

Unit 4 Sport

Sports science: Talent identification

Listening skills: Predicting and listening; listening for key detail

Speaking skills: Giving examples in presentations

1 SPEAKING

- a** Discuss the questions in pairs.
- What sports did you enjoy playing or watching when you were a child?
 - Do you still enjoy them now? Why / Why not?
- b** Think about someone you know or know about who was very talented at a sport when they were a child (you can talk about yourself). Use the questions to help you.
- What sport did they play?
 - What was their special talent?
 - How much did they practise or train?
 - Do they still play that sport?
- Tell your partner about this person.

2 VOCABULARY Judging qualities

- a** Match the words in bold in sentences 1–7 with definitions a–g.
- ☐ Joanna is a good player now and I can see she has the **potential** to be an excellent player in the future.
 - ☐ His best **quality** is his ability to understand other people's problems.
 - ☐ To learn a second language well you have to have a lot of **motivation** to study hard.
 - ☐ I want to relax now and save my **strength** for the race.
 - ☐ All the **elite** players from regional teams were chosen for the national team.
 - ☐ He had a few **psychological** problems as a result of the car accident and he was afraid to drive.
 - ☐ Teachers usually **evaluate** their students' learning in order to decide what to teach next.
- a the ability to do things that need a lot of physical effort (n)
 b decide how good or important a thing is (v)
 c the best from a particular group (adj)
 d a part of someone's character or personality (n)
 e something connected to a person's mind and feelings (adj)
 f a feeling of being very interested in something and keen to do it (n)
 g a person's ability to develop and be successful in the future (n)

3 LISTENING 1

- a** You will hear the first part of a lecture about children in sport. The lecturer talks about these ideas:
- When a coach of a sports team ...
- ... selects young players, it is known as *talent selection*.
 - ... identifies young players, it is known as *talent identification*.
- b** Use a dictionary to check the meaning of any new words and then talk with your partner about what you think the difference in meaning is.
- c** Listen to Part 1 of the lecture. Are your ideas in 3a correct?
- d** Listen again and complete the notes by adding a word to each gap.

Talent selection & talent identification

- both = choosing ¹ _____
_____ – will they be successful or not?
- talent selection = coach decides who are the ² _____ to make a ³ _____ that can ⁴ _____
- e.g. ⁵ _____ soccer teams → chooses best ⁶ _____ players
- talent identification = trying to see the ⁷ _____ – which children have ⁸ _____?
- coach evaluates ⁹ _____ of young players e.g. physical ¹⁰ _____
- talent selection → tells kids they've got to be a ¹¹ _____

STUDY SKILLS: NOTETAKING

Note in 3c that symbols and abbreviations are used, for example, = → and e.g.

- What do they mean?
- What other symbols do you know?
- Can you invent your own symbols?

4 PRONUNCIATION Contrastive stress

- a** **4.2** Listen to the excerpt below and mark the pauses (/) and underline the stressed syllables.

However, one is all about the present and is short-term while the other is more focused on the long term, on the future.

- b** Why are there a lot of pauses and some very strong stresses in this example?
- c** **4.3** Predict the stresses and pauses in the next sentence of the lecture. Then listen and check.
- What's more one is quite simple but the other is well it's a real skill.

5 LISTENING 2

- a** **CRITICAL THINKING**
PREDICTING AND INTERPRETING IDEAS

At the end of Part 1, the lecturer said that team selection always makes young sports people think about winning. He then asked, *So why then is this a problem?* Discuss possible answers in small groups.

- b** **4.4** Listen to Part 2. Does the lecturer mention any of your ideas?
- c** **4.4** Listen to Part 2 again and answer the questions.
- 1 How many children stop playing by age 13?
 - 2 Why isn't sport fun for them anymore?
 - 3 Why is talent identification better?
 - 4 Will the best ten-year-old sports person be the best later on?
 - 5 The Polish coach studied 1,000 young tennis players – which ones were successful later on?

- d** What information surprised you in the lecture?

6 LANGUAGE FOCUS Giving examples

- a** **4.5** Listen to three sentences where the lecturer gives an example. Fill in the missing words.
- 1 So, _____, a soccer coach might have about 20 players in an under-12 team in his club ...
 - 2 Talent identification is concerned with an evaluation of the qualities you can see in a young player – these are qualities _____ physical ability, motivation to learn ...
 - 3 This _____ by a study carried out by a Polish tennis coach.
- b** Replace the expressions in 6a with phrases a–c.
- a like b was illustrated c for example
- c** Two of the words from 6a and 6b can go in the gap below. You need to change the form.
- The best young players aren't always the best adult players. To _____ what I mean, I have this table.

- d** Answer these questions about the expressions in 6a to 6c.
- 1 Which expression is less formal than the others?
 - 2 Which expressions(s) are more likely to be used with pictures and diagrams?
 - 3 What comes after the expressions in 6a and 6b – a noun phrase or a verb form?
 - 4 What comes after the expression in 6c – a noun phrase or a subject and verb?
- e** Add examples 1–4 below to this presentation on sports training. Use one of the expressions from 6a–6c to introduce each example. More than one expression is possible.
- a let's look at this graph of
 - b reports of children who feel stressed and anxious as a result of intensive training
 - c the training might focus on only certain parts of the body and there is often the danger of injury
 - d strong muscles and good breathing

Many people say that sports training programmes for young people are good for their health. They say that they develop physical abilities ¹_____. However, other people argue that a training programme that is too narrow and intensive can cause physical problems. ²_____ These people also say that the real problem is usually psychological. ³_____ These children are often pushed by their parents and feel under pressure. ⁴_____ motivation levels of a 10-year-old child who is doing intensive swimming training.

- f** Think of an example to add to these sentences, but don't write it down. Tell your partner. Use a different expression from 6a with each sentence.
- 1 Schools generally encourage students to play team sports.
 - 2 Football clubs often pay huge sums of money for top players.
 - 3 Children naturally seem to enjoy competitive sports.

Did you think of similar examples?

7 SPEAKING

- a** You will give a very short presentation to another student. Choose one of the topics below or something you want to talk about. Make sure you can think of examples for the topic you choose.
- The rules of a sport or a game that you know
 - Different abilities that a person needs to study a particular subject
 - Abilities that a person needs to do a particular job
- b** Make notes for your presentation. List three main points and think of an example for each point.
- c** Work in pairs. Give your presentations to each other. When you listen to your partner make notes on the examples only.
- d** Tell your partner which of their examples you thought was the clearest.