

Independent Listening Task 1: Sports Crazy

At a glance

Level: ISE Foundation

Focus: Independent listening task 1

Aims: To develop listening strategies by identifying specific information and tenses in an audio

Objectives: To listen for specific information by identifying which sports the speaker still does and which ones he doesn't do anymore, to listen for specific information by answering three comprehension questions and to listen for the tenses used by completing a gap-fill

Topic: Sports

Language functions: Giving personal information about present and past activities and expressing likes and dislikes

Grammar: Present simple vs. past simple

Lexis: Sports

Materials needed: Whiteboard, audio script or audio recording and equipment, one student worksheet per student, audio script (one per pair), pens and blank paper

Timing: Approximately one hour

Procedure

Preparation

1. Print one worksheet per student.
2. Pre-record the audio. If no equipment is available to record and/or play the audio, print out the audio script and read it to the class at a normal pace.

In class

1. Explain to the class that they will be doing a listening activity and that this will help them to prepare for the Independent listening task 1 of the ISE Foundation Speaking & Listening exam.

2. Write '*Crazy about sports*' on the board and let students discuss in pairs what it may mean. Ask the groups to feedback and elicit responses.
3. Tell the class they are going to listen to someone who is 'sports crazy' or really likes sports.
4. Put the following words on the board:

football, basketball, swimming, tennis, badminton, table-tennis and fishing

Tell the students to put the sports into two categories: team sports and individual sports. Once the students have categorised the sports, feedback in class.

5. Practise the pronunciation of the sports by letting the class repeat after you. Drill the words chorally and individually.
6. Tell the students they are going to listen to a boy called Tom talking about sports. Give the students the worksheet and tell them they should tick the sports Tom still does and put a cross next to the sports he doesn't do anymore (Task A). Clearly announce when you are about to play the audio. If you were unable to pre-record the audio, read out loud the audio script at a normal pace and with appropriate pausing.
7. Ask the students to compare their answers in pairs. Do group feedback and write the answers on the board.

Answer Key:

Tick (✓): tennis, badminton, swimming, fishing

Cross (✗): football, basketball

8. Tell the students they are going to listen to the audio again and that this time they have to answer three questions (Task B). Once they have carried out the task, ask students to compare their answers in pairs. Then go over the answers as a class.

Answer Key:

1. Because he had an injury.

2. Because he has too much homework.

3. It's relaxing.

9. Tell the students they are going to listen to the audio again and this time they should fill in task C. Play the audio for a third time.
10. Ask the students to compare their answers in pairs.
11. Give the students a copy of the audio script to check their answers.

12. Now ask the students what the two tenses used are and ask for examples from the text. Write down 'present simple' and 'past simple'. Ask why these two tenses are used here. Review the form of the two tenses by focusing on question forms.
13. Write the following six questions on the board.

How old are you?

What sports did you like when you were younger?

Why did you give up team sports?

How often do you go swimming?

Which club did you join?

What's your favourite sport?

Ask the students to take turns role playing Tom and an interviewer.

Extension activity

Ask the students to write down a list of activities they did in the past and activities they still do. Tell the students, working with a partner, to talk about their own present and past activities.

Further support activity

Allow students to listen again to the audio and tell them to follow the audio script with their finger while reading out loud the text at the same speed as the audio.

After class

Interview a friend or family member about their present and past activities in the field of sports.

Student Worksheet

Independent Listening Task 1:

Sports Crazy

A. Put a tick ✓ next to the sports Tom still does and a cross ✗ next to the ones he doesn't do anymore.

Sports	✓ or ✗
football	
basketball	
swimming	
tennis	
badminton	
fishing	

B. Listen to the audio again and answer the questions.

1. Why did Tom give up football and basketball?
2. Why does Tom not play table-tennis?
3. What does Tom like about fishing?

C. Listen to the audio again and fill in the missing verbs.

I'm Tom. I'm 16 years old and I'm crazy about sports. When I
younger I really football, basketball and swimming. I an injury
not that long ago and I team sports. I still swimming twice a
week. I to play tennis and I also a badminton club. There are
so many other sports I would like to do such as table-tennis but I
too much homework to do. There are after all only 24 hours in a day. My
favourite sport according to many people not really a sport though.
It's fishing, so relaxing.

Audio Script – Teachers Notes

I'm Tom. I'm 16 years old and I'm crazy about sports. When I was younger I really liked football, basketball and swimming. I had an injury not that long ago and I gave up team sports. I still go swimming twice a week. I started to play tennis and I also joined a badminton club. There are so many other sports I would like to do such as table-tennis but I have too much homework to do. There are after all only 24 hours in a day. My favourite sport is according to many people not really a sport though. It's fishing, so relaxing.

Answer Key

A. Tick (✓): tennis, badminton, swimming, fishing

Cross (✗): football, basketball

- B. 1. Because he had an injury.
2. Because he has too much homework.
3. It's relaxing.

C. was, liked, had, gave up, go, started, joined, have, is