

Premier Skills English

Teaching Speaking Respect and Fair Play (Giving Advice)

Introduction

In this lesson, students will talk about what makes them angry, read a webcomic about respect and reflect on how not to lose your temper. The language focus is on giving advice and there is an opportunity for students to develop a dialogue. Students will practise their reading skills, discuss the importance of respect and fair play, give advice using a range of structures and practise their writing and speaking skills by producing a dialogue.

Level

B1/B2 (intermediate to upper intermediate)

Age group

Teenagers and adults

Aims

1. Read a webcomic about respect.
2. Learn more about how to give advice.
3. Write and perform a dialogue based around respect.

Approximate time

80 – 90 minutes

This lesson is flexible and can be used over two different classes or one 90-minute class. You can also extend or shorten some of the steps depending on the level and needs of your students.

Materials

- Materials Pack (Lesson Plan & Worksheets)
- Access to the 'respect' comics on the website.

Preparation

- Read this lesson plan, and familiarise yourself with the topic.
- Make copies of worksheets.

1. Lead-in

Introduce theme of the lesson to learners.

Write 'What makes you angry?' on the board.
Tell an anecdote about something that made you angry and how you reacted.
Ask students to write down three things which make them angry, and what they do when they feel angry (worksheet).
After five minutes, ask students to compare their answers with a partner.
Monitor and ask students to share their ideas.

2. Reading & Predictions

Tell students they are going to read a comic about Felipe, a young footballer.
Give them page 1 of the webcomic or look at it online.
You could give different roles to students who then read the comic.

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2. Reading & Predictions

Ask students to discuss Activity 2 in pairs. Get feedback.
Ask students to read up to page 4 of the comic and check their predictions.

3. Language focus: Controlled Practice

Students look at Activity 3, which gives advice to people who lose their temper easily. In pairs, ask them to circle the correct verb/phrase in each case.

Answers:

1. shouldn't
2. avoid swearing
3. must
4. It's a good idea

Ask students to focus on the verb patterns that follow the use of these verbs/phrases. Students write the phrases in the table.
Students complete the sentences with one of the verbs/phrases. Remind them to pay attention to the verb patterns.

Answers:

1. should/must
2. good idea
3. avoid
4. make sure
5. shouldn't/ mustn't

4. Pronunciation

Write these sentences on the board:

You should train every day.
You shouldn't shout at the referee.
You must listen to the coach.
You mustn't swear during the match.

Drill the pronunciation of the verbs should and shouldn't, /ʃʊd/ and /ʃʊdənt/ and must and mustn't /mʌst/ /mʌsənt/, and ask students to practise reading the whole sentences, drawing attention to how if we want to give more emphasis or if we are telling someone off, we might stress the modal verbs.

e.g. You **MUST** listen to the coach
You **SHOULDN'T** shout at the referee.

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5. Free practice & Speaking

Put students in pairs and ask them to think of five other pieces of advice about how to stay calm when you are angry (Activity 4). Remind students that these could relate to football or in life in general. Tell them to brainstorm ideas in pairs, and then write full sentences, using the verbs/phrases from the previous activity.

If they need some help with ideas, you could write these prompts on the board. Then ask students to formulate sentences, using the verbs and verb patterns from Activity 3.

*deep / breath / take / a
ten / count / to
raise / don't / voice / your
run / for / a / go
music / relaxing / to / some / listen
go / walk / a / for / long
yourself / put / in / place / the / person's / other*

Encourage students to use their imagination and their own experience. Once students have their list, ask them to change partners and compare their answers. Encourage them to discuss how good their advice is and to choose the best three pieces of advice from the ten that they have.

Then ask for feedback from the whole class. Correct any errors with verb patterns. Depending on the size of the group, see if they can decide on a definitive list of advice.

6. Reading Comprehension

Tell students to read pages 5 and 6 of the comic. Has Felipe followed any of the advice that the students came up with?

Activity 5 answers:

1. How does Felipe's dad feel about going to the match?
He isn't very happy about it and thinks it might be a waste of time.
2. How do his feelings change during the match?
He starts to enjoy it and feels proud of Felipe.
3. Why does Felipe get sent off?
He swears at the referee.
4. How do Felipe's teammates react?
They are annoyed at Felipe and blame him for losing the match.

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7. Reading & Discussion

Tell students to skip to page 8 of the comic and read the ending. Ask them to discuss the question in Activity 6 in pairs. Ask them to write a definition of what 'fair play' means. As an extension, you could ask them to think of examples of fair play outside the world of sport.

8. Task: Write a dialogue

Ask students to imagine that Felipe and his dad have a conversation in the changing rooms just after he gets sent off. How do they think he feels? Tell students that they are going to write a dialogue in which Felipe gives his dad some advice about how not to lose his temper.

In pairs, students write the dialogue. Tell them they can include ideas from Activity 3 and 4. You can set a limit for the length of the dialogue.

8. Task: Act out the dialogue

When students have finished their dialogue, they can read them either to the class (if your students are confident and your group is not too large), or put two groups together so that they perform for each other. Remind them to focus on pronunciation and ask each group which dialogue they think gave the best advice and why.

Finally, they can compare their dialogues to the one that appears on page 7 of the comic.

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Activity 1

Write down three things that make you angry. What do you do when you feel angry?

- 1.
- 2.
- 3.

Activity 2

Look at page one of the comic and discuss these questions with a classmate:

- What are Felipe and his dad arguing about?
- Why do you think Felipe's dad is so angry?
- How do you know Felipe is angry? Why do you think he feels like that?
- What do you think the coach will say to Felipe?

Now read the comic up to page four and check your answers. Were you right?

Activity 3

What advice can you give to someone who loses their temper easily during a match?
Circle the best verb in each sentence:

1. You should / shouldn't shout at the referee.
2. Avoid swearing / Make sure you swear at your team.
3. You must / mustn't listen to your coach.
4. It's a good idea / bad idea to listen to other people.

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Activity 4

Notice the patterns come after the verbs above. Put them in the correct place in the table:

Followed by infinitive (without 'to')	Followed by infinitive (with 'to')	Followed by an object + verb	Followed by a gerund

Activity 5

Complete the sentences below using one of the verbs from the activity above.

1. You _____ always warm up before playing a match so that you don't hurt yourself.
2. It's a _____ to take some time to relax everyday.
3. _____ eating a big meal before doing sport.
4. If you have a headache, _____ you drink some water.
5. You _____ spend too long sitting around using the internet.

Activity 6

Now, work with a partner and think of FIVE more pieces of advice for how not to lose your temper on the football pitch or anywhere else!

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Activity 7

Now read the next part of the comic. In pairs, discuss the following the questions:

- How does Felipe's dad feel about going to watch the match?
- How do his feelings change during the match?
- Why does Felipe get sent off?
- How do Felipe's teammates react?

Activity 8

Read the last part of the comic. Discuss the questions in pairs:

- What does Felipe do in the end?
- How do his teammates react?
- How important is respect and fair play in sport? Why?

Activity 9

Imagine that Felipe's dad has come into the changing room after Felipe has been sent off. Write a dialogue between them in which Felipe gives advice to his dad about how not to lose his temper. You can use the ideas from Activity 3.

Notes: