

English in Mind Second edition

Level 4 Unit 1

Lesson Plan

The rise and rise of British tennis star Laura Robson

THE INDEPENDENT

AIMS

- to read extensively and study a text related to the Unit theme
- to practise scanning for specific information and reading for detailed comprehension
- to understand words in context
- to revise and practise the use of a range of tenses
- discussion
- (further work) class project

Total time (approx): 1 hour 20 minutes

(Note: some exercises can be set for homework)

Reading comprehension

- 2** This task will help students gain an overview of the article. They will need to scan the text for specific information about Laura in order to fill in the gaps in the short paragraph. They should read through the whole article quickly first and then work with a partner to complete the exercise. They can try this first from memory, but if necessary they should then help each other to locate the relevant information in the text. Check answers as a class.

Key: 2 Britain 3 560 4 4 5 143 6 100 7 Australia 8 left 9 15 10 10

Time: 10 minutes

Lead-in

- 1** Introduce the topic of tennis by writing 'Wimbledon' on the board and eliciting from students what they know about the event. Note that it is internationally recognised as the top lawn tennis championship (i.e. played on grass courts). It takes place annually at the end of June / beginning of July at the All England Lawn Tennis Club at Wimbledon, South London. Tell them they are going to read an article about a rising young tennis star, and to prepare them for reading, put them in groups and given them a couple of minutes to think about and write down all the vocabulary they know connected with the game. In class feedback, make sure they are familiar with the following:

- **tournament**: a contest of skill between a number of opponents
- **championship**: a contest for the position of champion in a sport
- **Grand Slam tournaments**: these are the most important tennis tournaments in the world
- **ranking**: a player's current position in the world, based on number of points won (top player = 1)
- **set**: a group of games which go to make up the match
- **serve**: start a game by hitting the ball over the net.
- **rally**: a series of strokes back and forth across the net

Time: 6–8 minutes

- 3** A more detailed understanding of the text is required for this task. Make sure the difference between False (F), i.e. **the statement is incorrect** and Not given (N), i.e. **there is no information in the text to support the statement** is clearly understood. Students should work individually and then check their answers with a partner. Encourage them to look again at any they disagree on.

Key: 2N 3T 4T 5F 6T 7T 8N 9F 10T

Time: 10 minutes

Vocabulary: words in context

- 4** This exercise highlights some of the less familiar vocabulary in the text. Paragraph numbers are given for ease of location and the answer lines have been divided according to the number of words required for each answer. Students should work on their own and check their answers in pairs.

Key: 2 joshing 3 circuit 4 wild card 5 aftermath 6 dogged consistency 7 sure-fire (colloq.) winner 8 steamrollered 9 burn-out 10 exemplary

Time: 10 minutes

- 5** Most of the words in this exercise have multiple meanings or can be easily misunderstood, so it is essential that students find the words in the text and use context to help them select the correct answers. Do the first question with them if necessary,

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highlighting different meanings of the verb 'oblige'. (Dictionaries may be used.) This exercise can also be done individually and checked in pairs.

Key: 2 quite the opposite 3 delighting 4 popular
5 calmly and confidently 6 played better 7 do something in a clever way 8 following 9 easily defeated

Time: 8 minutes

Grammar: tense revision

- 6** This exercise aims to raise awareness of the range of different tenses and verb forms used in this kind of newspaper article, where the writer moves rapidly from the past to present to future. Ask students first of all to underline all the verb forms in the sentences selected and then to choose one of each type as an example. Students should work alone, asking a partner for help if necessary. Encourage them to discuss why particular verb forms have been used. Accept any of the following.

Key: 2 (she)'s improving 3 met / was / became
4 was playing 5 had managed 6 will have learned
7 could have won

Time: 6 minutes

- 7** Here, students have further practice in selecting appropriate tenses to complete the exercise. After working individually, allow students to discuss their answers with a partner, justifying their choices. Note that the verbs forms will not necessarily be the same as those highlighted in Exercise 6. Alert students to the correct positioning of the adverb 'already' in example 2.

Key: has already missed 3 has held 4 won 5 is 6 did
7 had become 8 wishes 9 will face 10 (will) need
11 will have realised

Time: 12–15 minutes

Discussion

- 8** Here students have the opportunity to express their views on some general questions raised by the article as well as to reflect more personally on the difficulties and stresses involved in such a lifestyle. Allow students to look at these questions in groups, before opening up the discussion to the class.

Time: 10–12 minutes

Further work

- 9 a Class project.** If students have access to the Internet, they can find out more about Wimbledon and/or other tennis championships. They may focus on particular stars and their careers, or more generally on the history, traditions and organisation of the game. Put them in groups to collect information and assemble some visual material for a class poster or display. This project will promote independent learning, providing opportunities to practise reading skills, note taking, group collaboration and discussion. Encourage students to use English throughout.

- b Tennis game.** This is an enjoyable way of revising vocabulary and promoting *word building*. Make sure your students know the scoring system for tennis and the terminology in English:

<i>love – fifteen</i>	0–15
<i>fifteen all / thirty all</i>	15–15 / 30–30
<i>fifteen – thirty / thirty – forty</i>	15–30 / 30–40, etc.
<i>deuce</i>	40–40

Note that the server's result always comes first. The first person to get 4 points wins the game. If deuce is called, then 2 clear points are needed to win. For word building, write a number of root words on the board (e.g. create / comfort / memory). Divide the students into groups of four to play 'doubles' (2 – 2) + 1 umpire to keep the score. Each group will need a crumpled up paper ball. The 'server' chooses a word from the board and throws the ball to an opponent, who must respond with a new word with the same root. (e.g. create – creation – creative – creativity – creator, etc.). The ball is thrown and forth between the players. If a player can't think of a word, gives an incorrect answer or drops the ball, he/she loses the point. (Note: the words suggested above are taken from *English in Mind 5 Second edition*, Unit 3, Ex. 6.)

The game can be adapted to revise other vocabulary or grammar areas, e.g. *irregular verbs* or *negative prefixes*.

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