

Activity 4: parkrun

Level:

CEFR B1

Time:

60 minutes

Resources:

▶ Handouts

Aims:

- ▶ To encourage learners to exchange views on and experiences of doing exercise / sport to keep fit and to build their knowledge of associated verb / noun collocations
- ▶ To give learners practice in using different time words
- ▶ To give learners practice in writing an informal email
- ▶ To raise learners' confidence in giving factual accounts; narrating events in the past; expressing feelings and opinion; making suggestions and making arrangements

Exam task focus: Task 3

Procedure

1. Write *keep fit* on the board and briefly discuss what you or someone you know does to keep fit. Tell learners they will have the chance to talk about what they do in a minute but first of all you want them to name different things people do to keep fit. Display the images in Activity 1A and tell learners they have one minute to write down as many of the different activities as they can name from the images. Once they have done this, ask learners to compare their activities with their partner and find out which activities their partner does, what they think of the activities and how often they do them. Monitor. Conduct brief feedback and check which activities learners named.
Suggested answers: *running, jogging, walking, cycling, swimming, yoga, badminton, cricket, football, boxing / martial arts, gym exercising (stretching).*
2. Tell learners you want them to read some sentences about keeping fit and sport in Activity 1B, and then decide which ones are true for them. Place learners into small groups to discuss their sentences. Focus on the importance of giving reasons and explaining why the sentences are true for them. For example, 'I prefer to exercise outside rather than inside because...' Conduct whole class feedback.
3. Write the following three words on the board: *go, do, play* and elicit one activity for each verb. Tell learners you want them to look at the different activities in Activity 1C and put the activities in the box in the correct column. Allow learners time to do this by themselves. Once they have done this, tell them you want them to compare their answers in their groups. See if they can work out when we use each verb and whether they can add two more activities to the table. Conduct whole class feedback and find out if learners know when we use each verb. Answers: **go** is used with activities and sports that end in *-ing* and that you go somewhere to do; **play** is used with ball sports or games that are competitive (when one person plays against another); **do** is used with an activity or a sport that isn't a team sport and that doesn't have a ball.

Answers:

go	do	play
to the gym for a walk swimming (for a swim) running (for a run) for a bike ride	Pilates weights exercise yoga	tennis football cricket badminton

- Tell learners they are going to read about parkrun. You may want to start by asking if there is anyone in the class who has heard of parkrun to put their hand up. If there are a few people who have, partner them with anyone who hasn't. If no-one knows anything about it, give a brief introduction (see box at the bottom of teacher's notes for details).
- Explain that before the run starts, the run organiser gives a brief welcome speech. Tell learners they are going to read a welcome speech and have to fill the gaps in the speech with the time words, Activity 2A. Pre-teach any words that students might find tricky eg, *cheering; registering; warm-up exercises; cool down exercises and bar codes*. At this stage don't discuss the time words in too much detail as learners will discuss why they use them in the next activity. Explain that learners can use the time words more than once. Ask learners to read through the speech on their own first of all and then they can work with a partner to fill the gaps. Conduct whole class feedback. Encourage learners to give reasons for their choices.

Answers: Welcome to your first parkrun. It's great to see so many people here. For those of you new to parkrun, you will see we have lots of volunteers here to help make sure you have fun today. **1. While** you are running, they will be cheering you on and encouraging you to keep on running, walking, jogging or skipping! We're sure you'll have fun, but do be careful: it's not a race. Please remember to do some warm-up exercises **2. before** the start of the race and of course **3. after** the race you will need to do some cool-down exercises. Thank you all for registering and for printing out your personal barcode **4. before** coming here. You will need to keep it with you as you run and **5. then** at the end of the race we will want to see it so we can track your time. **Finally**, enjoy your run *everyone!*

- Look at the **Exam hint** box as a class which introduces learners to Task 3. This mentions task types and the use of time words. Go through the exam hint together and discuss which statements are true about time words. You may want to take this opportunity to do some additional work on time words.

Answers. The following sentences are true - 1,2 and 6.

- Introduce learners to the writing task, Activity 3A and elicit the style of writing needed for this task (informal). Remind them that they need to write approximately 80 words. Rather than count every word tell learners it's a good idea to know roughly how many words they write on a line.
- Once complete, before you take in their responses, tell learners to work with a partner to check each other's work using the prompts in Activity 3B. These focus on task fulfilment.

9. Finish the lesson by asking whether the learners they think they might join in parkrun and, if there is time, share what information is available on park runs where the students live.

Notes on cultural awareness and appropriacy

Park runs (stylised as parkrun) are a collection of 5-kilometre events for walkers, runners and volunteers that take place every Saturday morning at more than 2,000 locations in 23 countries across five continents. These are great initiatives for the whole family as they are held in local parks at the same time every week. Participants can walk, jog or run. Parkruns are organised by volunteers and provide a sense of community. They offer a great way to keep fit, and to meet people locally. Students may not be familiar with this type of event /activity and may want to learn more at the end of the lesson. There is a wealth of information online as well as social groups that students can join to learn more:

<https://www.parkrun.org.uk/>

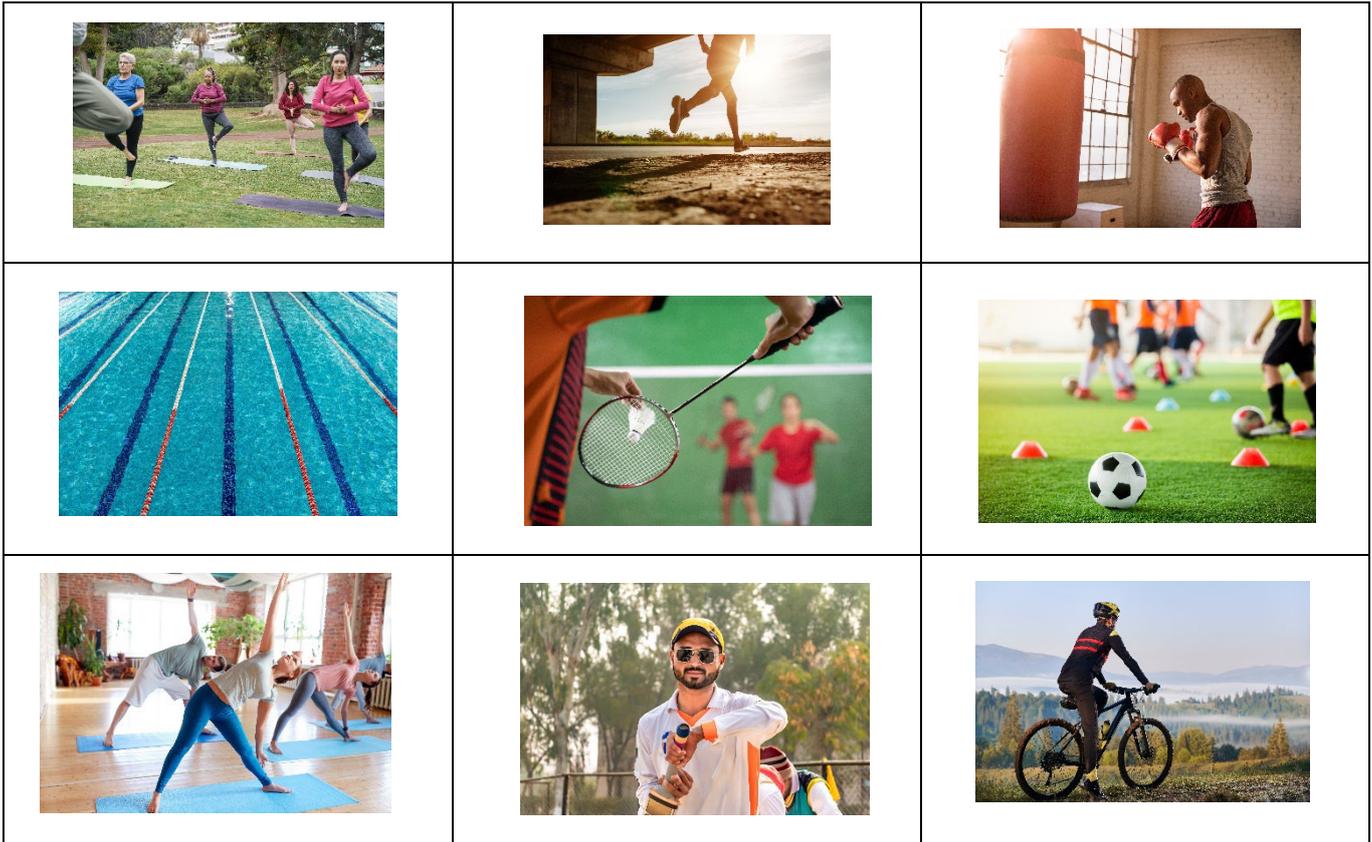
<https://www.facebook.com/parkrunUK/>

<https://twitter.com/parkrunuk>

Handout activity 1

Activity 1A

Look at the different activities people do to keep fit. How many of them can you name?



Find out:

- ▶ which of these activities your partner does to keep fit
- ▶ what they think of them
- ▶ how often they do them

Activity 1B

Which of the statements are true for you?

- ▶ I prefer to do exercise outside rather than inside.
- ▶ I'd rather do exercise on my own than with other people.
- ▶ I think team sports are the best way of keeping fit.
- ▶ I don't do any exercise.
- ▶ I like going to exercise classes.
- ▶ I enjoy exercising at home.

► **Activity 1C**

Put the activities in the box in the correct column.

*to the gym *tennis *pilates *weights *for a walk *swimming (for a swim)
 * football *running (for a run) *exercise *yoga *cricket * for a bike ride
 *badminton

go	do	play

Compare your answers with your group. Think of two more activities to add to the table.

Do you know when to use each verb? Complete the sentences.

We use **go** to talk about activities that _____
 _____.

We use **do** to talk about activities that _____
 _____.

We use **play** to talk about sports that _____
 _____.

Handout Activity 2

Activity 2A

Tell your partner anything you know about parkrun.

Before the run starts, the run organiser gives a brief welcome speech. Fill in the gaps in the speech with the words below. You can use some words more than once.

after

before

finally

then

while



Welcome to your first parkrun. It's great to see so many people here. For those of you new to parkrun, you will see we have lots of volunteers here to help make sure you have fun today.

1. _____ you are running, they will be cheering you on and encouraging you to keep on running, walking, jogging or skipping! We're sure you'll have fun, but do be careful: it's not a race. Please remember to do some warm-up exercises 2. _____ the start of the race and of course 3. _____ the race you will need to do some cool-down exercises. Thank you all for registering and for printing out your personal barcode 4. _____ coming here. You will need to keep it with you as you run and 5. _____ at the end of the run we will want to see it so we can track your time.
6. _____, enjoy your run everyone!

Exam hint

In Task 3 of the Entry 3 Skills for Life Writing exam you have to write an informal email, message or postcard to a friend.

The aim of this piece of writing is to explain something, request information or suggest something. One of the things examiners want to see is that you can use time words such as before, after, then, next, while in your writing.

What do you know about time words?

Tick the sentences that are true.

1. Time words help the reader follow the order in which events happen.
2. When we use time words, we can help the reader understand a sequence of events in chronological order.
3. We only use time words when we write not when we speak.
4. It is important to use time words in the exam because they increase your word count.
5. Time words are only used at the beginning of a sentence.
6. When you use a time word at the beginning of a sentence you have to use a comma after the time word.

Handout activity 3

Activity 3A

You want to do parkrun with your friend on Saturday. Write an email to your friend.

Explain what your friend has to do before the run, say where and when you will meet and suggest what you can do after the run.

Write about 80 words.

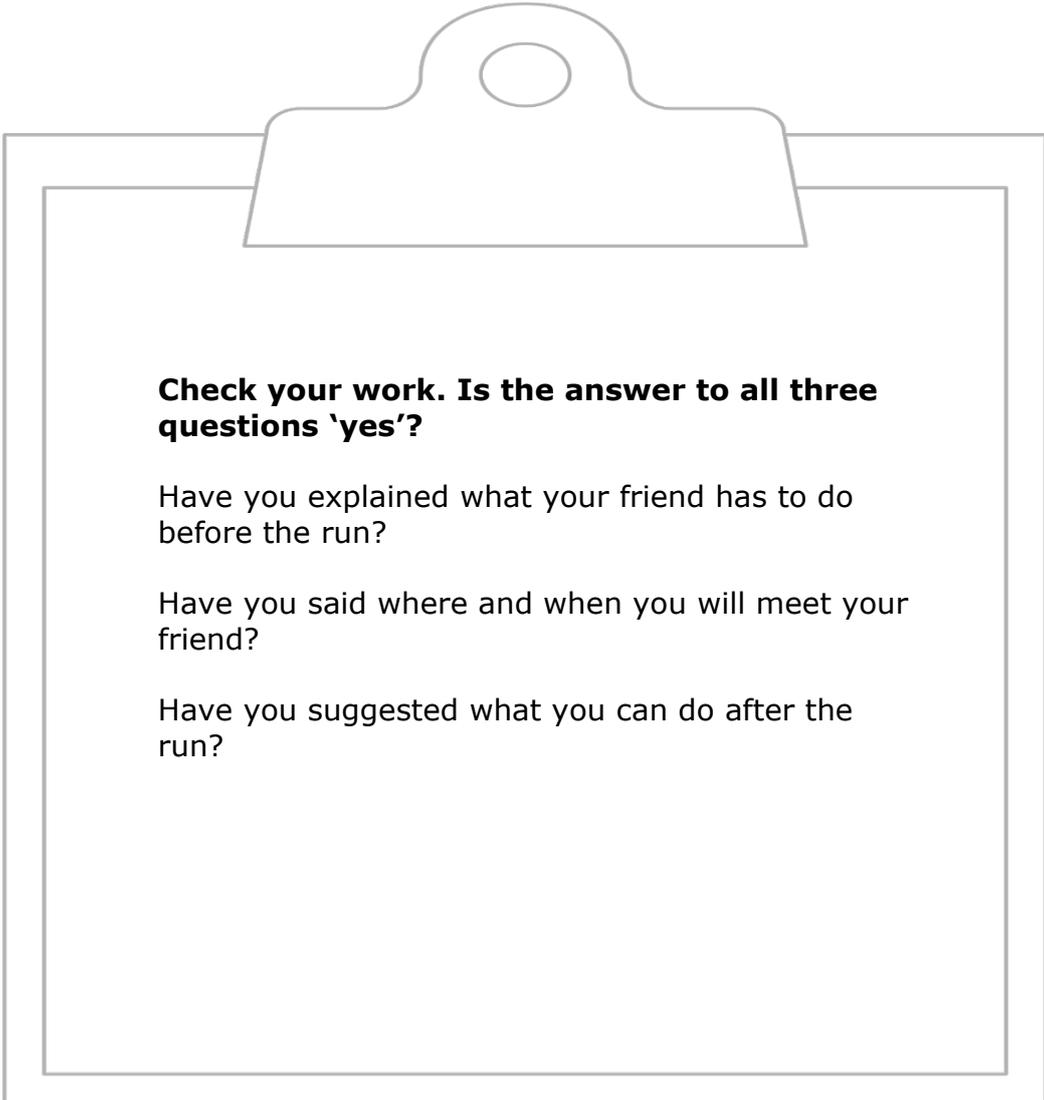
From:

To:

Subject:

Activity 3B

Look at your email and check you have done the things below:



Check your work. Is the answer to all three questions 'yes'?

Have you explained what your friend has to do before the run?

Have you said where and when you will meet your friend?

Have you suggested what you can do after the run?