are cheap and the game does not depend on the weather. I cannot think of any drawbacks. You would be very unlucky to hurt yourself playing ping-pong.

Speaker 4

Table-tennis is especially popular in East Asia and almost all the great players come from China, South Korea and Japan. My favourite is the great Ma Lin. Ma Lin was born in Liaoning, China, in 1980. He has invented some of his own strokes. His serves are fantastic. He has won lots of tournaments and has heaps of gold medals, even Olympic ones. Some people prefer Wang Ho's game, but Ma Lin is my idol and the player I dream of being when I play. Anyway, if any of you have become more interested in ping-pong after our presentation, please come and join us in the Table-tennis Club after school every Wednesday. Thank you.

Answers for Supplementary Materials 6

A recording of a table-tennis game, diagrams of various holds and a picture of Ma Lin are all possible graphic aids for the talk. Gestures while talking about holds and strokes would be a good idea if handled carefully and non-dramatically.

Speaker	Plan	Details
1	<p>Introduce the topic</p> <p>Give basic information on the equipment required to play table-tennis</p> <p>Describe how the game is played</p>	<ul style="list-style-type: none"> Equipment needed: some <u>bats</u>, a <u>table with a net</u> and a <u>hollow ball</u> Number of players: <u>two or four</u> To win a match you need to win the best of <u>five or seven</u> games
2	<p>Give some technical information on special skills used to play table-tennis</p>	<ul style="list-style-type: none"> There are different ways to hold the bat There are also different strokes (e.g. <u>speed strokes</u> keep the ball moving fast; loop drive <u>gives the ball spin</u>)
3	<p>Give more information on the skills required to play table-tennis</p> <p>Describe the advantages and disadvantages of the game</p>	<ul style="list-style-type: none"> The strokes for defence include the slice, the <u>block</u> and the <u>lob</u> Advantages: <ol style="list-style-type: none"> <u>good for relaxation</u> <u>very popular</u> <u>facilities easily available and cheap</u> <u>does not depend on the weather</u> Disadvantages: <u>None</u>
4	<p>Discuss the popularity of table-tennis</p> <p>Give examples of some famous players</p>	<ul style="list-style-type: none"> The game is very popular in <u>East Asia</u> Chinese player, Ma Lin, has won lots of tournaments and medals; he has invented his own <u>strokes</u> and has fantastic <u>serve</u>s

**Part C
Planning**

Now, students in their groups are going to prepare an oral presentation on a sport. To help students to prepare their group presentation, teachers should go over the steps in the student's handout. Students should be allowed some time to research and organise information before they present their sport in class. The feedback form on the next page should also be given to students and explained to them at this stage so that they know what they should aim to achieve.

Group Presentation Feedback Form

Give feedback to your own and/or your classmate's performance by circling the appropriate number under "Needs improvement", "Satisfactory" or "Good", and by completing the "Overall comments" section.

	<i>Needs improvement</i>	<i>Satisfactory</i>	<i>Good</i>
Content			
• The information is suitable	1	2	3
• The information is interesting	1	2	3
Organisation			
• The ideas are well-connected	1	2	3
Language			
• Words are pronounced correctly	1	2	3
• Sentences are well-formed (e.g. with suitable tenses)	1	2	3
Delivery strategies			
• The speech is given in a natural way and without much hesitation	1	2	3
• Words can be heard clearly	1	2	3
• There is enough eye contact	1	2	3
• Suitable body movements are used	1	2	3
• Visual aid is well-used (optional)	1	2	3
Collaboration with group members			
• Members cooperate well in presenting the message	1	2	3

Overall comments:

What did you enjoy most about the presentation?

Which areas could be improved on?

**This is a general list of feedback criteria. Teachers might like to adapt it for use in their own classroom.*

Part D**Practice and Presentation**

Students should be given time to rehearse for their presentation in class so that they can seek help from the teacher with regard to the pronunciation of words. Teachers should go over the "Notes on Practice and Presentation" with students before they rehearse in groups. Copies of the "Group Presentation Feedback Form" can be used by students for reflecting on their own performance and giving feedback to other groups.

Catering for Learner Diversity**For less advanced students:**

Before students practise on their own, you may go over with students the pronunciation reminders regarding past tense endings on the last page of the teacher's notes of this focus or unit.

Presentation on a Sports Event**Learning Activity****Listening and Speaking****Part A****"Think, Pair, Share"**

The aim of this activity is to stimulate the students to start thinking about major sports events. Some prior talk in English about Wimbledon will make listening to the recording easier. Implement a "Think, Pair, Share" structure for students to follow.

"Think, Pair, Share"

Students must first **think** quietly about the question. Then, they should turn to one classmate and the **pair** should orally exchange their responses. Finally, the teacher can ask pairs to **share** their ideas with the class.

Teachers should elicit answers from the students after they have shared their responses in groups. Students should be encouraged to give their answers in complete sentences. To better motivate them, teachers can play a video clip of the most recent Wimbledon Game on the Internet.

Part B**Listening**

Students will listen to a presentation about a major sports event – the Wimbledon Tennis Championships. Before the students attempt the activity, the teacher should explain that it serves two purposes: to act as listening practice and to model an oral presentation plan. The teacher may have to go over the table and key vocabulary (e.g. tournament, Martina Navratilova, Ladies' Singles, Mixed Doubles) with students. S/he may also need to play the audio track a few times to allow students to complete the plan.

Tape script for listening exercise

CD Track 5: Presentation on the Wimbledon Tennis Championships

The event I want to talk about is the annual Wimbledon Tennis Championships. Wimbledon is a suburb to the south of London. The event is held six weeks before the first Monday in August and attracts all the big names in tennis. To win at Wimbledon really makes you a star.

The championships last two weeks and are extra special for two reasons. These championships are among the oldest since the first was held in 1877 and, unlike most of the other big tennis tournaments, they are played on grass.

There are nineteen courts and the most important games take place on Centre Court and Number One Court. When the championship is underway, Wimbledon is at the centre of the world as nearly half a million people attend the games and hundreds of millions watch on television.

I want to tell you about one great Wimbledon star: Martina Navratilova. She is always remembered at Wimbledon because she won the Ladies' Singles title nine times. She also won the Ladies' Doubles seven times and the Mixed Doubles four times. She was a true champion too as she was well-behaved on the court and humble, unlike some other major players.

If you ever have a trip to England, I recommend you go visit Wimbledon and enjoy the guided tour and museum, with a walk-in historical changing room and many interesting exhibits. You will never forget the experience.

Answers for listening exercise:

1. The name of the event	Wimbledon Tennis Championships
2. Where, when and how long	<ul style="list-style-type: none"> • Where: <u>Wimbledon</u> • When: <u>every year, six weeks before the first Monday in August</u> • How long: <u>two weeks</u>
3. Why it is important; what makes it special	Attracts all the <u>big names</u> in tennis; winning it makes one a <u>star</u>
4. A little history	Among the world's <u>oldest</u> championships – the first was held in <u>1877</u>
5. Any useful details	There are <u>nineteen</u> courts at Wimbledon, with nearly <u>half a million</u> people attending the games every year
6. A great champion of the event	<u>Martina Navratilova</u> – winner of <u>nine</u> ladies' singles titles, seven ladies' <u>doubles</u> titles and <u>four</u> mixed doubles titles; <u>well-behaved</u> on the court
7. Closing words of interest	If you have a trip to England, visit Wimbledon and enjoy the <u>guided tour</u> and <u>museum</u>

Part C

Planning

The teacher should conduct a Lucky Draw to determine which sports event on the list of "Some Major Sports Events" each group of students will research and present to the class.

After students have received their topic, they should be given time to conduct research and collect information regarding the sports event. They should then organise their ideas and decide which part each member will present on. The feedback form on the next page should be given and explained to students at this stage so that they know what they should aim to achieve.

Part D

Practice and Presentation

Students should be given time to rehearse for their presentation in class so that they can seek help from the teacher with regard to the pronunciation of words. Teachers should go over the "Notes on Practice and Presentation" on page S14 with students before they rehearse in groups. Copies of the "Group Presentation Feedback Form" should be given to students before they rehearse so that they know what to aim for. During the presentations, they can use the form as a tool for reflecting on their own performance and giving feedback to other groups.

Catering for Learner Diversity

For less advanced students:

Before students practise on their own, you may go over with students the pronunciation reminders regarding past tense endings on the last page of the teacher's notes of this focus or unit.

Group Presentation Feedback Form

Give feedback to your own and/or your classmate's performance by circling the appropriate number under "Needs improvement", "Satisfactory" or "Good", and by completing the "Overall comments" section.

	<i>Needs improvement</i>	<i>Satisfactory</i>	<i>Good</i>
Content			
• The information is suitable	1	2	3
• The information is interesting	1	2	3
Organisation			
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Language			
• Words are pronounced correctly	1	2	3
• Sentences are well-formed (e.g. with suitable tenses)	1	2	3
Delivery strategies			
• The speech is given in a natural way and without much hesitation	1	2	3
• Words can be heard clearly	1	2	3
• There is enough eye contact	1	2	3
• Suitable body movements are used	1	2	3
• Visual aid is well-used (optional)	1	2	3
Collaboration with group members			
• Members cooperate well in presenting the message	1	2	3

Overall comments:

What did you enjoy most about the presentation?

Which areas could be improved on?

**This is a general list of feedback criteria. Teachers might like to adapt it for use in their own classroom.*

While students rehearse for their presentation, the following notes on pronunciation problems related to past tense endings can be covered if considered helpful.

Pronunciation reminders – past tense endings

Group A: the past tense ending sounds like a (t)

- ch – reached
- f – photographed
- k – dunked
- p – hopped
- s – missed
- sh – fished

Group B: the past tense ending sounds like a (d) (NOT (ed))

- vowels – played
- b – dribbled
- g – hugged
- j – judged
- l – fouled
- m – rammed
- n – trained
- r – scored
- v – dived
- z – advertised

Group C: the past tense sounds like (id)

- d – headed
- t – sprinted

Web Help

Students will find Wikipedia helpful when doing their research. Most major sports events also have websites dedicated to them and can be referred to for ideas. Here are some examples:

<http://www.formula1.com>

<http://www.hksevans.com>

<http://www.premierleague.com>

<http://www.nba.com>

<http://www.nfl.com>

<http://www.australianopen.org>

<http://www.rolandgarros.org>

<http://www.usopen.org>

<http://www.wimbledon.org>

<http://www.americascup.com/en/>

Focus: Sports Advertising

Objectives

By the end of the lesson(s), students will be better able to:

- demonstrate awareness of advertising methods
- read and write texts on sports advertising
- understand and use some common vocabulary for sports advertising

Time Needed

- 2 hours 40 minutes

Learning/Teaching/Assessment Tasks/Activities

- Students look at and talk about advertisements
- They learn about advertising techniques
- They analyse some samples of sports advertising
- They produce their own sports advertisement

Materials Required

- Some print/non-print sports advertisements
- Handouts on "Sports Advertising"
- Supplementary Materials 7

Sports Advertising

Teacher's Notes

Students can be asked to bring examples of sports advertising materials to class or teachers can introduce the topic of advertising by showing some slides of sports advertisements or by asking the class how the school basketball team could raise funds and so move on to the topic of sponsorship, advertising and promotional activities and sales.

Once the topic has been introduced and the interest of the students stimulated, the teacher can ask the class for ideas about how advertising works and what strategies advertisers use to attract people and persuade them to buy goods. Once the class has generated some ideas, the handout on advertising techniques can be distributed.

Catering for Learner Diversity

Advertising is so pervasive in our society that no student should have any conceptual difficulties here and the task is suitable for all levels of learners. The difference will lie in the sophistication of the work handed in.

Learning Activity 1 Reading and Speaking

Teachers go over the advertising techniques with students and make sure they understand each of them before asking them to work out the techniques used in phrases a-g.

Answers:

- a. metaphor (If students say that the phrase exploits the theme of love at first sight, it should be accepted even though theme is not on the list of "Advertising Techniques".)
- b. invitation
- c. positive adjective
- d. alliteration
- e. endorsement
- f. rhymes/rhyming words
- g. a selling point

Catering for Learner Diversity

For less advanced students:

You may familiarise them with rhymes using Supplementary Materials 7 (page T75), which contains a brief definition of rhymes and a learning activity for practice. It can be useful in raising awareness of the sounds of English and improving pronunciation.

Answers for Supplementary Materials 7:

- | | | | | |
|-----------|------------|-------------|-----------|-------------|
| 1. skis | 2. goose | 3. explorer | 4. hiking | 5. division |
| 6. weight | 7. machine | 8. defeat | 9. sweat | 10. boo |

For more advanced students:

If your students are interested in rhyme as a literary device, you may go further by introducing the following rules about rhyme.

final stressed syllables – *getting* and *taking* do not rhyme as the final syllables *-ing* are not stressed. Unstressed final syllables are common in the case of regular prefixes like *-ing*, *-er* and *-tion*. *baker* and *officer* do not rhyme; nor *nation* and *fashion*.

vowel and, if present, final consonant – *you* and *youth* do not rhyme as *you* ends in a vowel only

while *youth* has a vowel followed by a consonant.

same vowel and, if present, final consonant – *last* and *must* do not rhyme as the vowels are different even though the final consonants are the same.

rhymes are sound – whether two words rhyme depends on their sound, not spelling. *write* and *bright* may not look alike, but do rhyme; the same with *kissed* and *list*. On the other hand, *here* and *were* look alike but sound quite different and do not rhyme.

Learning Activity 2

Reading

Teachers ask students to study the poster in pairs and identify the advertising techniques used. Before this activity, the whole class can be shown some other print or non-print sports advertisements and be asked to identify the techniques used together.

Answers:

- playing with spelling and sound (e.g. coooool)
- question (e.g. playing hard?)
- a selling point (e.g. result of latest bio-tech research, awesome flavours, energy restoring)
- endorsement (e.g. used by all top athletes)
- rhyme (e.g. first/thirst, kills your thirst, in a burst, gives you a buzz, oh yes, it does)
- street language to suggest the sort of tough guys who buy this drink with its aggressive name (e.g. man, cool and awesome)

Catering for Learner Diversity

For less advanced students:

You can tell students the techniques that can be found in the poster and ask them to come up with an example for each.

Learning Activity 3

Writing and Speaking

Students should be asked to collect some sports advertisements and identify the advertising technique(s) used before this lesson. They should then share with their classmates what they have collected during the lesson.

After students have shared their collection of advertisements, it is now their turn to design an advertisement for a sports product. They can either work individually or in pairs. They will need to decide on a sports product that they would like to sell and include a few lines on their poster using some of the advertising techniques they have learnt. Teachers should remind them that the focus of the poster is the language so they should not spend too much time on the graphics.

Web Help

A sample of websites advertising sports products is included below:

<http://accelerade.com/>

<http://www.gatorade.com/>

<http://www.lucozade.com/>

<http://jezign.com/>

<http://www.nike.com/index.jhtml>

<http://www.jdsports.co.uk/>

<http://www.exosports.net/catalog/>

<http://robbinssports.com/>

<http://www.fitness-superstore.co.uk/>

<http://www.crownawards.com/StoreFront/indexmain.html>

Focus: Sports Songs

Objectives

By the end of the lesson(s), students will be better able to:

- share and enjoy sports songs
- write some simple sports chants
- demonstrate oral skills through presenting a chant/song

Time Needed

- 1 hour 20 minutes

Learning/Teaching/Assessment Tasks/Activities

- Students listen to some sports songs and sing along with them
- They read and write sports chants

Materials Required

- Handouts on "Sports Songs"

Sports Songs

Teacher's Notes

Learning Activity 1

Listening

This activity aims to provide an opportunity for students to enjoy listening to an English song related to sports. Teachers will need to judge whether the students know enough about sports in English speaking countries to be able to bring in their own favourite songs which are heard at sports events, or whether they will need to make a selection for them. Below are some songs which teachers may consider using for the activity.

Fans sing songs before and during a match. Some famous songs have become associated with various teams. The words are frequently changed (sometimes rather obscenely) or only the chorus is used. Among songs which can be heard are:

- "Swing Low, Sweet Chariot"
Lyrics: <http://www.cyberhymnal.org/hym/s/w/swinglow.htm>
Music: <http://www.youtube.com/watch?v=yU091YLgC9Q>
- "Amazing Grace"
Lyrics: http://www.constitution.org/col/amazing_grace.htm
Music: http://www.youtube.com/watch?v=3_7E8GIMTJE
- "John Brown's Body"
Lyrics: http://en.wikipedia.org/wiki/John_Brown's_Body
Music: <http://www.youtube.com/watch?v=enz7XsKfRlw>

The band Queen has supplied some very famous sports songs:

- "We Are The Champions" – the chorus in particular is very suitable for use
Lyrics: http://www.lyricsfreak.com/q/queen/we+are+the+champions_20112595.html
Music: <http://www.youtube.com/watch?v=vofSgnnnIrI>
- "We Will Rock You"
Lyrics: http://www.lyricsfreak.com/q/queen/we+will+rock+you_20112546.html
Music: <http://www.youtube.com/watch?v=qGaOlfmX8rQ>
- "Another One Bites the Dust" – this idiom means to fail or to be defeated; the chorus fits the competition scenario very well
Lyrics: http://www.lyricsfreak.com/q/queen/another+one+bites+the+dust_20112678.html
Music: <http://www.youtube.com/watch?v=CWsJcg-g1pg>

"Take Me Out To The Ball Game" is a very well-known baseball song.

Lyrics: <http://kids.niehs.nih.gov/lyrics/ballgame.htm>
Music: <http://www.youtube.com/watch?v=7AEAPqR1zGA>

Another tune which is common belongs to the old song "I'm Forever Blowing Bubbles". It has been rewritten countless times.

Lyrics: http://en.wikipedia.org/wiki/I'm_Forever_Blowing_Bubbles
Music: <http://www.youtube.com/watch?v=RDcPFxKhz14&feature=related>

There are also songs created for particular teams. These can be found on the websites of many American universities and British football clubs. In the U.S., these songs are called "fight songs".

Some relevant websites are

http://en.wikipedia.org/wiki/Eton_Boating_Song
<http://www.lyricsondemand.com/miscellaneouslyrics/worldcuplyrics/>
http://www.liverpoolfc.tv/lfc_story/classics/1.htm
http://www.google.com/Top/Sports/Team_Spirit/Fight_Songs/

The selected song should be played once as students listen and write down some key words in the box. Teachers then elicit from students the words that they have written down and ask what they think the song is about. It will make the lesson more fun if the students recognise the tunes and freely join in. Again, teachers are in the best position to judge this.

The notes on the features of songs help to draw students' attention to language use. Teachers should go over them with students before playing the song for the second time.

Part A

This is where the stress of words in a phrase or sentence can be discussed. Teachers can read the lines provided together with students, or can use any other texts to illustrate the stress of words.

Answers:

The same rhythm *strong/weak/strong/weak/strong/weak/strong* is adopted in every given line of the two nursery rhymes. The stressed sounds are underlined below:

1. Twinkle, twinkle, little star.
How I wonder what you are.
2. Old McDonald had a farm.

Part B

This part is where the concept of rhyme can be revised if it has been covered before.

Suggested answers:

Examples of words that also rhyme with *star* are *afar, bar, car, far, jar* and *czar*. Note that *war* does not rhyme with *star* though its spelling is similar to star.

Part C

Teachers can explain that repetition is often used in songs to repeat the theme or message. Remind students that the whole or a part of a line can be repeated for more variation.

Students can be shown the lyrics of the song "We Are The Champions" and be asked to identify where repetition is used:

http://www.lyricsfreak.com/q/queen/we+are+the+champions_20112595.html

Learning Activity 2

Reading and Speaking

Students read the chants and identify the song features that are present. As the features of songs are related to sound and rhythm, it is important that students be asked to read aloud the chants so that it is more likely for them to identify the features by listening to themselves.

1. **We shall not be moved.**
We shall not be moved.
We shall win the cup.
We shall win the cup.
We shall not be moved.
(repetition)
2. **If we're going to win,**
Clap your hands.
If we're going to win,
Clap your hands.
If we're going to win,
Stamp your feet and clap your hands!
If we're going to win,
Clap your hands.
(repetition)
3. **We're going to win the game,**
We're going to win the game,
We're going to win the game,

And soon you'll see we're right.
(tune: "For he's a jolly good fellow")
 (repetition)

*As students may not be familiar with the tune, teachers might like to play it on YouTube before asking students to chant the verse.

4. We'll be running round the stadium with the cup,
We'll be running round the stadium with the cup,
We'll be running round the stadium with the cup,

Just you **wait** and see,

We'll be **running round the stadium with the cup.**

(tune: "She'll be coming round the mountain when she comes")

(**rhythm** and repetition)

*As students may not be familiar with the tune, teachers might like to play it on YouTube before asking students to chant the verse.

5. **Ashes to ashes, dust to dust,**
Hate to beat you, but we must!
 (rhyme and **rhythm**)

6. We are the greatest
 Who you can't beat
 'Cos we'll never
 Never take defeat!
 (rhyme)

7. **Listen to the sound,**
Listen to the sound,
 The beat of defeat!
 (repetition)

8. One, two, three, four,
 Who do we adore?
 Five, six, seven, eight,
 Who do we appreciate?
 (Shout name of team)
 (rhyme)

Learning Activity 3 Writing and Speaking

Teachers should arrange students into groups and ask them to decide if they want to write a sports chant for a sports team, their house, their class or their school. Share the success criteria with students before they write and rehearse. After students have written their chant, they should be given some time to practise reading it aloud. Encourage them to add some actions to enliven their presentation. Teachers may give out the "Group Presentation Feedback Form" on the next page for students to do peer or self-assessment.

Group Presentation Feedback Form

Give feedback to your own and/or your classmate's performance by circling the appropriate number under "Needs improvement", "Satisfactory" or "Good", and by completing the "Overall comments" section.

	<i>Needs improvement</i>	<i>Satisfactory</i>	<i>Good</i>
Content			
• The information is suitable	1	2	3
• The information is interesting	1	2	3
Organisation			
• The ideas are well-connected	1	2	3
Language			
• Words are pronounced correctly	1	2	3
• Sentences are well-formed (e.g. with suitable tenses)	1	2	3
• Song features have been appropriately/well-used (optional)	1	2	3
Delivery strategies			
• The speech is given in a natural way and without much hesitation	1	2	3
• Words can be heard clearly	1	2	3
• There is enough eye contact	1	2	3
• Actions are well-used to enliven the presentation (optional)	1	2	3
Collaboration with group members			
• Members cooperate well in presenting the message	1	2	3

Overall comments:

What did you enjoy most about the presentation?

Which areas could be improved on?

**This is a general list of feedback criteria. Teachers might like to adapt it for use in their own classroom.*

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For less advanced students:

You may ask them to rewrite the lyrics of the sports chants in Learning Activity 1 or complete sport chants through a blank-filling activity. Students can also be encouraged to use repetition in their chant to reduce the challenge of the task.

For more able students:

You may encourage students to rewrite the lyrics of a short and simple song instead of a chant. They can also be encouraged to include some rhyme and rhythm in their work.

Focus: Sports Product Review

Objectives

By the end of the lesson(s), students will be better able to:

- express judgements and preferences
- read and write reviews of sports products
- understand and use some of the vocabulary used in product reviews

Time Needed

- 2 hours 40 minutes

Learning/Teaching/Assessment Tasks/Activities

- In pairs or small groups, students discuss sports products from the consumer's point of view and consider how we make purchase decisions
- They read reviews to learn their structure and content
- They do some research on a sports product
- They write a product review

Materials Required

- Handouts on "Sports Product Review"

Sports Product Review

Teacher's Notes

These lessons follow on from the work on advertising. After seeing the matter from the manufacturers' point of view, we now switch to the consumers'. The writing task is not demanding but the vocabulary needed might be. However, by this point in the module the students should have built up a store of words relating to the sports they are most interested in.

The students need then to either have access to the Internet to look at some product options or time to do research on their own at home.

Learning Activity 1

Speaking

Teachers can take one of the items of sports equipment into the classroom and ask for a few quick answers as to what s/he should think about before buying one. Students can then exchange their own thoughts on this. The discussion can end with a sharing of ideas. For all the products, one expects to hear about price, strength and appearance. Those who know more about a particular sport may have extra ideas about features such as weight and materials. For sports shoes, extra considerations will be size and comfort. When it comes to what the potential purchaser should be aware of, things like size, age, strength and skill need to be mentioned as well as the acceptable price range and whether the consumer is fashion-conscious or not.

The class should be led into realising the customer needs to:

- analyse her/his own needs
- understand what different products are available
- try to match the two

The topics of consumer help, advice, product reviews, etc. can then be introduced.

Learning Activity 2

Reading

Teachers should introduce the sample review about a tennis racquet and point out that the numbers to the left of the text refer to the paragraph numbers. Students identify the focus of each paragraph and write down the letters in the column to the right of the text.

Answers:

- | | |
|------|------|
| 1. a | 5. b |
| 2. b | 6. b |
| 3. b | 7. c |
| 4. b | 8. d |

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For less advanced students:

To help them with the vocabulary related to the parts of a racquet, e.g. head, butt, sweet spot, frame, shock dampener, consider showing the picture of a tennis racquet at the following site:

<http://www.dummies.com/how-to/content/choosing-a-tennis-racquet.html>

You may also bring a tennis racquet to the classroom for illustration purposes.

Learning Activity 3 Reading

Students should read the review on the AC jersey and answer the questions that follow.

Suggested answers:

- We should consider the fabric used as well as its durability and design.
 - The writer considers the jersey timeless, soft, very well-ventilated, comfortable, highly durable and well-priced.
 - Students' own answer.
- No, the writers start and end their reviews in different ways. The writer for the jersey review starts and ends with a question for the reader to think about, while the writer for the racquet review begins with a brief introduction and ends with a strong recommendation.

Learning Activity 4 Writing

Teachers should assign the writing task whereby students:

- choose a product they have bought, would like to buy, and/or are familiar with
- do some research in some sport shops or on the Internet
- take point form notes in the table provided
- draft a plan for their product review
- refer to the language notes provided
- write a product review

Sufficient time should be allowed for going over the language notes with students to make sure they have some vocabulary and language patterns for writing their review. The assessment criteria on the "Product Review Assessment Form" on the next page should be explained to students before they write, and the form can be used for giving feedback to students.

Web Help

Below are some websites which students can browse before writing their review. The websites will give them some ideas on which product they can write about and what they can include.

<http://footcare.ygoy.com/how-to-choose-a-sports-shoe/>

http://www.shopping.com/xCH-sports_and_outdoors

<http://bicyclesinc.com/index.cfm>

<http://www.roadrunnersports.com/rrs/content/content.jsp?contentId=200098>

<http://www.drpribut.com/sports/shoes.html>

http://www.mysimon.com/9015-11034_8-43215110.html

http://www.pricerunner.co.uk/sp/football_boots.html

<http://www.reviewcentre.com/products2244.html>

<http://www.reviewcentre.com/search.html?searchstring=tennis+rackets>

Product Review Assessment Form

Give feedback to your own and/or your classmate's performance by circling the appropriate number under "Needs improvement", "Satisfactory" or "Good", and by completing the "Overall comments" section.

	<i>Needs improvement</i>	<i>Satisfactory</i>	<i>Good</i>
Content			
• The information is relevant	1	2	3
• The information is interesting	1	2	3
Accuracy			
• Spelling is accurate	1	2	3
• Language structures and grammar are appropriately used	1	2	3
Organisation			
• The information is well-organised	1	2	3
Vocabulary			
• A range of vocabulary is appropriately used	1	2	3
• Some sports vocabulary is used	1	2	3
Style			
• Appropriate tone and register are adopted	1	2	3
• The format of the writing is appropriate for a product review	1	2	3

Overall comments:

**This is a general list of feedback criteria. Teachers might like to adapt it for use in their own classroom.*

Focus: Sports Film

Objectives

By the end of the lesson(s), students will be better able to:

- understand some of the characteristics of sports films
- talk about a sports film

Time Needed

- 2 hours 40 minutes

Learning/Teaching/Assessment Tasks/Activities

- Students watch a film or parts of a film
- They analyse the plot and characters of the film
- They express their opinions about the film
- They write and talk about the materials they have watched

Materials Required

- Handouts on "Sports Film"
- CD Track 6: Presentation A on "Coach Carter"
- CD Track 7: Presentation B on "Coach Carter"

Sports Film

Teacher's Notes

Teachers may begin the lessons by asking the class for the names of sports films they have enjoyed. Follow-up questions on why they were good or bad, the similarity of the context of the story to the situation in Hong Kong and so on can set the mood for this part of the module. A number of options are open to the teacher:

- to adapt this into a speaking task for the School-based Assessment and spend some extra time on it, with students preparing individual presentations and/or discussions to be assessed
- ask students to make arrangements to watch a particular film at home or at the multimedia learning centre or English Corner of your school and complete a worksheet or write a review
- ask students to watch and review any sports film

Teachers may help students to understand and appreciate films by:

- getting students to pay attention to English: asking questions on plot, writing out important parts of the dialogue, pinpointing certain words
- encouraging understanding of the plot: asking comprehension questions, requesting summaries
- aiding appreciation of the artistic qualities of the film: asking about music, lighting, scenery, costume, acting, etc.
- helping students to appreciate the messages of the film: asking questions about the meaning of or rationale for certain events
- encouraging the formation and expression of opinions and value judgements: asking questions about favourite characters, scenes, etc.
- helping students to relate foreign materials to their own lives: asking for comparisons with the Hong Kong situation

The materials in these lessons are about "Coach Carter", a film which is based on the true story of a controversial basketball coach who tried to change and help a team of undisciplined players. Teachers may choose to use any other sports film that suits the purpose. A list of sports films which teachers may consider using has been included at the end of this unit.

Learning Activity

Viewing, Writing and Speaking

1. Teachers should preview the "Coach Carter" mind map with students to ensure that they understand the literary terms and the conceptualisation of the graphic organiser. If necessary, explain the terms with the help of the notes below*.
2. Students watch the film and add point form information to the mind map (Question 1).
3. After students have watched the film, they work in pairs to complete the worksheet (Question 2) using their mind map notes and their partner's input.
4. Teachers go over the sample presentation with students so that they have an idea how they can organise and link up their ideas for their own presentation. The recording of the presentation (*CD Track 6: Presentation A on "Coach Carter"*) can be played as students read the script of the presentation, or teachers can let students listen first before they read.
5. Students should be given time to plan and rehearse before they do the actual presentation.

Answers for Question 3:

b – d – a – e – c

*Teachers might like to prepare students for the worksheet completion and presentation tasks by highlighting the terms below that they have to pay attention to when talking about fiction, a story, or, in particular, a film:

1. Plot

All fiction is based on conflict and this conflict is presented through a sequence of events. Many sports films follow the same plot line: a team or person is doing badly; only one person believes in the team or person; their encouragement and hard love help the team or person to work hard; the

underdog team or person surprises everyone by winning. The same plot line can be used for many different situations and places, creating variety. Plots can be made more complex by changing the normal order of events through flashbacks and flash-forwards.

To keep the audience interested, the plot needs to have quieter parts followed by climaxes, or high points of the story. The greatest climax should come at the end. In sports films, the main way of creating climax is to use suspense: the match is almost over and the team or person is losing. Can they fight back? Although we can guess they will, we still get tense waiting to see what will happen and wondering how they can possibly win at this late stage. We are able to worry about the people in the film as we wait to see how clever the film-maker is at solving the difficult problem.

Sports films are fairly predictable and do not often have twists, or surprise endings, so the way the story is told is very important. Our view of that will decide whether we think the film is good or bad.

2. **Character**

The people in the story are the characters. Minor characters do not need much detail or depth. The main character (often called the hero) must be more interesting. Character is created by the appearance of the person, her/his way of behaving, her/his words, the way in which other characters react to her/him and the ways in which the director and camera make us feel about her/him.

3. **Setting**

The place and time of the story are the setting.

4. **Conflict**

Conflict is a problem that occurs when there is an argument or disagreement over something which remains to be solved.

Below are some additional terms which teachers might like to go through with students, depending on their level and interests:

1. **Mood**

Camera work and lighting can create mood. If we see someone alone in a close-up as they think about their lives, we will feel warm towards them. The lighting can make this feeling stronger. Soft light makes someone seem gentle. Dark or strangely coloured light might make a character seem dangerous and unpleasant. Background music also creates mood and influences our feelings.

2. **Main Message or Moral**

Every character is introduced for a purpose. The tough boxer's mother or child may appear in a scene so that we can see he has a kind loving heart when he is not fighting. A film-maker may include a minor character in just a few scenes to send us a message, e.g. telling lies leads to trouble, drugs are dangerous and so on. The main message of the film can also be called its moral. Many sports films tell people to work hard and not give up easily. They offer an optimistic view of life: effort and determination bring results.

3. **Storyboard**

Films are divided into scenes, events that take place within a period of time with one group of characters. Scenes are divided into shots, one continuous piece of filming. Shots can be very long as the camera follows the character(s) for a few minutes, or they can be very short and fast with rapid cutting/editing. Long shots suit quiet scenes. Fast chases and exciting games are likely to have many short shots. This, along with fast music, creates the tension.

4. **Contrast**

Contrast is used in all types of art: good/bad; light/dark; old/young; brave/afraid; death/birth and so on.

5. Target Audience

Films are targeted at particular groups of people. For example, chick flicks are for and about young women. Teenagers are important consumers of entertainment so a lot of films are targeted at them. The actors are usually good-looking (especially the lead characters) and plenty of pop music is included. Many sports movies try to appeal to teachers/parents and teens. This is a difficult balance to achieve as teens are used to adults trying to brainwash them and the message must be partly hidden. The characters must not be too good or the teens might reject them as models.

Teachers may also refer to other definitions of terms on websites such as the one below:
http://www.orangeusd.k12.ca.us/yorba/literary_elements.htm

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For more advanced students:

For Question 2, you can require students to give responses in a few more aspects. Questions such as the ones below can be added to the worksheet:

- Name a character you thought was weak or uninteresting.
- Who do you think is the worst actor/actress in the film?
- Is there anyone connected with the film you want to give an award to?
- List ten words about sports that you noticed in the film.

For Question 3, consider using the following sample presentation instead, which is comparatively longer and contains more challenging vocabulary. A recording (CD Track 7: Presentation B on "Coach Carter") of the presentation is also available.

The moment you see the unsmiling, straight talking Coach Carter on the screen, with his smart jacket and tie and gleaming shaven head, you know he is one tough guy. And he needs to be when he takes on the Oilers, the basketball team at Richmond High, a school in a difficult neighbourhood with a very poor academic record. Yes, "Coach Carter", is yet another in the long series of films about great teachers who make a difference. It is also in the tradition of films about underdog sports players who make a determined effort and surprise everyone. And, of course, it is a high school film giving plenty of attention to the romances and tensions of teenage life. Films like this are pretty predictable (although this one has a bit of a twist), so the important thing is how well they are made. In these terms, "Coach Carter" is a classy production.

Samuel Jackson gives an excellent performance as the inflexible, but caring coach. The story focusses mainly on his relationship with six players, each one given some character and individuality and acted well by the young stars. There's some sharp dialogue and the tension between the team and the coach at his harshest is really convincing. There is nothing cheap about this film and the big set-piece matches are filmed and edited beautifully. There are also some powerful messages of hope here and some genuinely emotional moments.

Of course, it helps if you like basketball, but the film is not too obsessed with the game and even non-fans can probably enjoy the personal stories. At 133 minutes it might be a little long, and a bit more humour would have been welcome. There is a little, for example, when the team creep out for a party, hoping the coach won't find them, but he does and catches his son kissing in the swimming pool. On the whole, however, the film is pretty serious and at times even heavy. Another criticism could be that the side stories are weak: one player's worries about his pregnant girlfriend, for instance, never come alive.

That said, the film is definitely worth watching, and could well become a classroom classic with lots for teachers and students to talk about once the film is over. Needless to say, basketball players should love it!

On the whole, a more in-depth discussion on an episode of the film can be done as follows:

Watch the episode of the school board meeting again (98:38 – 103:35). Form groups of four and discuss the following:

1. There are special requirements in Coach Carter's contract which his players have to fulfil. What are they? What is your opinion of these requirements?
2. Why is the school board meeting held?
3. Which character impresses you most in that scene? Why?
4. Your group will now role-play a school board meeting with four characters. In your group, divide your roles: a parent, a teacher, a player of Coach Carter's team, and the principal. Discuss the issue (the broken contract and the dramatic consequences) and then either vote "for" or "against". You may make use of your mind map (Question 1), your worksheet notes (Question 2), ideas in the film, or your own ideas.

Answers:

1. GPA of 2.3 or above, attending all classes, sitting in the front row on those classes, wearing a tie on games day; any reasonable views of these requirements from students should be accepted
2. To discuss and vote on Coach Carter's lockout of the gym because the players have failed to fulfil the requirements of his contract
3. Students' own answer
4. Students' own performance

In addition to the four questions above, the following topics can also be discussed:

1. most memorable scene
2. why some bad language is used in the film
3. most interesting of the team players
4. the ending
5. favourite bits of the dialogue
6. relevance to Hong Kong
7. comparison with similar films
8. ways to motivate uninterested students
9. Carter's treatment of his son
10. wearing ties and saying "sir"

Below are some English sports films that teachers may consider. Teachers may read their synopsis and review to select one which they consider interesting and suitable for their students. The films marked by asterisks(***) may contain adult themes, hard language, violence, etc. that may not be suitable for students if they are unaccompanied by a parent or guardian. Teachers are strongly urged to find out more about those films before using them for any learning activity.

- *Bend It Like Beckham* (Chadha, 2002) This is a heart-warming film about Jesse, a teenage girl from Britain's Sikh community, who is in love with football. Her family do not think it is a suitable interest for a girl and she is put in a very difficult position when her team begins to become famous. The problems of friendship and a bit of romance add extra taste to the film which preaches mutual tolerance and brings all to a happy ending.
- *Breaking Away* (Yates, 1979) The sports film genre is not a very original one. Many of the stories are about young people growing up and developing new strengths and maturity through sport. This one is no exception and one can find here the rather common ingredients of conflict with parents, hostility among different youth groups, and the problem of adapting to life after school. But there are not many bicycling films. The characters are good and the story is told with charm. (***)
- *Cinderella Man* (Howard, 2005) The film, like so many in the genre, relates a true story. John Braddock was a successful boxer, but injury made his career fall apart. Struggling to support his family during the Great Depression, he accepts a fight that everyone expects him to lose, but all goes well and he ends up a world boxing champion. The part is well-acted by Russell Crowe. Although the film is long, it has a lot of very realistic fight scenes.
- *Field of Dreams* (Robinson, 1989) Another Kevin Costner film, this one is pure sentimentality. A farmer hears mysterious voices and has a vision of turning a cornfield into a baseball diamond where great players of the past will appear and play. Understandably many people think he is mad,

and the film follows the Hollywood formula of a battle between idealism and harsh reality. But, as usual in such films, being true to oneself works and his dream comes true – though the doubters cannot see the ghost players.

- *The Flying Scotsman* (Mackinnon, 2007) This is a biopic, telling the life of the Scottish cyclist Graeme Obree. Graeme, definitely an underdog, is bullied by the boys around him during an unhappy childhood. However, he has a dream, builds his own bicycle and, to the amazement of all those who saw him as just a loser, breaks records.
- *Friday Night Lights* (Berg, 2004) A dusty Texan town gets all its pride from its champion high school (American) football team. This puts tremendous pressure on the members of the team and on their coach. How the coach inspires his players and deals with their problems is the meat of the film.
- *The Game of Their Lives* (Anspaugh, 2005) Hollywood is not very interested in football (soccer) so there are not so many films covering the world's most popular game. This is a half exception. It is a football film but it covers a surprise American victory over England in Brazil in 1950. The film follows the usual underdog pattern.
- *The Heart of the Game* (Serrill, 2006) This is a documentary about a Seattle girls' basketball team. It shows us the ups and downs of the team, the hard work of their coach and the legal struggles of a star player who is banned from playing. More appealing to those who have experienced a girls' basketball team.
- *Hoop Dreams* (James, 1994) A documentary about a boys' basketball team. In the United States school sport is taken very seriously, and for some players success is their best hope of a good future, so the pressures are intense. Coaches, families, players, injuries, the joy of victory, the pain of loss – all are here. Highly recommended for basketball fans.
- *Hoosiers* (Anspaugh, 1986) The story of an underdog basketball team and their climb to greatness. An inspiring story with a great performance by Gene Hackman as the coach, the film is a favourite with coaches as it sticks to the story of a team and the players' determination and improvement. The sentimentality is controlled and distractions such as love stories avoided.
- *Jerry Maguire* (Crowe, 1996) This film takes a slightly different approach and highlights the money side of sport and the commercial values behind what is sold to us as healthy and morally improving participation in physical activity. Tom Cruise is a rather unsuccessful sports agent with only one major client, a very difficult (American) football player (acted beautifully by Cuba Gooding). The film manages to be both interesting and thought-provoking. (***)
- *The Legend of Bagger Vance* (Redford, 2000) This is a golf film with stars like Matt Damon and Will Smith. A burnt-out, once great player is persuaded to join a major tournament. At first, he is a disaster, but then his caddy teaches him the perfect golf stroke and philosophy of life that lies behind it. Viewers can guess the rest.
- *The Longest Yard* (Aldrich, 1974 and remade by Segal, 2005) Although the older version is probably the better, most people will see the remake with Adam Sandler. An (American) football star is in prison. The story follows the usual formula of fitting together difficult individuals into a team and the victory that follows from their new unity. The prison setting supplies tension between prisoners and guards and adds a racial element.
- *Million Dollar Baby* (Eastwood, 2004) Among the many boxing films, this one stands out as offering something a little different. It is a sad story of a girl from the bottom of society who dreams of being a boxer. Girl boxers are not common and it takes a lot of determination on her part to get the help of a boxing-gym owner to train her. The film is perhaps less about sport than about family, hope and human dignity.
- *Raging Bull* (Scorsese, 1980) The film is generally recognised as a masterpiece, though a very violent one, which will not appeal to everyone. The story is based on the life of a 1940s boxer, Jake

La Motta, and shows the dark side of this big money sport. Connections to the criminal underworld, betting and match-fixing are explored and La Motta falls quickly from championship to jail. (***)

- *The Rookie* (Hancock, 2002) This beautifully made and highly sentimental film is set in the world of Texan night baseball. The main character, a true sports hero, missed his chance to be a sports star when younger but now, pushed by the team he coaches at the school where he teaches chemistry, makes one last effort. He has to prove himself among younger players and climb from amateur status through the minor league to big-time baseball. The film conveys the passion one can feel for a game or sport.
- *Seabiscuit* (Ross, 2003) This is another more or less true story. It involves a famous American race horse from the Depression years (1930s). Seabiscuit does not look or behave like a champion, but when treated with care by young jockey Red Pollard, becomes a (slightly unpredictable) star. Red, played with great sincerity by Tobey Maguire, suffers from a number of accidents and set-backs. The film is full of human (and equine) goodness and bravery.
- *Tin Cup* (Shelton, 1996) A gentle loser, Roy McAvoy, runs a golf driving range in Texas. He falls in love with a lady who comes to practise, but discovers she has a boyfriend who is a successful golfer. To win her attention he decides he has to win the US Open Championship. At this point the film gets serious about golf and fans will enjoy the technical detail and passion for the sport. (***)
- *Touching the Void* (MacDonald, 2003) Based on a true story, the film tells of two young men who decide to conquer the last unclimbed peak in the Andes of Peru. They intend to move fast, carrying almost nothing and depending on speed to survive. They successfully reach the top, but on the way down one is seriously injured and has to be slowly and dangerously lowered bit by bit by his partner. A snow storm only adds to the drama. An exciting film for anyone interested in mountain-climbing. (***)
- *We Are Marshall* (McG, 2006) The film is based on a genuine tragedy when a university's (American) football team was killed in a plane crash (1970). The initial reaction of Marshall University is to cancel the programme, but two coaches come and fight to revive it. People's emotions are very complex and confused on the issue and there are many obstacles, but the effort of getting the team out on the field and to be able to win at least some games helps everyone to handle their grief. A rather heavy film.
- *White Squall* (Scott, 1996) This is a sailing film, and also a film about growing up. It probably fits more into the genre of "inspiring teacher film" than sports film, but it is also about the young physically challenging themselves and so developing their characters. A crew of schoolboys, with various problems such as over-ambitious fathers, set sail on The Albatross. They have various adventures and in the climax have to survive in a terrible storm.
- *Wimbledon* (Loncraine, 2004) An aging tennis player without much ambition is inspired by his love for a hot young American tennis star to improve his game and show he is a winner. More a romance than a sport film, there is still plenty of tennis for fans to enjoy.

Focus: Sports Writing

Objectives

By the end of the lesson(s), students will be better able to:

- identify characteristics of sports articles and/or essays
- research a sports topic
- read and write a sports article and/or essay

Time Needed

- 4 hours

Learning/Teaching/Assessment Tasks/Activities

- Students discuss different types of sports writing
- They examine samples of sports writing
- They research a topic related to sports
- They write an article and/or an essay on a sports topic

Materials Required

- Handouts on "Sports Writing"

Sports Writing

Teacher's Notes

Teachers can choose either to do a report on a sports event or an essay on a sports issue, or both if it suits their students' interests and abilities.

A Report on a Sports Event

Learning Activity 1

Speaking and Reading

Part A

Students discuss in small groups what they would expect and like to see in an article on the school's sports day/athletics meet. Teachers should then ask students to share their answers.

Part B

Students read "A Day to Remember" and answer the questions that follow. The questions in this part aim to draw students' attention to the structure and organisation of the article.

Answers:

1. Paragraph 1 – *introduction + comment*
Paragraph 2 – *top performer*
Paragraph 3 – *winning house*
Paragraph 4 – *an exciting event with some description*
Paragraph 5 – *a popular event with some details*
Paragraph 6 – *comment of the organiser*
Paragraph 7 – *dramatic moment*
Paragraph 8 – *guest of honour*
2. Paragraph 5
3. Paragraphs 4 and 6
4. a. How do you feel about not breaking the record? How do you feel about what happened?
b. How do you feel the event went?
c. Were any records broken?
5. a. I am disappointed (about not breaking the record).
b. I think everything went smoothly and not many records were broken.
c. The only exception is Wong Mei Ling of 1C breaking the record for Grade C girls' long jump.
6. It was an exciting event, because the writer has used a lot of positive adjectives such as "splendid", "amazing", "exciting", "popular", "good" and "dramatic".

Catering for Learner Diversity

For less advanced students:

If you consider it helpful to give them some extra practice on reported speech and the use of positive adjectives and adverbs, you may have students complete the worksheet on the next two pages to consolidate their knowledge.

Reported Speech

When we report on a sports event, indirect speech may be used. As you change direct speech into indirect speech, remember to:

- change tense when using indirect speech
 e.g. present tense → past tense
 past tense/present perfect tense → past perfect tense
- change words that depend on the time and place of the interview
 e.g. here → there
 we → they
 this → that
 today → that day
 tomorrow → the following day

Rewrite the following in indirect speech.

1. We are expecting to win the match tomorrow. If we do, we will have a good chance to win the cup.

She said _____

2. This is my lucky coin. I always carry it with me when I play tennis. It has helped me to win a lot of games.

He showed us _____

Adjectives

If you look at the article carefully, you will see that adjectives are used to make it more interesting. For example:

splendid performances, an amazing (number) of medals, exciting events, highly popular, good challenge, dramatic moment

Add some adjectives to these sentences to make them more interesting.

1. It was a _____ sunny day.
2. A/An _____ Lau crossed the finishing line seconds ahead of Au.
3. A/An _____ Yeung said it was one of his worst performances this year.
4. The _____ crowd cheered on the English teachers to victory.
5. Ho broke the record with a _____ throw of the javelin.
6. A/An _____ Chan said it was her first ever medal.
7. The _____ cheering team of Red House won the award for best performance.
8. The two fastest members of _____ 5D's relay team were unable to run owing to injury.

Adverbs

The use of adverbs also helps to enrich the description of the actions.

1. Working with a partner, look at the expressions below and decide what effects the adverbs create. Some have been done for you as examples.

Expression	Effect
<i>followed very closely</i>	it was an exciting competition with no one sure until the end who would win
<i>just ahead of his opponent</i>	
<i>highly popular</i>	
<i>had gone smoothly</i>	describes how well the athletics meet went – there weren't any problems at all
<i>suddenly tripped</i>	
<i>badly sprained</i>	makes us more sympathetic over his pain

2. Complete these sentences with suitable adverbs from the box below.

effortlessly enthusiastically finally just nearly painfully terribly totally

- a. Dragon house _____ kept the cup, but Phoenix managed to gain extra points in the final events and won.
- b. After many years of disappointment, Sharks _____ took the championship.
- c. A _____ exhausted Mak could only pant when we asked him how he felt.
- d. Fanny So said she was _____ disappointed not to win a medal this time.
- e. Heung Wing Ho _____ missed breaking the record.
- f. Poon sailed _____ over the bar to win his fourth gold of the day.
- g. The whole school _____ cheered Keung on to his great victory.
- h. Ting fell and twisted his ankle _____.

Can you come up with other alternatives or better adverbs for the sentences above?

Answers:

Reported Speech

1. She said they were expecting to win the game the next day and if they did they would have a good chance to win the cup.
2. He showed us his lucky coin and said that he always carried it with him when he played tennis, and that it had helped him to win a lot of games.

Adjectives

1. bright/lovely/beautiful/gorgeous
2. exhausted/triumphant/delighted
3. disappointed/unhappy
4. excited/delighted/happy
5. magnificent/powerful/superb
6. smiling/happy/delighted/excited
7. hard-working/tireless/enthusiastic/talented
8. unlucky/disappointed

Adverbs

	Expression	Effect
1.	<i>followed very closely</i>	it was an exciting competition with no one sure until the end who would win
	<i>just ahead of his opponent</i>	a very close and exciting final
	<i>highly popular</i>	very or more than popular
	<i>had gone smoothly</i>	describes how well the athletics meet went – there weren't any problems at all
	<i>suddenly tripped</i>	it was unexpected, a shock to all
	<i>badly sprained</i>	makes us more sympathetic over his pain

- a. Dragon house nearly kept the cup, but Phoenix managed to gain extra points in the final events and won.
- b. After many years of disappointment, Sharks finally took the championship.
- c. A totally exhausted Mak could only pant when we asked him how he felt.
- d. Fanny So said she was terribly disappointed not to win a medal this time.
- e. Heung Wing Ho just missed breaking the record.
- f. Poon sailed effortlessly over the bar to win his fourth gold of the day.
- g. The whole school enthusiastically cheered Keung on to his great victory.
- h. Ting fell and twisted his ankle painfully.

Learning Activity 2

Writing

This activity should preferably be conducted immediately after the school's athletics meet/sports day, but if this is impossible, students can use their memory and imagination, school records and interviews to get the necessary information. If for any reason students have forgotten the details of the previous sports day, teachers may use the information provided in the data file below for this writing activity. If deemed necessary, students should be reminded to use the past tense and some consolidation can be done before they start to write.

Teachers should:

- introduce the writing topic to students. If possible, ask students to bring some pictures or the programme of the sports day/athletics meet so they will have more ideas to write about.
- preview the W5+H planning notes (Question 1) with students and ask them to note their W5+H information.
- lead students through an example of determining and mapping their main ideas and supporting details onto the mind map.

School Name: Sunshine Secondary School

Date of the Sports Day: 21 October 20XX

Time: 9:00 am to 4:30 pm

Place: Wanchai Stadium

Participants: 280 S1-S6 students (110 in Grade C, 100 in Grade B and 70 in Grade A)

Houses/Teams: Red, Yellow, Blue and Green Houses

Guest of Honour: Ms Rita Lo (Director, Hong Kong Sports Association)

Events:

Track – 100m, 200m and 400m races; 4x100 and 4x400 relay; hurdles

Field – Long jump, high jump, discus, shot put, javelin

Winners and Overall Champions:

Grade C – John Wong and Mary Lee

Grade B – Peter Leung and Susan Chan

Grade A – Paul Lau and Jenny Yip

Best Cheering Team – Blue House

Winning House – Red House

The Most Exciting Moment: Athletes from the Red House and Blue House were neck and neck before the finishing line in Grade C 4x100 relay and the Blue House was just beaten in a photo finish.

An Essay on a Sports Issue

Learning Activity 1

Speaking and Reading

1. Students are asked to define the term "sport". A possible definition of sport is a physical activity played for enjoyment or competition.
2. Students work in pairs to determine whether the six activities in the table provided are sports or not. There is no right or wrong but they must be able to justify their decisions.
3. Students brainstorm sports that involve animals. Examples are fishing, hunting, equestrian, horse racing, rodeo, bullfighting and greyhound racing.
4. Students read the article "Should hunting be allowed?" and answer the questions that follow.

Answers:

- a. "...my opinion is that hunting is a fun-filled and healthy activity that should be allowed."
- b. Paragraph 2

Evidence/Example: Not only does hunting require a lot of research and preparation, but it also calls for patience, perseverance, good shooting skills, a quick and clear mind as well as fitness and agility.

Paragraph 3

Reason: The wildlife population needs to be put under control and hunting can help.

Evidence/Example: If we don't hold down the number of some animals, e.g. the seals in Canada, they will lack food and shelter and will die.

Paragraph 4

Reason: Hunting is a source of pleasure, excitement and satisfaction.

c. The writer advises us to make sensible decisions on where, what and how to shoot.

d & e. The words/phrases in brackets below are additional ones that belong to each category.

to give an example: *for example*, for instance, such as, like, (can be illustrated by)

to express contrast: despite, contrary to the view that, (although, however, nevertheless, in spite of)

to present a point/reason with order: *Firstly*, secondly, another reason why...is that, (next, finally, lastly)

to give additional information: also, (moreover, in addition, furthermore)

to explain a result: If...

to emphasise a point: in fact, (indeed, in particular, especially)

to conclude: all in all, (therefore, to sum up, in short, in summary)

to give your opinion: my opinion is that, I see no reason why, (I think/believe)

Learning Activity 2

Writing

Teachers assign the essay topic "Should betting on sports be allowed by law". They should go over the five writing steps with students and remind them of the structure for one-sided argumentative writing. If necessary, teachers may brainstorm for ideas with the whole class and guide them to come up with evidence or examples to support their reasons.

Catering for Learner Diversity

You can make use of the additional essay "The Fight against Drugs in Sport" (page T76, Supplementary Materials 8) for additional input on argumentative writing. The writer of the essay argues that combatting drugs in sports is not as simple as we would like it to be and provide reasons and proof to support her/his stance.

Focus: Sports Commentary

Objectives

By the end of the lesson(s), students will be better able to:

- describe sports events
- prepare commentaries

Time Needed

- 2 hours 40 minutes

Learning/Teaching/Assessment Tasks/Activities

- Students talk about sports commentaries
- They listen to commentaries
- They prepare and record commentaries

Materials Required

- Handouts on "Sports Commentary"
- CD Track 8: Sports commentary (for Learning Activity 1)
- CD Track 9: Sports commentary (slow version) (for Learning Activity 1)

Sports Commentary

Teacher's Notes

Some planning in advance is necessary for these lessons (as was mentioned in the lesson at the beginning of the module).

If students have been asked to visually record some events of interest to them at a school athletics meet or swimming gala, or five minutes from a basketball, football, tennis or any other match before this lesson, they will be ready for the activity. Alternatively, teachers should have some suitable film clips ready.

Excerpts from professional sports are a possibility, but the action is so much faster that doing a commentary is much more demanding, and it takes more effort to know the names of all the sportsmen and women than it does in the case of classmates.

Another possible source of filmed materials for this activity is one of the many sports films discussed in the unit "Sports Film".

Not every student needs to work on separate materials. In fact, students are encouraged to work in pairs or groups on a particular event.

The aim of the lessons is principally the production of oral English in a pleasurable way and the exact details of the commentary are not of much significance. The amount of technical language used should depend on the student's interest in that sport and not be regarded as essential.

Learning Activity 1

Part A

Brainstorming and Speaking

Students can spend 10-15 minutes working on this, and teachers should pool ideas to create a helpful picture of the average commentary and its contents so that the students are clear about the requirements of the task they are being asked to perform. Specifically, students should:

- map their ideas on the graphic organiser that is provided, and
- consider how commentators create excitement and how they use language (vocabulary, tenses) and share their ideas with the class.

Ideas for content:

1. What do you expect a commentator to say before, during and after a game or sports event (e.g. a race)?
information on the participants, predictions about the outcome, description of what is taking place, reflections on what the participants are thinking and feeling
2. What ways does the commentator use to make his commentary exciting?
tone of voice, creating build-up, excitement during competitive events, expression of emotion as surprising/shocking/wonderful/disappointing things take place, exclamations of pain, cheering, etc. corresponding to the events, speaking faster at exciting moments, raising voice, asking questions
3. What sort of language do you expect a commentator to use (types of vocabulary, tenses and so on)?
the commentator is present at the event so he uses words like now, here, look (of course a commentary can be made later as the students are going to in this exercise); the present continuous tense (be + -ing) is common; technical terms relating to the sport being commented on; more advanced students might note that commentators are talking under pressure and making predictions so they need to protect themselves by using the language of doubt: probably, perhaps, a bit, quite, rather, seems

Catering for Learner Diversity

For less advanced students:

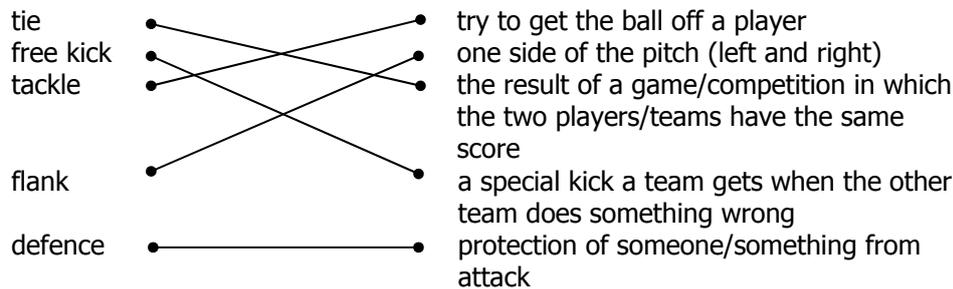
To elicit more responses from the students, you may cite a few examples of sports commentary before running a brainstorm competition between two big groups in the class. Then ask the students to put their answers under the right category, before/during/after the event.

Part B

Vocabulary

This part aims to help students with the vocabulary they may encounter in the commentary that they are going to listen to. Students put down ten words that they expect to hear from a commentary and share their answers.

Answers for question 2:



Part C

Listening

Students listen to the commentary and answer the questions that follow. The useful words and phrases for writing sports commentaries, some more relevant to football, have been underlined in the tape script below. Teachers may bring them to students' attention before or after the listening.

Tape script for listening exercise

CD Track 8: Sports commentary

There's not much time left on the clock. 5C and 5E are tied 2-all. 5E have been attacking all match, but 5C have a strong defence and a really good goalkeeper. Now, it's a free kick for 5E. Fong is taking it and the ball's gone to Cheung. Cheung passes to Hung. 5C to tackles Hung and now has the ball. A powerful kick takes it towards Man, but 5E captain Szeto gets it and he's moving fast down the left flank. Where are 5C? Their defence is not working this time. Szeto kicks the ball. It's too high. No, Fong is there and he's heading it into the goal. Li is diving to stop it, but no, it's in the goal. Fong has scored 5E's third goal and it looks as if this game is going to be theirs.

Answers:

1. Beginning: 2-all; end: 5E leading 3-2
2. Fong; he heads the ball into the goal
3. With not much time left, it is quite likely that 5E will win the match.

Catering for Learner Diversity

For less advanced students:

You may play CD Track 9 for the listening practice instead. Track 9 is a slower version of the same commentary, considering that many students may not be familiar with the genre and may have difficulty understanding the text. For further support to students, you can provide the tape script with a few key words left out so that students will find the listening practice more manageable.

Learning Activity 2 Writing and Speaking

Teachers should play the commentary once again so that students are more familiar with the structure and language as well as the delivery skills for a sports commentary. After the listening, the students should be instructed to prepare and record a commentary for their short film. They should develop, write, and record a commentary to go with a short film clip of a sports match. If possible, it should be a soundtrack so others can listen to it as they watch the clip of the sports event, but if this is a problem the student can make an audio recording. Teachers should go over the useful words and phrases with students before they attempt to write.

The assessment criteria on the "Commentary Feedback Form" on the next page should be explained to students before they start to work, and the form can be used for peer or self-assessment if deemed appropriate.

Catering for Learner Diversity

You may adopt cooperative learning structures to make the tasks more accessible to your students. It would be even more manageable if the whole class comments on the same short film selected by you so that more scaffolding work on vocabulary and content can be done.

For less advanced students:

You may adjust the requirement for the commentaries to suit the class. The recording can be anything from a fluent five-minute description of a game to a few slow sentences commenting on some actions. You may also limit students' choice by asking them to work on one particular sport so that you can give them more focussed language support.

For a further simplified version of the activity, consider cutting out photos taken during sports matches from magazines or newspapers and ask students to write captions to describe what they see in the photos.

Web Help

The following links contain some sports commentaries to read or listen to:

http://timesonline.typepad.com/sports_commentary/

<http://www.thefa.com/TheFACup/NewsAndFeatures.aspx>

<http://www.talksport.net/channels/index.asp?c=100000&t=sport>

Commentary Feedback Form

Give feedback to your own and/or your classmate's performance by circling the appropriate number under "Needs improvement", "Satisfactory" or "Good", and by completing the "Overall comments" section.

	<i>Needs improvement</i>	<i>Satisfactory</i>	<i>Good</i>
Content			
• The information is suitable	1	2	3
• The information is interesting	1	2	3
Style			
• The style of a commentary is followed	1	2	3
Language			
• Words are said correctly	1	2	3
• Suitable tenses and vocabulary are chosen	1	2	3
Delivery strategies			
• The voice expresses emotion	1	2	3
• There is some variation in speed	1	2	3

Overall comments:

**This is a general list of feedback criteria. Teachers might like to adapt it for use in their own classroom.*

Focus: Sports Survey and Report

Objectives

By the end of the lesson(s), students will be better able to:

- decide on survey topics and ways to gather useful data on them
- write survey questions and conduct a survey
- organise data and draw conclusions from them

Time Needed

- 4 hours

Learning/Teaching/Assessment Tasks/Activities

- Students select a survey topic and design a questionnaire
- They conduct the survey and analyse the data they have collected
- They produce a report on their survey findings

Materials Required

- Handouts on "Sports Survey and Report"

Sports Survey and Report

Teacher's Notes

Teachers can introduce the topic by asking students to answer a short oral questionnaire about their participation in school sports activities, writing the results on the board and perhaps quickly turning them into simple graphic form (bar or pie chart). For example,

1. *Raise your hand if you are a member of a school sports club.*
2. *Raise your hand if you play for a school team.*
3. *Raise your hand if you play some sports most weekends.*
4. *Raise your hand if you watch sports two or more times a week (live or on screen).*
5. *Raise your hand if you support a favourite team in a major sport.*

The point should then be made that such a survey is inadequate to make general statements about the school (or even young people in Hong Kong) as the sample is not large enough and might be biased in some way (especially if the students have opted for the Learning English through Sports Communication module and are therefore more likely to be interested in sports). Teachers should tell students that they will need to do a survey in this module but remind them not to be too ambitious and keep the survey focussed on a topic of small scale.

Teachers might like to spend a few lessons teaching students how to develop a topic, plan their survey, and write survey questions. Data collection and analysis will be done outside class time. A couple of lessons should be used for students to present their survey results.

Learning Activity 1

Speaking and Writing

Teachers should introduce the task and take students through the procedures for developing and writing a survey/questionnaire. At the point of question setting, teachers should present and explain the seven different question types outlined on the handout so that students have a better idea of the type of questions they can set.

After students have set the questions for the survey, teachers should present and explain the three different ways to present results, as well as the description of how to draw conclusions outlined on the handout. Students can later on consider which way is the most suitable for presenting their findings.

If the survey is an in-school one, colleagues can be approached to assist by allowing their classes to take part in class time. In this way, students of the other classes will also gain exposure to the language by either reading the survey questions or listening to students of your class reading out the survey questions to them. In any case, time should be allowed for students to conduct their survey before the next lesson.

Catering for Learner Diversity

The difficulty of the task can be adjusted by controlling the amount of pre-task input, the length of the questionnaire, and the number of people to be surveyed. The task can also be done individually, in pairs or in groups.

Learning Activity 2

Speaking

Teachers will explain the structure of the oral presentation and tell students how much time they have for their presentation, e.g. eight minutes. Students then organise findings and prepare for their presentation. Before they start to rehearse, teachers should brief students on the success criteria for the task with reference to the "Presentation Feedback Form" on the next page.

Further examples and ideas can be gained from:

<http://surveyland.tripod.com/Sport.htm>

<http://www.surveyassist.com/s/uZd8ZWTmDUzeUqyyQuST>

<http://teacher.scholastic.com/kidusasu/favsport/index.htm>

<http://www.japan-guide.com/topic/0102.html>

The feedback form below can be used to assess students' performance in their presentations.

Presentation Feedback Form			
Give feedback on your own or your classmate's performance by circling the appropriate number under "Needs improvement", "Satisfactory" or "Good", and by completing the "Overall comments" section.			
	<i>Needs improvement</i>	<i>Satisfactory</i>	<i>Good</i>
Content			
• The information is suitable	1	2	3
• The information is interesting	1	2	3
Organisation			
• The ideas are well-connected	1	2	3
Language			
• Words are pronounced correctly	1	2	3
• Sentences are well-formed (e.g. with suitable tenses)	1	2	3
Delivery strategies			
• The speech is given in a natural way and without much hesitation	1	2	3
• Words can be heard clearly	1	2	3
• There is enough eye contact	1	2	3
• Suitable body movements are used	1	2	3
Collaboration with group mates			
• Group mates cooperate well in presenting the message	1	2	3
Overall comments:			

**This is a general list of feedback criteria. Teachers might like to adapt it for use in their own classroom.*

Catering for Learner Diversity

An alternative for this activity is to turn it into a writing task by asking students to produce a written report on their survey findings.

Focus: Values of Sports

Objectives

By the end of the lesson(s), students will be better able to:

- think philosophically about sports
- express their personal opinions and feelings about sports

Time Needed

- 1 hour 20 minutes

Learning/Teaching/Assessment Tasks/Activities

- In groups or as a class students talk about the more philosophical and moral side of sports

Materials Required

- Handouts on "Values of Sports"

Values of Sports

Teacher's Notes

In Hong Kong where sports are promoted and invested in, it is worthwhile stepping back and thinking about some of the moral issues raised by competing in sports. This part offers a chance for this. The essays "Should hunting be allowed?" and "The Fight against Drugs in Sports" in the unit "Sports Writing" can also be used for discussion.

Learning Activity 1

Speaking

Implement a "Think, Pair, Share" structure for students to follow in answering the questions. The aim of this activity is to provide an opportunity for students to think more deeply about sports so teachers should encourage students to express their personal views as much as possible.

Think, Pair, Share

Students must first **think** quietly about the question. Then, they should turn to one classmate and the **pair** should orally exchange their responses. Finally, teachers can invite pairs to **share** their ideas with the class.

Suggested answers:

1. What are the reasons for participating in sports?
health, pleasure, relaxation, peer pressure, image
2. What do you personally get from sports?
sense of achievement, friendship, relief from stress, excitement
3. What gains do individuals in general get from sports?
discipline, team spirit, knowledge of controlled competition, a feeling for obeying rules, fame, money, glory, sex appeal
4. Are sports character-building? If so, in what way?
yes, they encourage virtues such as discipline, team spirit, fairness, sportsmanship and perseverance
OR
no, they make people too competitive, encouraging blind group loyalty, and are far too commercial; football hooliganism, cheating, fouling and drug taking are all part of the sports world and sports players are often very poor role models
5. Do particular sports have different effects on people?
team sports are likely to produce different effects than individual sports; some sports have a far more aggressive image than others (motor racing vs. ping pong), some are safer and healthier than others
6. Do some sports suit particular types of people?
the lone thinker may like distance running, the body-conscious weight training, the cooperator football, the aggressive rugby, and so on
7. Does watching sport have the same sort of effects as participating in one?
it certainly is not as healthy and is more commercialised
8. What value does being a sports fan have?
fun, group membership, loyalty

Learning Activity 2

Speaking

Although this activity is intended to introduce Learning Activity 3, it may be used as an extension of Learning Activity 1. If it is used without Learning Activity 1, teachers could set the mood by giving an example of unacceptable behaviour in sports (e.g. threatening your opponent, screaming at the referee, and throwing your racquet down because your ball hit the net) and ask if and why the students find it unacceptable. Pairs cooperate by brainstorming and recording their ideas on the mind map.

Learning Activity 3

Writing

In groups, students can turn their mind map ideas into clear sentences. Students of ability should be able to perform the task well with the teacher asking questions (e.g. "*How should you treat game officials?*", "*What should you call them?*", or "*When you lose what should you say to the winners?*") and prompting where needed. Other groups of students can be told they need only write two points under each heading.

Go over the grammar of advice-giving before students do their writing. Teachers can decide which language structure the students should use in their work.

The sample players' code of conduct on the next page, which has used imperatives among the other language structures, can be given out to students after they have finished their writing. Students can check if the one they have written is in any way similar and discuss which of the requirements set out in the example they should have included in their own.

Web Help

Here are some links where rules for sports can be found:

<http://www.bellaonline.com/articles/art26699.asp>

http://portal.unesco.org/education/en/ev.php-URL_ID=2223&URL_DO=DO_TOPIC&URL_SECTION=201.html

http://www.zunis.org/sports_philosophy.htm

<http://sports.espn.go.com/espn/cheat/news/story?id=2960455>

<http://www.liv.ac.uk/footballindustry/hooligan.html>

Catering for Learner Diversity

As explained, you can make use of the activities which suit the students and offer varying degrees of support.

The writing task can be made familiar by introducing a role-playing element: *You are a committee drawing up a code of behaviour for members of sports teams in your school. You need to mention things you expect the members to do, and things you do not want them to do. You might like to consider the following topics: behaviour towards the people you are playing against, behavior to officials, etc.*

For less advanced students:

Instead of writing a Players' Code, you can ask them to write five to eight rules on behaving properly when playing a sport they are familiar with.

Sample Players' Code of Conduct

Players' Code of Conduct

Spirit of sports

We play sports to keep our bodies healthy, to have good fun with our friends, to enjoy fair competition against others and to use our energy productively. Anything that goes against any of these aims is not part of good sportsmanship.

Behaviour towards opponents

Treat opponents with respect and courtesy.

When they are visitors treat them as honoured guests and be ready to help them.

Never use aggressive or impolite language towards them.

Never do anything that might risk injuring an opponent.

Never cheat or foul an opponent.

Never seek revenge for any act of an opponent. Do not allow someone else's bad behaviour to lower your own personal standards.

Behaviour towards officials

Treat game officials with great respect.

Address officials formally (Sir, Ma'am, Referee).

Do not argue with officials.

Accept the decisions of officials.

Behaviour towards own team

Be a positive and enthusiastic member of the team.

Show respect for your team by being punctual and cooperative.

Encourage and help your teammates.

Do not criticise your teammates.

Keep yourself as fit as possible.

Speak out against any improper behaviour by the team.

Behaviour towards school

Represent the school in a way that will make the school proud of you.

Maintain the school's good image by appropriate dress, personal grooming and behaviour.

Be a good role model for younger members of the school.

Behaviour towards self

Respect your body.

Avoid any behaviour or substances which might harm it.

Behaviour when winning

Be modest and do not celebrate too noisily or dramatically.

Enjoy your victory only if it was won by skill and hard work and not in any underhand way.

Behaviour when losing

Do not show excessive disappointment.

Congratulate the winners.

Shake your opponents' hands.

Give three cheers for your opponents.

Remember losing well after a good game is no disgrace at all.

Focus: Final Display

Objectives

By the end of the lesson(s), students will be better able to:

- start preparations for the display, gaining a valuable opportunity to collaborate and plan together, share ideas, take decisions and implement them
- take part in and help to organise a display
- introduce and present pieces of work related to the module

Time Needed

- 1 hour 20 minutes

Learning/Teaching/ Assessment Tasks/Activities

- Students discuss the arrangements for the display
- They listen to the teacher's comments and express their opinions
- They welcome guests and introduce their work

Final Display

Teacher's Notes

As part of the initial planning for the display, arrangements need to be made with the school. A room which can be booked for a few days would be ideal. The booking of display boards, tables, computers and equipment for projection and playing audio-visual recordings also needs to be considered.

Educationally speaking, the more the students themselves plan, organise and arrange the display, the better. So it is a good idea to let the students work in groups and brainstorm ideas for the display. Teachers will have to decide from their knowledge of their students how much guidance is needed. The best work from students throughout the module can certainly be included. How much extra work is expected needs to be decided. This can be done by individuals or groups.

Deadlines need to be set for the submission of work.

A decision needs to be taken as to who will decide what to display: possibly a selection committee chaired by the teacher would be best.

A committee is also needed to oversee the actual technicalities of the display. Will there be standard formats? Where should names be written? Will there be labels? Who will decide where individual items will be placed? Who will be invited to see the display?

It is to be hoped that the final lessons will be spent amidst the preparation for a fine display of students' work. Teachers can say a few words giving the module a sense of shape and purpose, praising the achievements of the class and making suggestions about how to avoid repeating any failures. The presence of some guests (e.g. the principal, teachers of other classes) at the display will help to create a sense of occasion. Students can stand by their work and explain it to visitors to the display.

Teachers may also wish to gather feedback on and suggestions about the module.

It would be a good idea to get permission from students to keep copies of suitable pieces of work for future reference.

Below are some items which can be included in the Final Display on Sports (for reference only):

• advertisements	• personal profiles
• articles	• photographs
• book reviews	• product reviews
• cartoons	• proposals
• computer game reviews	• research and discussion essays
• consumer advice	• songs and chants
• designs (of uniforms, logos, etc.)	• sporting codes and etiquette
• fact sheets	• sports statistics
• fan materials	• stories
• FAQs	• surveys with reports
• film reviews	• team histories
• interviews	• websites/webpages

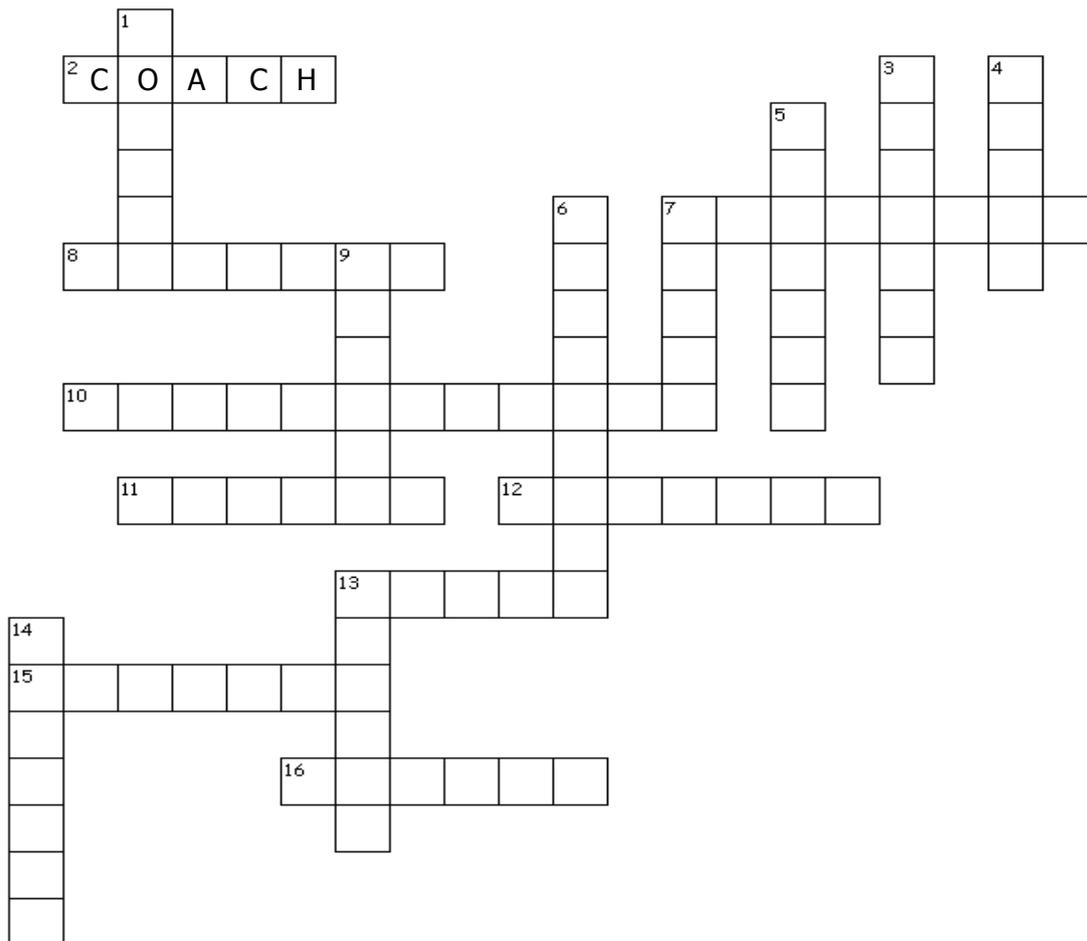
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Supplementary Materials 1 Module Introduction and Sports Vocabulary

Sports People

Learning Activity Vocabulary

Solve the crossword below, which is made up of the names for different people related to sports. The hints on the next page may help you if you have trouble solving the clues. One has been done for you as an example.



Across	Down
2. A/An _____ trains sports players	1. A/An _____ is on horseback
7. A/An _____ stops the other side from hitting the goal	3. A/An _____ works on the bars
8. A/An _____ rides on two wheels	4. A/An _____ punches
10. A/An _____ has big muscles	5. A/An _____ holds up cards to show offence and controls a match
11. A/An _____ judges	6. A/An _____ watches a sports event
12. A/An _____ runs on the track	7. A/An _____ jumps into the water
13. A/An _____ moves on snow	9. A/An _____ moves on ice
15. A/An _____ plays for fun	13. A/An _____ rides the waves
16. A/An _____ is a group of sports teams or players who play against each other to see who is best	14. A/An _____ leads the sports team

Hints

Across

7. the players who try to score are the strikers
10. he is particularly strong in his arms
11. for example, in tennis
15. not a professional player

Down

1. Hong Kong has a famous club named after them
3. the sport is performed in a gym and ends in "ics"; take these letters off and you have the person
5. for example, in football, problems are referred to him
6. the word begins with "spect-", which means related to the eyes, e.g. "spectacles" is another word for eye-glasses, and "inspect" means looking at something closely

Supplementary Materials 2

Module Introduction and Sports Vocabulary

Introductory Talk

Learning Activity

Listening and Vocabulary

Read the text below and see if you can guess the answers. Then listen to the recording of an introductory talk about the rules at a sports centre and fill in the blanks. Compare your answers with a classmate's before listening again to check your answers.

It's good to welcome you all here to the school's Sports Centre. We are very proud of this 1. _____ and hope you will enjoy using it and help to take care of its 2. _____. In order to keep everything in good condition and to avoid 3. _____, we have a number of rules. You will find these on the notice board and if you have any doubts about whether something is allowed or not, please go and look. Not knowing a rule is not an excuse for breaking it. You must check on the rules and learn them.

Let me tell you a few important ones now.

- Rules about 4. _____. You are not allowed to go about the Centre with bare feet or do any 5. _____ or play any games barefoot. The only exception is the martial arts such as 6. _____ and taekwondo. When on the mats you should have bare feet, but this is the only time.
- As our floors are expensive wooden ones, only 7. _____ shoes which will not harm them are allowed. Ordinary shoes are not to be worn beyond the 8. _____ room.
- Personal belongings, such as backpacks, and pieces of equipment, such as 9. _____, must be kept in lockers. Anything left out will be removed by the staff and only returned after a fine has been paid.
- You may not bring 10. _____ or skateboards into the building.
- No notices or posters may be put up in the Sports Centre.
- The only drink you may carry round the Centre is water in a sealable bottle.
- Equipment, such as mats and 11. _____ tables, must be put away after use.
- Throwing balls against the 12. _____ walls is not allowed.
- Hanging from the 13. _____ rims and slam 14. _____ are both forbidden.
- Bad language is, of course, as throughout the rest of the school, not to be used.
- Since there is great demand for the basketball 15. _____, games are played to 12 points.
- Winning teams may continue playing until they lose.
- Eye protection must be worn when playing 16. _____.
- Use of exercise equipment is limited to 30 minutes.
- 17. _____ must never be dropped.
- Exercise equipment must be wiped after use.

Well, I had better not tell you too many rules or you will not remember them all. Be careful about footwear, being 18. _____ of other people, not damaging anything through carelessness and making sure that you do not do anything to 19. _____ yourself. The only reason we have the rules is that they allow you to play the sports you like 20. _____ and happily here as much as you want. Thank you.

Supplementary Materials 3 Fan Talk

Frequently Asked Questions

Learning Activity Reading and Writing

1. Read the short sample set of questions below.

FAQs

When was the team founded?

Abacus United first played in 1936. They were started by a group of school friends who did not know they were starting one of the greatest football clubs in the world.

How many times have they won championships?

More than we can count, including eight European championships and twenty national ones.

Who has been their greatest player?

Well, you can definitely argue about that as there have been so many great ones, but the fans of the club have voted Giovanni Luigi as the all-time greatest.

Why is there an apple on their badge?

The area they come from is famous for its apples.

2. Do some research into a local sports team (e.g. South China or your own school team) and prepare seven to ten FAQs with answers.

Here are some language points about writing frequently asked questions:

- Open-ended questions start with a wh- word or "how", followed by the verb "do" or "be".
- Yes/no questions start with a "do" or "be" verb.
- Use the present tense for things that are true (the team's colours are red and white).
- Use the present perfect for things that happened in the past and are still true (e.g. the team has had ten captains; the team has played in the same stadium for twenty years; the team has won three cups since 2000, etc.).
- Use the past tense for things which happened in the past and are over (the team scored no baskets in the 1997 season).

* "do" verb: Do/Did/Does

"be" verb: Are/Is/Were/Was/Will...be

3. Exchange your FAQs with your partner's so that you can learn more about the same or a different team.

Supplementary Materials 4

Fan Talk

Introducing Your Favourite Sports Player

Learning Activity

Listening and Writing

You will be listening to the recording of a short talk by a fan of Shaquille O'Neal, the NBA star. The talk has been prepared according to the following plan:

- Strong opening statement
- Immediate reaction to the star
- Some biography; the star's career
- Non-sporting details
- Closing sentence

1. The following table contains details from the talk which illustrate the plan. Listen to the talk and complete the table.

Strong opening statement	<ul style="list-style-type: none"> • Shaquille O'Neal is one of the best basketball players of recent times
Immediate reaction to the star	<ul style="list-style-type: none"> • He is very tall (at _____ metres) – that's why he's called _____ • He is very _____ – that's why he's called the Diesel
Some biography; the star's career	<ul style="list-style-type: none"> • He was Rookie of the Year in _____ • He has played for _____ NBA teams and won _____ NBA titles • His strengths are drop kicks and _____ and his weakness is _____
Non-sporting details	<ul style="list-style-type: none"> • He has an _____, and has been in films and on _____
Closing sentence	<ul style="list-style-type: none"> • He will stay classic forever

2. The talk has used many words of praise to give a positive tone. Listen to the talk again and write down as many positive words and expressions as you can.
3. Research, plan and give a similar talk on a sports player of your choice.

Supplementary Materials 5

Sports Quiz

Learning Activity

Speaking

Form into groups of four and see which group can get the most correct answers to the questions in the following quiz.

Quiz

1. Who are the Williams Sisters?
2. When the ground is wet, football boots with aluminium studs are worn. What about when the ground is dry?
3. What is the colour of the centre of a target for archery (arrow shooting)?
4. Name two of the three pieces of protection baseball players may wear.
5. What is a hat-trick?
6. For women's tennis, how many sets are there usually in a match?
7. If no opponent comes for the game, what is this situation called?
8. What or who is a skipper?
9. How would you describe the average sumo player?
10. What do you call the stage of a competition when there are only four teams left?
11. Does scoring a late equaliser mean victory?
12. If the crowd is jeering a player, how do they feel about her/him?
13. What does it mean by the capacity of a stadium?
14. How would you expect to know who the sponsors of a particular team are?
15. How do we call the person who makes sure rules are observed during a football match?
16. If a commentator says that a football team has a new strip, what does he mean?
17. Why would an action that is against the rules be called a bookable offence?
18. In Formula 1 (F1) racing, what is a blow out?
19. If an F1 commentator says that a driver has a place on the podium, what does he mean?
20. Where does an F1 driver go to have a tyre changed during a race?
21. What does the winner of an F1 race usually spray the crowd with?
22. What does it mean when you hear Game, Set and Match?
23. What kind of players would you expect to see taking part in a veterans' tournament?
24. What kind of horse events are held as part of the Olympics?
25. In athletics, what do the runners in a relay race pass from one runner to the next?
26. How many different sports are there in a pentathlon?
27. How is the Paralympics different from the Olympics?
28. Why do some athletes spend time training at altitude?
29. When do we need to refer to the photo-finish to a race?
30. Which country did Ronaldo play for?
31. In which sport do people do handstands?
32. With which sport do you associate McLaren?
33. Which country hosted the last World Cup of Football?
34. How many yards off the goal is the penalty kick in soccer?
35. How many substitutes are allowed during a normal football league match?
36. What is the nationality of tennis player Roger Federer?
37. How many teams are there in the NBA?
38. One team in the NBA is not based in the USA – in which country is it based?
39. What does the abbreviation "pro-am" signify?
40. What does the abbreviation "pro-celeb" mean?

Supplementary Materials 6 Presentation on Sports

A Sample Presentation on Table-tennis

Learning Activity

Listening

You are going to listen to the recording of a group presentation similar to the one you are going to do. The talk has been prepared according to the plan below. Study the plan and listen to the recording once to familiarise yourself with the flow of the presentation.

The Plan

Speaker	W5+H	Plan
1	What (equipment is needed)? How (is the game played)?	<ul style="list-style-type: none"> • Introduce the topic • Give basic information on the equipment required to play table-tennis • Describe how the game is played
2	What (are the special skills needed)?	<ul style="list-style-type: none"> • Give some technical information on special skills used to play table-tennis
3	What (are the different strokes)? What (are the advantages and disadvantages of the game)?	<ul style="list-style-type: none"> • Give more information on the skills required to play table-tennis • Describe the advantages and disadvantages of the game
4	Where (is table-tennis popular)? Who (are some famous players)?	<ul style="list-style-type: none"> • Discuss the popularity of table-tennis • Give examples of some famous players

Listen to the recording once again and complete the table with details from the presentation.

Speaker	Plan	Details
1	<p>Introduce the topic</p> <p>Give basic information on the equipment required to play table-tennis</p> <p>Describe how the game is played</p>	<ul style="list-style-type: none"> • Equipment needed: some _____, a _____ and a _____ • Number of players: _____ • To win a match you need to win the best of _____ games
2	<p>Give some technical information on special skills used to play table-tennis</p>	<ul style="list-style-type: none"> • There are different ways to hold the bat • There are also different strokes (e.g. _____ keep the ball moving fast; loop drive _____)
3	<p>Give more information on the skills required to play table-tennis</p> <p>Describe the advantages and disadvantages of the game</p>	<ul style="list-style-type: none"> • The strokes for defence include the slice, the _____ and the _____ • Advantages: <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____

		Disadvantages: _____
4	<p>Discuss the popularity of table-tennis</p> <p>Give examples of some famous players</p>	<ul style="list-style-type: none"> • The game is very popular in _____ • Chinese player, Ma Lin, has won lots of tournaments and medals; he has invented his own _____ and has fantastic _____

Supplementary Materials 7 Sports Advertising

Rhymes

Two words rhyme in English when they end with the same sound (not necessarily spelling), including a vowel. For instance, "cake" rhymes with "bake", and "weight" rhymes with "bay".

Learning Activity

Find a rhyme for each of the words from the list below. The first one has been done for you.

dunk	goose	boo	weight	sweat	tennis
skis	hiking	few	defeat	light	officer
ought	machine	click	division	explorer	direction

e.g.	sport	<i>ought</i>
1.	Chinese	
2.	lose	
3.	scorer	
4.	biking	
5.	television	
6.	gate	
7.	seen	
8.	cheat	
9.	regret	
10.	threw	

Supplementary Materials 8

Sports Writing

The Fight against Drugs in Sports

The use of performance-enhancing drugs, such as anabolic steroids, is banned by world sports organisations like the Olympic Committee. These drugs are bad for the health of the people who take them, and are a form of cheating. If one athlete is using them and another not, it is unfair.

Athletes really want to win. Successful sports players get a lot of attention and money. There are many coaches and players willing to break the rules in order to improve their performance. The sports associations often test athletes to try to stop this cheating, but it seems to be very difficult to achieve this, and some athletes say the tests are not good and serious mistakes are made.

Taking banned drugs seems quite common as there are so many big scandals. Everyone can think of examples of famous athletes, basketball players and cyclists who have been caught out by tests.

I think it is difficult to decide what is fair. Is it fair if you have a better racquet than I do? Isn't Formula 1 racing all about having the better technology? Is taking drugs really different from using the latest special equipment? There is also the question of what we should think about surgery. Many golfers have laser surgery to improve their eyesight, and more and more basketball players are having elbow tendon implants. Soon there will be many more microscopic implants which can aid athletes.

I think it will get harder and harder to say what is natural and what not so we will not know what rules to make for athletes.