

Before you watch

Work with a partner. Match the tennis words to the definitions.



- 1 umpire
- 2 out
- 3 love
- a the word for 'zero' in tennis
- b an official who watches the game and enforces the rules
- c what is shouted when a ball goes beyond the boundaries of the court

While you watch**1 At the tennis club**

Listen to the introduction to the programme. Answer the questions.

- 1 Where is the Edgbaston Priory Tennis Club?
- 2 What tournament have Elsie and Josh come to see?
- 3 How many years has the tournament been held at the club?
- 4 Who is Lucy Grant?
- 5 How old is Lucy Grant?
- 6 Where is Lucy Grant from?

2 Talking to Lucy

- a Listen to Lucy talk about her career. Mark the sentences (T) true or (F) false. Correct the false sentences.

- 1 Lucy has never played tennis. ☐
- 2 Lucy has never officiated at Wimbledon. ☐
- 3 Lucy became an umpire because she thought it might be an interesting opportunity. ☐
- 4 Lucy doesn't enjoy all the travelling that she has to do as an umpire. ☐
- 5 Lucy says that it is how you deal with mistakes that makes you a good official. ☐
- 6 Lucy says that tennis players often get angry. ☐

- b Would you like to do Lucy's job? What do you think the advantages and disadvantages of being an umpire would be? Complete the table.

Advantages	Disadvantages
travelling the world	spending so much time in hotels

3 How to become an umpire

Look at the advice that Lucy gives to young people wanting to become a tennis umpire. Fill in the gaps with the words from the box. Then watch and check your answers.

career actually definitely couch officiating phenomenal signed hobby

I would say 'Get in there. Get up off the ¹ and get ² up today.' It's a brilliant, amazing experience, ³ The places I've been and the things I've done, I wouldn't have done if I hadn't got involved in ⁴ So yeah, it's not just a ⁵ Some people just do it as a ⁶, through university. We have a lot of young people that get involved and it's a ⁷ experience. So, I would ⁸ get up and get involved.

4 On the court

Watch the last part of the programme. Put the events in order.

- a ☐ Elsie acts as an umpire and gets confused by the score.
- b ☐ Elsie says it's not easy being a tennis umpire.
- c ☐ Elsie and Josh play tennis together.
- d ☐ Elsie hits a good shot.
- e ☐ Elsie and Josh watch some tennis.

After you watch

Tennis umpires often have to deal with very difficult players. Imagine that you are a member of the International Tennis Federation and have been asked to write a 'code of behaviour' for both players and umpires. Work with a partner to draw up your code.

*Players should talk to the umpires respectfully.
Umpires should appreciate that players get very stressed in matches.*

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Tennis Umpire

Programme overview

SUMMARY

Elsie and Josh, presenters of the Level 5 *English in Mind* Second edition programmes, visit the Edgbaston Priory Tennis Club in Birmingham to see the Aegon Classic tennis tournament. They go behind the scenes at the tournament to meet an umpire called Lucy Grant.

Background information

The AEGON Classic is a women's tennis tournament which has been held in Edgbaston in Birmingham since 1982. It is a grass court event and regarded as the sister tournament to the men's Queen's Club event.

Tennis is one of the most popular sports in the world. Its top stars are millionaires and internationally famous. Each year the top tennis players compete for four prestigious tournaments known as the 'grand slams': they take place in Australia, France, Wimbledon and the US. Wimbledon is the oldest of the four grand slam events.

Unfortunately for umpires they never achieve the same level of recognition as the players. Umpires are only usually noticed when a tennis player behaves badly. The most famous badly behaved tennis player was the American John McEnroe. He was world number one in the early 1980s and became famous all over the world for shouting very angrily at the officials.

LANGUAGE

This programme corresponds to Unit 2 of *English in Mind* Second edition Level 5.

Grammar: Future in the past

Vocabulary: Making decisions

Before you watch

Put students in pairs and ask them to match the tennis words to the definitions. After you have checked the answers, ask students if they can think of any other tennis vocabulary, e.g. *racket, net, shot, forehand, backhand, deuce, set, point*.

Answers 1b 2c 3a

While you watch

1 At the tennis club

Scenes 1 and 2 introduce the theme of the programme. Watch Scene 1 and 2 (up to minute 1:15) and then ask students to answer the questions.

Answers 1 Birmingham 2 The Aegon Classic 3 30
4 a tennis umpire 5 28 6 Scotland

2 Talking to Lucy

a This task practises listening for specific detail. Scene 3 introduces Lucy Grant, who talks about her career as a tennis umpire. Lucy is Scottish. Draw students' attention to one or two features of Lucy's Scottish accent, such as the slight roll of /r/ and the different pronunciation of 'oo' in *good*, a word which would be pronounced /gud/ in standard English pronunciation. Before watching Scene 3, you may want to pre-teach the meaning of *officiate*. Ask students to listen to Lucy and mark the sentences true or false. To extend the task, ask students to correct the false sentences.

Answers

1 F (she played for the Highlands of Scotland) 2 F (She first officiated the year after she started training to be an umpire.) 3 T 4 F (Travelling is her favourite thing about the job.) 5 T 6 T

b Read out the questions and the examples. Students then complete the table. Ask one or two students to feedback to the class.

3 How to become an umpire

Ask students to read through the text and predict where the words from the box will go in the text. Point out that *couch* is a synonym of *sofa*. One way of helping students to do this task is to ask them to identify what parts of speech the words in the box are. They can then look at the context of the gaps and decide if the words fit grammatically. Watch Scene 3 to check students' answers.

Answers

1 couch 2 signed 3 actually 4 officiating 5 career
6 hobby 7 phenomenal 8 definitely

4 On the court

Before starting this task, allow students time to read the sentences. Then watch the last part of the programme (from minute 4:16) and ask students to order the sentences.

Answers 1e 2c 3a 4d 5b

After you watch

This task offers students the opportunity to express their own opinions. Give students time to discuss their ideas in pairs before they start writing up their code of behaviour for players and umpires. Tell students to use *should* and *shouldn't* when writing their code, e.g. *players should be polite*. Ask a few students to tell the whole group about their code.