

## Play Time Lesson Plan

**Learning Objectives:** To talk about and give instructions related to sports.

**Skill/Grammar:** Listening and speaking 'I like' + *ing* or noun.

**Preparation Time:** 10 mins.

**Completion Time:** 60 mins.

**Age/Level:** Lower Secondary/Pre-Intermediate.

**Resources:** Play Time Flashcards, Play Time Listening, Play Time Game, Play Time Worksheet and Key.

### Warm-Up

- Play 'Simon says' with the students. Give the students instructions (using imperatives) to do things such as: *Stand up, sit down, jump in the air, turn around, kick a ball, etc.*
- Include some sports-related ideas, e.g. *kick a ball.*
- If you start the sentence with *Simon says*, students must follow the instruction, but if you don't say *Simon says*, they must not.
- Anyone who follows the instruction when you don't say *Simon says* is out.
- The winner is the one who is left 'in'.

### Play Time Game

Who am I?

This is a speaking game. Students will need to ask questions which can be answered with Yes or No. Prepare sticky labels with names of well-known sports personalities (internationally or from the country/countries of the students in your class). You will need enough for one for each student.

- Tell the students they will get a 'label' on their back.
- They will have to guess who they are, so must not read out any of the labels.
- Stick a label on each student's back.
- Students must then all circulate and ask each other questions to find out who they are.
- The questions can only be answered with *Yes* or *No*, e.g. *Am I a man? Am I under 30?*
- Tell them *Don't guess straight away. You will have five minutes to ask and answer questions, then you can all guess.*
- Stop them after five minutes and see who can guess who they are.

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### Presentation

- Brainstorm any sports that your class knows. Elicit explanations of any that they do not all know, or explain yourself. (Keep to fairly common ones. You don't want too much vocabulary.)
- Ask *Which sports do you like?* and get a couple of ideas.
- Then explain (with help of board) that it is correct to say *I like skiing, I like cycling or I like football* (**not** *I like ski*).
- *And what if we don't like it? What other words can we use?*
- Present alternatives randomly, e.g. *like, don't mind, hate, really like, can't stand, love*. Elicit order and note on board: *love, really like, like, don't mind, can't stand, hate*.

### Practice

- Put students into pairs (preferably with someone they do not know very well). They should ask and answer questions about their partner's opinions on different sports.

### Further Presentation

- Tell students *Now, let's talk about actions we do in sports*.
- Show **Play Time Flashcards**, and elicit or teach the vocabulary. Drill pronunciation.

### Further Practice

- Ask students to complete Task 1 on **Play Time Worksheet**.

### Listening and Speaking

- Tell students you will now read aloud an interview with a young footballer giving his opinions on football and other sports. See **Play Time Worksheet Key Listening: Rico**.
- Ask students to complete the related task on the **Play Time Worksheet**, check answers in pairs and then confirm with the whole class.
- Read out **Listening: Becky**, where they will hear instructions on a sports action. (See script in **Play Time Worksheet Key**)
- They should complete these related tasks too. Check answers on the **Play Time Worksheet Key**.

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- Now ask them to prepare their own instructions for their choice of action in their chosen sport. Have some ideas in case they get stuck, e.g. serving at tennis, getting up on a surfboard.
- They must make notes, not write out the instructions in full. Allow about five minutes.
- Give them assistance with any vocabulary they may need as they prepare.
- Set up a melee activity. Students work as a whole group, instructing each other in pairs as they move around the room.

## Closure

- Ask students what new sports skills they have learned, and which they liked the most.

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### Play Time Worksheet

1 Put these in order starting with *love*.

love hate don't like really like can't stand don't mind like

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_
- e \_\_\_\_\_
- f \_\_\_\_\_
- g \_\_\_\_\_

2 Make sentences that are true for you.

- a I \_\_\_\_\_ windsurfing.
- b I don't like \_\_\_\_\_ but my best friend does.
- c My best friend \_\_\_\_\_ football.
- d I \_\_\_\_\_ volleyball.
- e I can't stand \_\_\_\_\_.

3 Match the actions to the objects.

- |   |                   |                     |
|---|-------------------|---------------------|
| a | hit, throw, catch | i over a wall       |
| b | pull              | ii a ball           |
| c | lift              | iii something heavy |
| d | slide             | iv a rope           |
| e | jump              | v on ice            |

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### Play Time Worksheet

**4 Listen to your teacher reading an interview with Rico Fernandez from Hamchester United football team. Answer these questions.**

- a What are Rico's favourite sports?
- b Which sports does he say he doesn't mind?
- c Why does he like walking?
- d Which sports does he do/play when he stays at hotels?
- e Which sport does he sometimes play in the evenings?

**5 Now listen to your teacher reading Becky's instructions to get started in her sport.**

- a What sport do you think it is?

**Listen again.**

**b Which of these actions do you hear her say? Tick if you hear the following.**

- |                  |                               |                    |
|------------------|-------------------------------|--------------------|
| i pull the mast  | ii lift the board             | iii push the board |
| iv kick the sail | v lower the back of the board | vi catch the sail  |

## Play Time Lesson Plan

### Play Time Worksheet Key

1

love    really like    like    don't mind    like    can't stand    hate

3

a	hit, throw, catch	ii a ball
b	pull	iv a rope
c	lift	iii something heavy
d	slide	v on ice
e	jump	i over a wall

4

a	Football, tennis, sailing and hockey.
b	Badminton and table tennis.
c	He can be with his girlfriend.
d	Table tennis and sailing.
e	Table tennis.

5

a    Windsurfing

b

i pull the mast    ii lift the board    v lower the back of the board