

Introduction to Unit 5

Events and competitions

This unit is divided into two themes. The first theme gives opportunities for discussion and activities around the subject of organising events. The second theme looks at the structures of competitions.

Sports leadership – Unit 5: Events and competitions							
Theme Page ref.	Level	Speaking and listening	Reading	Writing	Number	Measures and shape	Handling data
Events SL 5:1–4	E1–E2	SLlr/E2.6					HD1/E2.4
	E3–L1	SLlr/E3.2, 3, 4, 6				MSS1/E3.3; MSS1/L1.3	HD1/E3.4
Competitions SL 5:5–12	E1–E2						HD1/E2.1, 5
	E3–L1	SLd/E3.1; SLlr/E3.6	Rs/E3.1, 2; Rt/E3.3; Rs/L1.1; Rt/L1.4; Rt/L1.5	Wt/L1.5	N1/E3.1, 3; N1/L1.1		HD1/E3.1, 4; HD1/L1.1, 2

PAGE 5:1

Organising events

Vocabulary

calendar, months of the year, weekdays

Resources

Example calendar from the Source material (0:27) or large current calendar, diaries or year planners, access to Microsoft Outlook (if available) (Extension)

'Sports Leaders should know how to organise a variety of different sporting competitions and events. If well organised they will provide added group motivation.' (Sports Leaders UK)

This page focuses on what leaders need to consider when organising a sporting event and the timing skills involved in the planning of such an event.

Warm up

Reading a calendar: Provide a current calendar or use the Example calendar from the Source material. Pose questions based on the calendar: *How many days in October? What is happening on the 12th? On what day of the week is the After-school sports club? Why isn't there a sports club on the 30th? What date is the first Monday in the month? On what day does November start?* Review the months of the year and days of the week. Write down dates in different formats and match to the calendar (e.g. 3/10/2007, 16th October, 08/10/07).

Main task

Planning time: Talk about learners' experiences in booking venues. *Have you ever had to book a venue/place for a wedding/party or sporting event? Do you need to plan ahead? Do certain venues get booked very early?* Look at the Example calendar from the Source material. *What is happening on the 6th of October? In order for this event to be a success, what type of preparation needs to be done? When do you think the preparation needs to start?* Introduce a year planner and look at the months preceding October. Look at the Event organisation plan on the learner page. Go through the plan and identify the jobs that need to be done. *The event*

will take place on the 6th of October, when will the venue need to be booked? Is this the first action that needs to be taken? Discuss and prioritise the list. When will the invitation letters need to be sent to allow time for replies to be collated and numbers of participants to be calculated? Either as a group or in pairs, ask learners to decide on a timescale and write in some dates on the plan. Discuss learners' choices of dates and times. Draw on learners' personal experiences of organising and planning events.

- **Support:** Help learners to get a sense of longer time spans and schedules. Use a calendar or year planner and trace back four weeks, eight weeks, etc. and look at the dates. Talk about planning for holidays, children's school start dates and religious festivals.
- **Extension:** Introduce a computer program such as Microsoft Outlook to help with planning times for events. Give time for learners to practise using the calendar, task pad and contacts list. Then support learners to draw up a schedule for a sporting event they need to plan.
- **ESOL:** Practise ordinal numbers, including pronunciation of 'th' at the end of words. ESOL learners may have difficulty understanding the passive structure 'will need to be done/booked'. Use the active 'you will need to' instead of passive, or illustrate the meaning of the passive by comparing with the active form.

Cool down

List and order the main jobs that need to be organised when planning a sporting event, both home and away. Think about transport needs or calculating running costs.

Warm up	Main task
MSS1/E3.3	MSS1/L1.3

Organising events

When should I book the venue?

What needs to be sorted out before I can write the invitation letter?

Event organisation plan				
Type of event: <i>One-day 7-a-side hockey tournament</i>				
Date: <i>4th March 2006</i>		Times:		
	Action	Do date	Responsible	Done
Venue	<i>Book</i>	<i>3/5/05</i>	<i>John</i>	✓
Facilities required	<i>Book</i>		<i>John</i>	
Maximum number of teams	<i>Calculate</i>		<i>Marie</i>	
Advertising	<i>Make and deliver posters</i>		<i>Marie</i>	
Invitation letters	<i>Write and send</i>		<i>Sue</i>	
Reply slips/entry forms	<i>Due back date?</i>		<i>Sue</i>	
Confirmation letter:			<i>Sue</i>	
Timetable/order of play	<i>Get details</i>		<i>Marie</i>	
Facilities	<i>Map of refreshments</i>		<i>John</i>	
Travel directions/map	<i>Need to get map from venue</i>		<i>John</i>	
Rules	<i>Tournament and game</i>		<i>Tim</i>	
Helpers on the day	<i>Contact</i>		<i>John</i>	
Certificates	<i>Print</i>		<i>Tim</i>	
Clear up team	<i>Designate</i>		<i>John</i>	

PAGE 5:2

Booking facilities

Vocabulary

block booking

Resources

'What is the question?' sheet from the Source material (0:28)

Sports leaders need to be able to make arrangements for sporting events and competitions. This can involve visiting or telephoning a sports centre to arrange a booking. This page focuses on the listening and questioning skills needed when making bookings.

Warm up

Respond appropriately to questions: Use the 'What is the question?' sheet from the Source material. Call out each word or phrase. *What could the question be?* Some of the answers require a specific closed question whereas others invite an open question. Ask learners to think of questions to go with the answers. Discuss the different types of questions and their responses.

Main task  11–12

Listen for detail: Talk about booking facilities, (halls, sports centres, etc.) for various events. Have any of the learners had experience of booking events? What did they need to do? Look at the learner page and explain that the man wants to make a booking for a one-day event. Go through the main points on his clipboard and ask learners to listen out and tick/note the details covered. Listen to the audio clip. *Which have been covered? Which were not? When will the event be held? What time will it start? How will Jim gain further information?* Listen to the second audio of Sue making a block booking. Explain the difference between block bookings and a one-day event. Discuss the two problems encountered. *When is the earliest that Sue can book the pitches for the new year? What is happening in October?* Discuss the different options. *Would you book the indoor pitch? If there are a certain number of games to be played in the league, can you afford to drop one week? Can you*

incorporate spare time without incurring extra expense? Draw on learners' own experiences of bookings as the basis of a discussion on various problems and solutions.

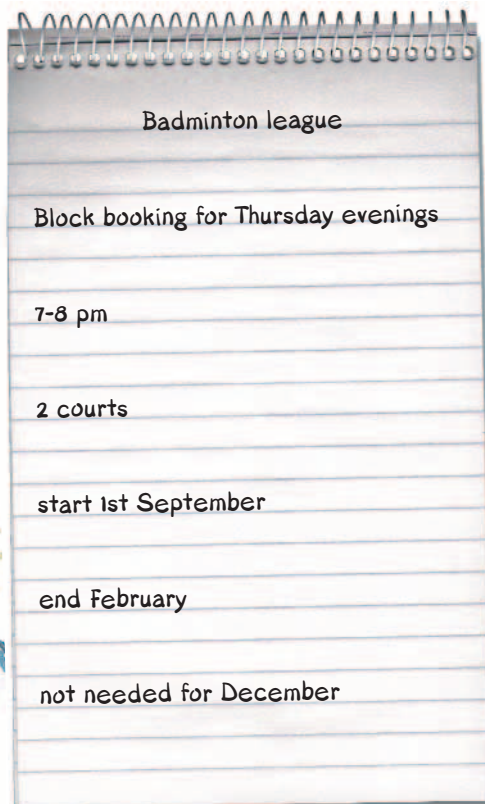
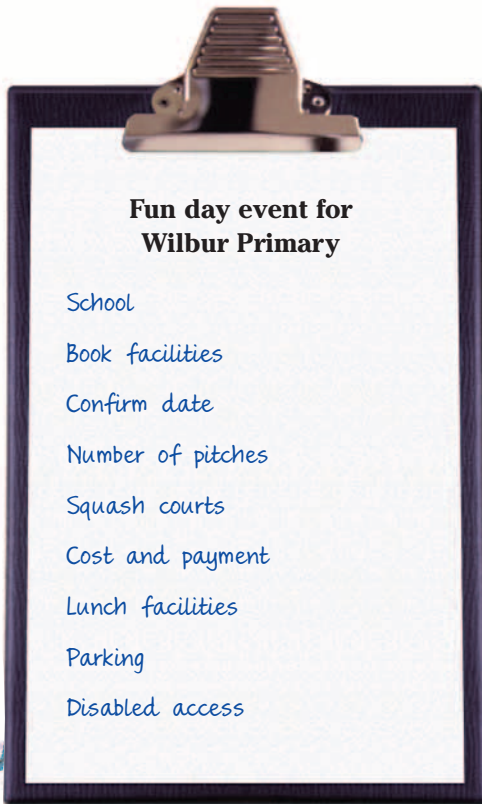
- **Support:** Pause the audio clips at key points and reinforce learners' understanding of what has been said. Record the key points on the learner page as they are stated.
- **Extension:** Prepare role-play situations for groups of three: sitting back to back – one learner makes a booking and one takes it, the other learner observes. Encourage learners to give feedback and confirmation as if on a telephone (e.g. 'Yes, I understand, I see, OK'). Learners take turns at all three roles, the observer reporting back on feedback signals.
- **ESOL:** Check key vocabulary before playing the audio script (e.g. 'check availability', 'book facilities', 'special rates'). Learners may need to listen several times – ask general questions first, then more specific questions. Ask learners to note useful phrases (e.g. 'I'd like to book some facilities.', 'How much will it be?'). Learners should practise orally, marking intonation with their hands.

Cool down

Listen to the audio clips again, pausing after each question. Discuss whether the questions are open or closed and what type of response is required.

Warm up	Main task
SLlr/E2.6	SLlr/E3.2, 3, 4, 6

Booking facilities



PAGE 5:3

Event timing

Vocabulary

match, round, tournament

Resources

Event timing cards from the Source material (0:29), analogue or digital clock, analogue clock with moveable hands (Support)

Sports leaders need to be aware of the organisational requirements of running successful sporting or recreational events. This page focuses on the skills needed for timing an all-day event and timetabling a competition.

Warm up

Simple time calculations: Cut up the Event timing cards from the Source material and place face down in two piles. Invite learners to take a card from each pile and add or subtract the times shown. Review calculating time. *How many minutes in one hour? How many hours in one day?*

Main task

Timing events: Discuss the timing of sporting events. *What do you need to consider when organising the timing of an event such as a knock-out competition?* List the main ideas on the board (start and finish times, individual match times, breaks, lunch time, etc.). Look at the learner page together and read through the poster. Talk about the likely timing for this event. *What time does the tournament start?* Look at the knock-out table and the time boxes. Write in 11:00 am as the start time for Round 1. *If a match is ten minutes each way, how long is one match? When will the first round finish? How long will we need for a changeover and break? When would be the best time for a lunch break?* Ask learners to work in pairs and decide on the times for the day's event, writing the start and finish times in the boxes on the learner page. Help learners to calculate the times. Use an analogue or digital clock for support if needed. Remind learners to include a lunch break but its duration is up to them. Discuss the task as a group and agree a timescale for the event. *What time would the winner's cup be presented?*

- **Support:** Use an analogue clock with moveable hands to help calculate the times. Move the hands around the clock to show the passing of time for each match.
- **Extension:** Give learners a different start time for the tournament or change the length of the matches to 15 minutes each way with a 5-minute change time. Ask learners to plan the timing of a sporting event they are organising. Help learners to draw up a time plan and add in lunch and break times.
- **ESOL:** Check vocabulary (e.g. '11 am prompt', 'final round', 'next leg'). Work on phrases to express length of time (e.g. 'it takes ...', 'we will need ...').

Cool down

Remind learners about the main points to consider when organising the timing of an event. Discuss what they might do if problems occurred. *What if bad weather stops play? What if there is an injury in one of the groups and extra time is needed?* Discuss other sporting events in which timing is crucial.

Warm up	Main task
MSS1/E3.3	MSS1/L1.3

Event timing

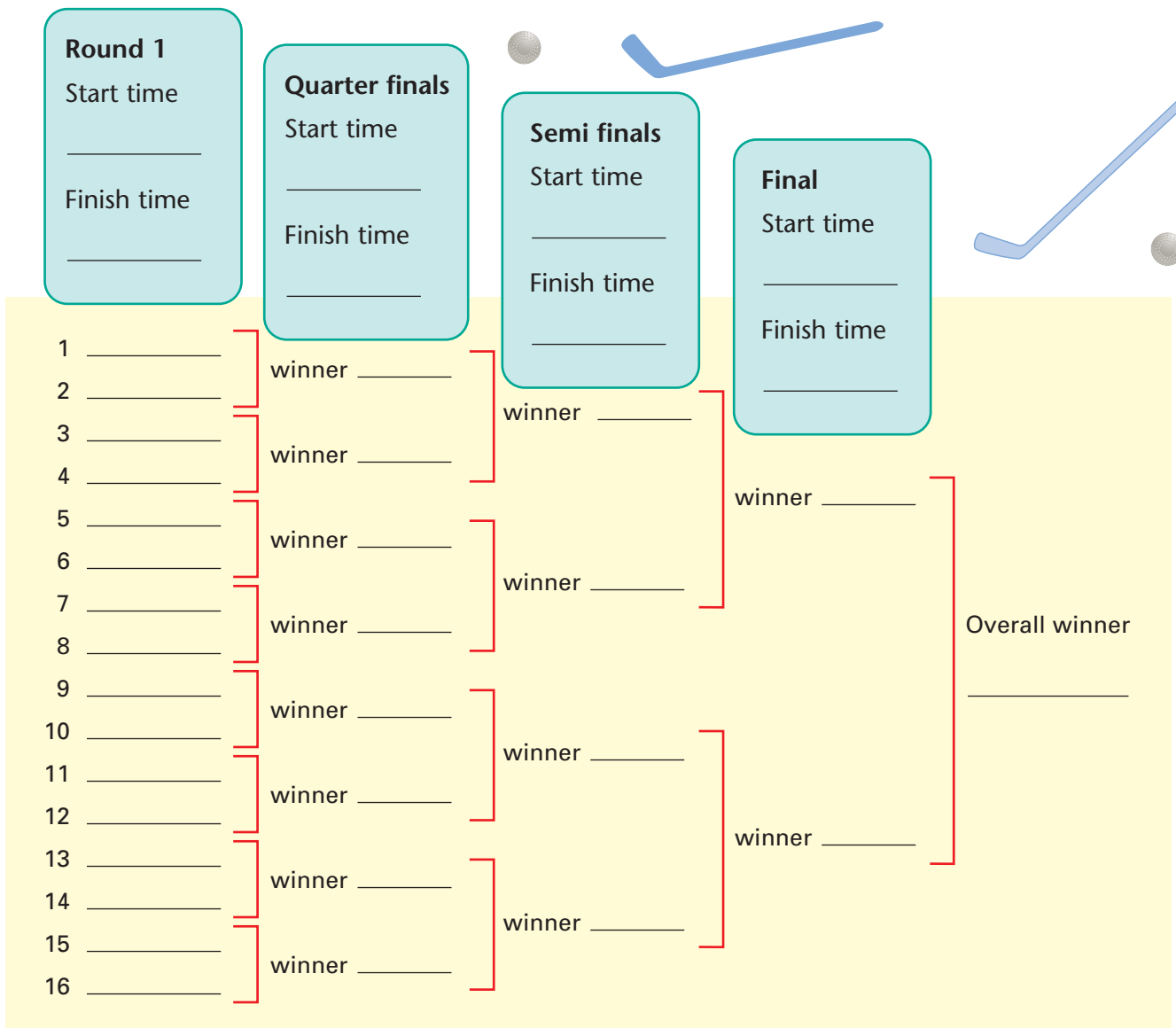
Under 16s One-day 7-a-side Hockey Knock-out competition

4th March 2005
Trumpton Sports Centre
Registration - 10:30 am
Matches will start at 11:00 am prompt.

Ten minutes each way. Winner from each game goes through to the next round.
Maximum 16 teams, so apply early!

Application forms, rules and further details available from Trumpton Sports Centre Reception, telephone 01574 357482.

Boys and girls welcome. Refreshments and lunch available from the sports centre café.



PAGE 5:4

Heads up the ladder

Vocabulary

probability, likelihood, survey, data, results

Resources

Rules for Heads up the ladder from the Source material (0:30), coins for flipping

A ladder is an ongoing event that can sustain interest in an activity over a long period of time. The final ranking order of the competition is decided after a season's play. Sports leaders need to know the rules and understand how a ladder works. This page gives opportunities, through a game, for learners to see how the ladder system works but within a short time frame.

Warm up

Collecting data: Divide learners into small groups. Ask each group to conduct a survey of the other learners. Possible surveys could include: favourite day of the week, favourite football position, how learners travelled to the session, etc. Ask each group to record the results from their survey. Feed back the information to the group and discuss the different ways learners recorded the data (e.g. tallies, lists).

Main task

Presenting data: Talk about different types of competition: leagues, round robin, knock out and ladders and how the results are recorded. Link to warm up recording methods. *Have you taken part in a ladder competition?* Ladders are often used for racket sports. In pairs, hand out a learner page as the game board, the Rules for Heads up the ladder from the Source material and a coin to flip. Ask learners to carefully cut out the name cards and add their names to the two extra places. Go through the instructions to ensure understanding showing practical examples. Make sure learners record their challenges in the boxes provided. A name cannot be challenged twice in sequence; the challenge boxes help to record this. Play the game in pairs.

The first to the top wins. Discuss the game and relate to a ladder competition. *Were there any problems? How many goes before you reached the top?*

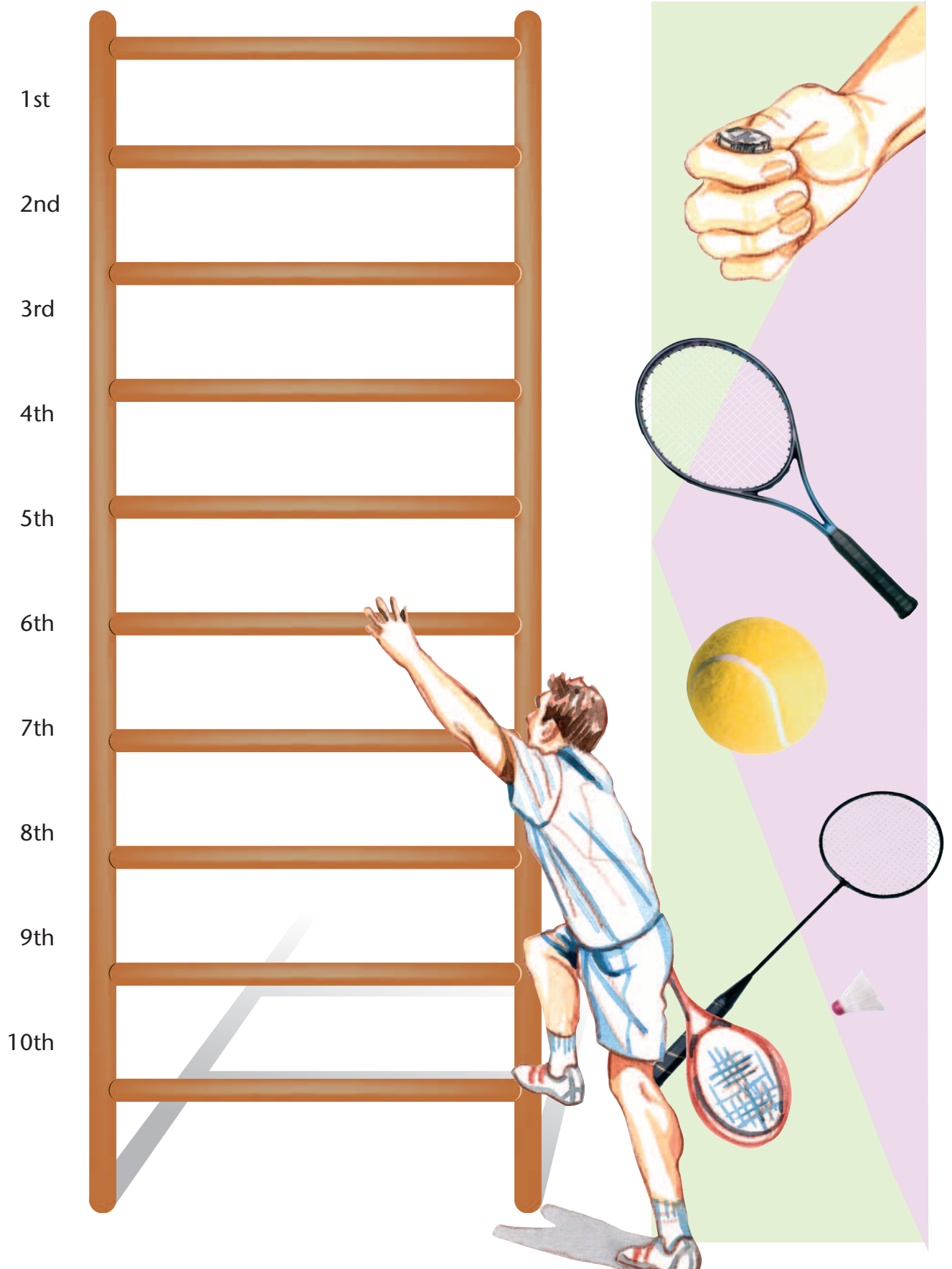
- **Support:** Use mixed ability pairs or play as a group game.
- **Extension:** Discuss the probability of particular events. Talk about the likelihood of landing a head when flipping a coin. *What chance is there of getting a head?* Help learners to understand and use terms such as one out of two chance. *What about throwing a 6 on a dice?* Talk about events in terms of probability. *What might happen? What will definitely happen?*
- **ESOL:** Put learners with native English-speaking colleagues so that they pick up the vocabulary of the game.

Cool down

Bring together the key points of a ladder competition. *How can you ensure a ladder is a fair way of running a competition?* (e.g. making sure enough time is allowed for the player on the bottom to reach the top). Go through the suggested ladder rules in the Sports Leaders syllabus, helping with any reading or comprehension difficulties, and discuss.

Warm up	Main task
HD1/E2.4	HD1/E3.4

Heads up the ladder



PAGE 5:5

Round robin: order of play

Vocabulary

round robin, bye

Resources

Number sequences for round robin from the Source material (0:31)

Sports leaders are required to organise competitions and leagues. They will also need to create tables that show the order of play for the teams. This page looks at the number sequences used to produce a round robin competition.

Warm up

Number patterns: Copy the Number sequences for round robin from the Source material onto the board/flipchart one by one. Ask learners to look at the pattern and fill in the missing number. Talk about each pattern and its answer to reinforce understanding.

Main task

Sequencing numbers: Round robins are used to order sequences of games in leagues. In a round robin, everyone plays everyone else and the winner is the one who gains the most points from all of their games. A simple number pattern is used to work out the sequence of games to be played. Look at the learner page. Explain that this is for a round robin competition. Discuss if any learners have played in or organised a round robin tournament. Look at the pattern of numbers in week one. *What can you say about the number pattern?* (It runs down the left and up the right.) Now look at week two. *What stays the same in week two and what changes?* Ensure learners understand the movement of number 10. Fill in week three together and then ask learners to work in pairs or individually to fill in weeks four and five. To assess understanding, ask learners to explain how they filled in the numbers.

- **Support:** Make up number cards from 1–10, perhaps using rainbow colours to enhance the pattern visually. Help learners move the cards around anticlockwise to see the movement of the pattern.

- **Extension:** Ask learners to repeat the exercise but for an odd number of teams, replacing the gap with a zero (e.g. 1 v 0). The 0 represents the team having a bye (see glossary). This means a team rests. All teams will receive one bye during the tournament.
- **ESOL:** Help learners with the language for describing the process (e.g. ‘anticlockwise’, ‘stays the same’, ‘moves over to the left’). Ensure they work in groups with native English speakers, to hear how the process is put into words.

Cool down

Copy the Order of play table from the learner page onto the board/flipchart. Using the data in the main task, show learners how to complete the row for week one. In pairs, learners can then complete the tables on the learner page. When complete, point to specific cells on the flipchart table and ask which numbers learners have put in the cell. Fill in together to reinforce the learning.

Warm up	Main task
N1/E3.1	N1/L1.1; HD1/L1.2

Round robin: order of play

Look at the number pattern. Where is number 1?

1 always stays the same



Week one		
1	v	10
2	v	9
3	v	8
4	v	7
5	v	6



Week two		
1	v	9
10	v	8
2	v	7
3	v	6
4	v	5

10 has moved across



What number goes in here?

Week three		
1	v	
	v	
10	v	
2	v	
3	v	

Week four		
1	v	7
	v	
	v	
	v	
	v	

Week five		
	v	
	v	
	v	
	v	
10	v	2

Order of play					
Week	Games				
One	1 v 10	2 v 9	v	v	v
Two	v	v	v	v	v
Three	v	v	v	v	v
Four	v	v	v	v	v
Five	v	v	v	v	v

PAGE 5:6

Round robin: recording results

Resources

Dice (optional), league tables in a newspaper or similar

Sports leaders need to be able to record the results of a round robin competition and present them as a results table. This page gives opportunity to practise the data-handling skills needed to extract and interpret information from a table.

Warm up

Mental calculations: Play ‘Twenty’s the goal’. Hand out dice, pen and paper to each pair of learners. Players take turns to throw the dice, add the numbers and find the difference from 20. The person with the higher number scores a goal. (For example, Player 1 rolls 3 and 5; $3 + 5 = 8$, $20 - 8 = 12$; Player 2 rolls 2 and 1; $2 + 1 = 3$, $20 - 3 = 17$. In this case 17 is the higher number so Player 2 is the winner and scores a goal.) Play a few rounds and keep a record of the goals scored. The person with the higher number of goals at the end is the winner. To play without dice, call out two numbers to the group; the first learner who calls back the difference from 20 scores a goal. Repeat for a few rounds, with learners keeping score.

Main task

Handling data: Talk about the league tables seen in newspapers and on television. *Why do we need to record results? Refer to the warm up. How did you record your goal results?* (ticks, tallies, numbers). Look at a league table from a newspaper or the example at the top of the learner page. Ask learners if they can work out what the initials stand for (P = played, F = goals for, A = goals against, GD = goal difference). In a round robin, the team with the most points wins. If two or more teams have the same number of points, then the goal difference (difference between goals scored for and against) becomes important. Look at the score sheet on the learner page. Identify the headings, teams and their scores. *How many goals did Wilbur score in week one? What does ‘v’ stand for?* Look at the layout of the results table. Follow

the names across and down and talk about why some boxes are grey and have not been filled in (Hatlow would not play itself). In pairs, help learners record the results onto the table, ensuring the numbers are in the correct order. Then calculate the winner by scoring three points for a win, etc. Write these scores in the small corner boxes. Add together the scores for each team and record the points. *Which team has won?*

- **Support:** Extracting and interpreting information from a table can be quite difficult. Encourage learners to follow names along the lines with a finger or use an inverted-L-shaped card. Ensure learners understand that they may need to reverse the results to record the goals correctly.
- **Extension:** Change the Thorton v Croft score from 5 – 5 to 3 – 5 to cause an overall draw between Hatlow and Thornton. The positions now need to be decided by calculating goal difference. Add up the goals for the two teams that now draw. The team with the goal difference wins.
- **ESOL:** Some learners will read the table easily but may need help with talking about the results in everyday language.

Cool down

Ask learners to discuss which sports and events are suitable for a round robin competition. *Does it suit some sports more than others? Is it only for team games or could it be used for individual sports like tennis and golf, etc?*

Warm up	Main task
N1/E3.3	HD1/L1.1, 2

Round robin: recording results

Here are the scores for a netball tournament.

Score sheet					
Week 1		Week 2		Week 3	
Hatlow	9 v 3	Wilbur	Hatlow	7 v 7	Thorton
Thorton	5 v 5	Crofts	Wilbur	2 v 8	Crofts
			Hatlow	3 v 7	Crofts
			Thorton	5 v 3	Wilbur

1 Write the results in the table.

Results table						
	Hatlow	Wilbur	Thorton	Crofts	Points	Position
Hatlow		9 - 3 3	7 - 7	3 - 7		
Wilbur	3 - 9					
Thorton						
Crofts						

2 Calculate the points for each team and then their position.

3 Who is the tournament winner?

Win = 3 points
Draw = 2 points
Lose = 1 point

PAGE 5:7

League tables

Vocabulary

league, goal difference

Resources

Newspapers showing football results (photocopy and enlarge if font is very small)

Sports leaders need to be able to complete and read league tables. This page familiarises the leader with the layout and common abbreviations.

Warm up

Looking for information: Discuss learners' favourite team sports. *Which teams are doing the best? How do you know?* Do any of the learners look at newspaper league tables? Pass out the newspapers. Ask learners to find the sports sections and then look at the different league tables. Look for headings and titles. Identify which sports have their league tables printed.

Main task

Extracting information: Look at the newspaper results or the learner page. Point out the Barclays Premiership football results. Discuss the collection of results and why they are shown on a table. Point out that the position on the table correlates to the team's position in the league – the higher up the table, the higher up the league. Discuss the use of different categories and their relevance to deciding the order of the teams. Refer to the key at the bottom of the learner page and point out the symbols/abbreviations used for each category, ensuring learners' understanding of their meaning and reason for inclusion (e.g. Goal difference is used to order teams that have the same number of points. It is the result of subtracting *goals against from goals for*, which is why it can be a positive or negative number). Work out how the points are derived (e.g. Newcastle: 3 wins @ 3 points each = 9 points; 2 draws @ 1 point each = 2 points gives a total of 11 points; of course lost matches earn no points). Some of the

numbers on the league table are missing. Help learners to fill in the blanks to give the correct results.

- **Support:** Spend more time on reading the table. Use an inverted-L-shaped card to follow across the rows and down the columns. Point out that the number of games played equals the total of the number of games won, drawn and lost.
- **Extension:** Pose some questions that require the learner to extract information from the table: *Why have the three teams with 11 points been put in this order? Which team has scored the most goals? Which team has conceded the most goals? Which team has played the fewest number of games? If Everton had drawn this week, how many points would they have collected? Would this have changed their league position?*
- **ESOL:** Check the verbs 'win', 'draw', 'lose' and their past-tense forms. Help learners to put information from the tables into everyday language (e.g. *Arsenal played 8 matches, won 7, drew 1 and didn't lose any*), and practise talking about the other teams in the table.

Cool down

Discuss how leagues are versions of round robin competitions. Use newspapers to look at league tables that display home and away results. Can the learners see how this consists of two round robin competitions?

Warm up	Main task
HD1/E2.1	HD1/E3.1

League tables

FOOTBALL RESULTS

Points

Win = 3

Draw = 1

Lose = 0

FOOTBALL RESULTS: Barclays Premiership

ARSENAL	4 : 0	CHARLTON
BLACKBURN	2 : 2	ASTON VILLA
EVERTON	0 : 1	TOTTENHAM
NORWICH	2 : 2	PORTSMOUTH
SOUTHAMPTON	0 : 0	MAN CITY
WEST BROM	2 : 1	BOLTON

	P	W	D	L	F	A	GD	Pts
1. ARSENAL	8	7	1	0	26	7	+19	22
2. CHELSEA	7	5	2	0	7	1	+6	17
3. EVERTON	8	5	1	2	9	7	+2	16
4. TOTTENHAM	8	3	4	1	5	3	+2	12
5. BOLTON	8	3	3	2	13	11	+2	12
6. MAN UTD	7	3	3	1	8	6	+2	12
7. NEWCASTLE	7	3	2	2	14	11	+3	11
8. ASTON VILLA	8	2	5	1	10	9	+1	11
9. CHARLTON	8	3	2	3	8	14	-6	11
10. LIVERPOOL	6	3	1	2	10	5	+5	10
11. MIDDLESBRO	7	3	1	3	11	11	=0	10
12. MAN CITY	8	2	2	4	8	7	+1	8
13. PORTSMOUTH	7	2	2	3	11	11	=0	8
14. FULHAM	8	2	2	3	8	11	-3	8
15. WEST BROM	8	1	4	3	8	13	-5	7
16. BIRMINGHAM	7	1	3	3	5	7	-2	6
17. BLACKBURN	8	1	2	5	6	11	-7	6
18. SOUTHAMPTON	8	1	2	5	6	11	-5	5
19. NORWICH	8	0	5	3	7	14	-7	5
20. C PALACE	7	0	2	5	6	14	-8	2

P – matches played **W** – matches won **D** – matches drawn
L – matches lost **F** – goals for **A** – goals against
GD – goal difference **Pts** – total points

PAGE 5:8

Knock-out competitions

Vocabulary

data, table, chart, diagram, plate competition

Resources

Selection of written material containing sports data (e.g. swimming timetables, league tables, ladders, etc.), dice

Sports leaders organise a variety of competitions. One of the most popular is the knock-out competition. As half of the competitors are eliminated after just one round, a 'plate' competition is often run at the same time to give losers at least one more game. This page gives learners the opportunity to work through the process of a knock-out and plate competition so they can practise collecting results to display in a simple but graphic diagram.

Warm up

Diagrams and charts: Look at the selection of tables, charts and diagrams showing results and sports information. Identify the various forms and how they are presented. *Have you seen information presented like this before?* Talk about how sports information can be presented in newspapers, on sports centre notice boards, etc.

Main task

Represent information: Discuss which sports have knock-out competitions. *What makes a knock-out competition different from a round robin competition?* Look at the learner page together. *Have you seen a knock-out competition presented like this before?* Identify the headings and the positions for the winners and losers. Read through the rules of the dice game and practise before playing the game. Ask learners to take turns working in pairs with one dice each. Player A plays for all the even numbers; player B for all the odd numbers. By playing this game, the process of a knock-out competition is being explained through the experience. Take this opportunity to highlight the method of data collection and display of results and how this

contributes to the efficient running of a competition. Emphasise the recording of scores and names in a clear and simple manner. This presents a good level of information during and after the competition.


- **Support:** Blank out the plate competition and just play the tournament as a knock-out competition. This could be followed by a reinforcement game that includes more players in round one.
- **Extension:** Ask learners to explore different ways of representing this data (e.g. a table or diagram).
- **ESOL:** Pair learners with native English speakers and encourage them to talk about the process of the knock-out competition as they go through it.

Cool down

Talk about what additions might be made if the competition involved team games (e.g. names of individual scorers, might add highest scorer in game, highest scoring team in either plate or knock-out or both).

Warm up	Main task
HD1/E2.5	HD1/E3.4

Knock-out competitions



The Dice Knock-out Cup and Plate Competition






Plate Winner	Plate Final	Round Two Plate	Round One	Round Two Cup	Cup Final	Cup Winner
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RULES

Play in pairs. Player A plays for all the even numbers. Player B plays for all the odd numbers. The game is played by rolling a dice once for each of the competitors. The higher score wins.

Round One

Play each game (e.g. 1 v 2, 3 v 4) and record the dice scores in the grey boxes. The winners' names move right into the spaces for Round Two Cup. The losers' names move left into the spaces for the Round Two Plate.

Round Two

Play games and record scores. Write the winners of Round Two Cup games in the Cup Final space. Write the winners of Round Two Plate games in the Plate Final space.

Finals

Play games and record scores. Write in the names of the winners of the Cup and the Plate.

PAGE 5:9

World cup dice tournament

Vocabulary

round robin, knock-out, tournament, plate competition

Resources

Examples of record systems for round robin and knock-out competitions from the Sports Leaders syllabus, World cup tournament sheet from the Source material (0:32), dice

Sports leaders need to be able to keep and display scores during a tournament. During World cup tournaments, the results from the round robin competition decide who will play in the follow-on knock-out competition. This page simulates the games and scoring of a competition so that learners become familiar with collecting the appropriate data and displaying it for information. (It would be helpful if learners have experienced the preceding pages on round robin and knock-out competitions before this.)

Warm up

Extract information: Review with learners how to record round robin and knock-out competitions. Show some examples of both and remind learners how the information is presented.

Main task

Handling and recording data: Explain to learners that today's session will be a World cup tournament. Each pair of learners will have a group that will be distinguished by a letter (A, B, C, etc.). The winners and runners up from each group qualify for the final stages, which is organised as a knock-out competition. Ask learners to work in pairs with the World cup tournament sheet from the Source material, pencils and a dice. Each pair makes up names for the teams in their group and writes them at the top of the sheet. There are six teams in each group to play a round robin of dice games; this means all the teams in the group will play each other once. Learners roll the dice and record the score next to the team number on the 'Order of

play' section. The higher score each time is the winner. After all the teams in the group have played each other, learners transfer the scores to the 'Results' grid and work out which team is the winner and which is the runner up.

Knock-out competition: When all group matches have been played and the results analysed, the pairs bring the team names of their winner and runner up to be added to the tournament score card for the knock-out competition. (You could provide a table for the learners to complete, as shown on the learner page or challenge learners to decide how to record and display the knock-out competition order of play and results.) Once this is done, the knock-out competition can take place, with each pair throwing the dice for their teams. Results should continue to be displayed and the next rounds organised until a final has taken place.

- **Support:** Work carefully with learners to record their results. Present learners with a format for recording the order of play of the knock-out element of the competition.
- **Extension:** Ask learners to organise a plate competition for those that did not win through to the second round of the knock-out competition.
- **ESOL:** Integrate ESOL learners with native English speakers for this task.

Cool down

Discuss the activities during the session. *How was the recording handled? Were there any complications? Was the order of play easy or difficult to follow?* Use this time as an opportunity to assess learners' understanding of collecting, organising and representing the data.

Warm up	Main task
HD1/E3.1	HD1/L1.1, 2

World cup dice tournament



Round robin – order of play

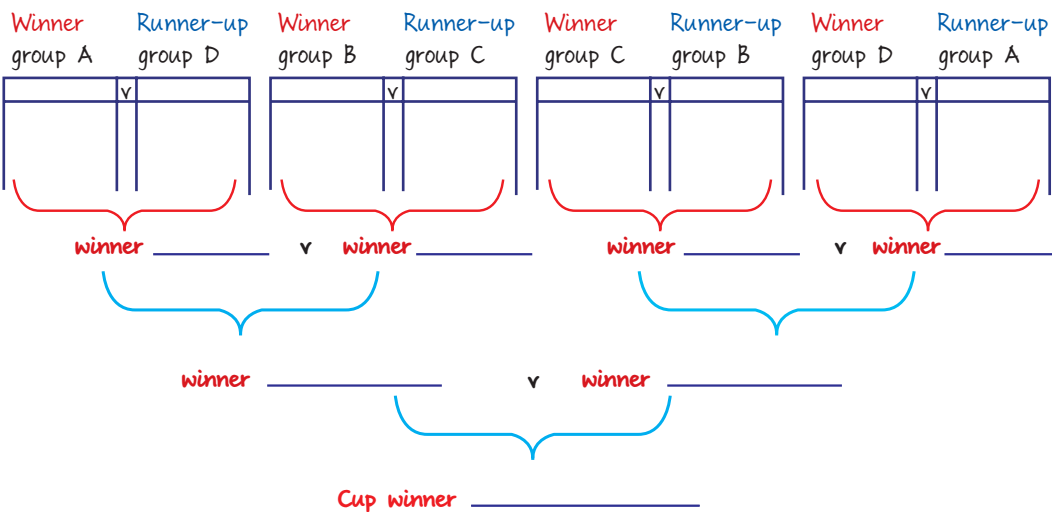
1 v 6 ___ 1 v 5 ___ 1 v 4 ___
 2 v 5 ___ 6 v 4 ___ 5 v 3 ___
 3 v 4 ___ 2 v 3 ___ 6 v 2 ___

 1 v 3 ___ 1 v 2 ___
 4 v 2 ___ 3 v 6 ___

Round robin score card

	Eng	Scot	Wal	Ire	Fra	Ger	Pts	Place
England								
Scotland								
Wales								
Ireland								
France								
Germany								

Knock-out!



PAGE 5:10

Finding rules on the Internet

Vocabulary

web search, website, home page, dimensions

Resources

Access to Internet required, Internet symbols cards from the Source material (0:33)

Sports leaders need to know rules to a variety of major and minor sports and games. This page helps learners to locate such information on websites and extends this to planning the key points to be used in an explanation or presentation.

Warm up

Understand symbols: Group learners around one or more computers. Photocopy and enlarge the Internet symbols cards from the Source material. Hold up one at a time. Ask learners to identify the symbols. Talk about what each symbol means and help learners locate the symbols on the computer screens.

Main task

Obtaining information: Talk about using the Internet as a source of information. *What sporting websites do you know? Have you used the Internet to look up rules and regulations for games?* Ask learners to work in pairs at a computer. Talk about the procedure for accessing websites using search engines. *Which key words would be useful for this particular search?* Type www.fiveaside.net into the address bar to get to the five-a-side website. Talk about the home page and scanning the text to find the information required. Look through the page. *Is there a link to the five-a-side rules?* Ask learners to read through the rules relating to the playing area and to mark the dimensions on the plan on the learner page. Encourage confidence in using the Internet by looking up other sports rules the learners would like to know.

- **Support:** Help with reading the text on the page and locating the correct website or use screen reading software (e.g. Jaws), if available.

Encourage learners to scan for words they know and logos they recognise.

- **Extension:** Ask learners to look through all the rules for the five-a-side game and make a list of the key points. Point out headings and organisational features for finding the main points. Support learners to distinguish the difference between key points and specific detail. Use these key points to make a short presentation of their findings about the game to other learners.
- **ESOL:** Learners may need help with the vocabulary for dimensions (e.g. 'length', 'width') and with key vocabulary for the sport.

Cool down

Compile a list of the key points to consider when using the Internet for reference. Talk about the common layout for website addresses (e.g. 'www' prefix) and how to confine the search to the UK. Identify key words for searching and the different search engines available.

Warm up	Main task
Rs/E3.2	Rt/L1.4, 5

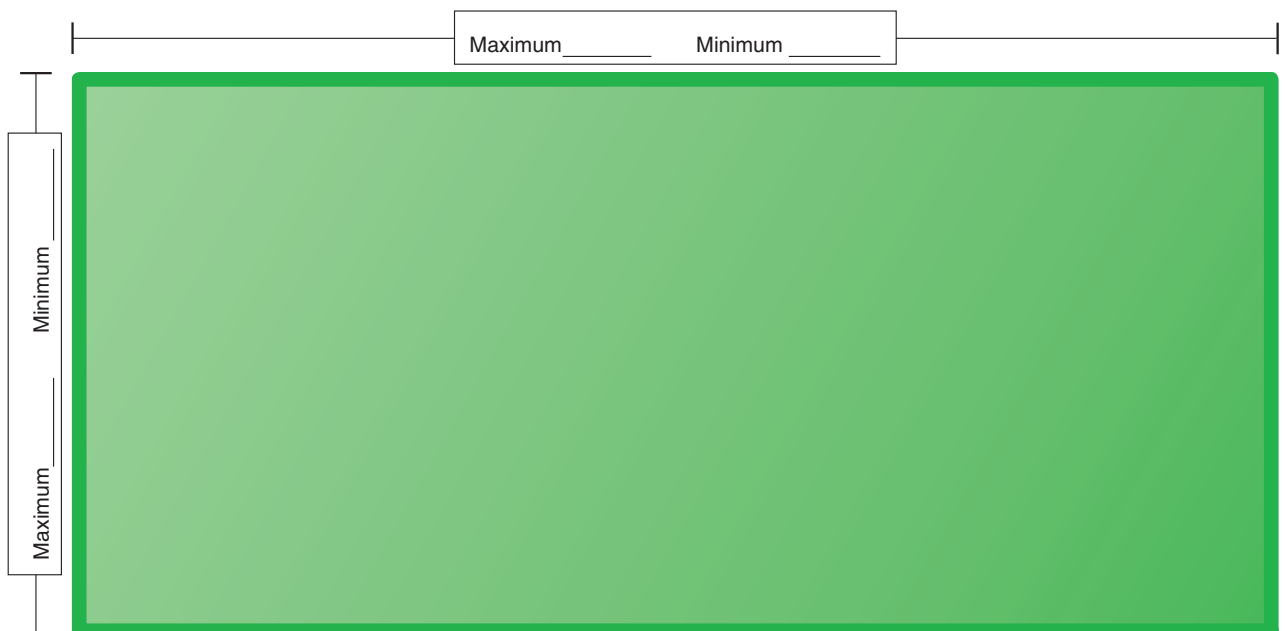
Finding rules on the Internet

1 Use a search engine. Write in some words to start your search, e.g. 'five-a-side'.

2 Choose a home page to look at.

2 Click on a link to find more information.

Write in the maximum and minimum dimensions of the pitch for a five-a-side game. Draw on the markings and their measurements.



PAGE 5:11

Remembering rules

Vocabulary
referee, handbook

Resources
Rules for 5 v 5 basketball from the Source material (0:34)

One of a sports leader’s jobs is to referee games and sports. To do this, leaders need to be able to read and understand rules. This page provides learners with opportunities to read and analyse instructional text, which in turn will help them to interpret and remember rules.

Warm up

Understand discussion: Talk about learners’ favourite sports. *How well do you know the rules? How did you find out the rules? Are the rules easy to remember? Why do people have problems understanding the off-side rule in football? Are there some rules you are unsure of? Discuss the various rules. Are they necessary? Why do people break rules? Ask what if questions ... What if games did not have rules? What if the rules were unclear?*

Main task

Organising text: Talk about the job of refereeing. A referee’s job is to enforce the rules and control the game. *When do we use referees? How well do referees need to know the rules of the game? Look at the learner page. How have the rules for this game been laid out? Point out the bullet points. Why do we use bullet points? Does the use of bullet points make this easy to read? Hand out the Rules for 5 v 5 basketball from the Source material. Read through the passage with the learners. How could these rules be laid out to make them easier to read? (e.g. paragraphs, numbered lists, bullet points, use of headings and titles, etc.). Ask learners to rewrite the rules in a way that makes them easier to remember. Learners can use the bullet-pointed writing frame at the bottom of the Source material page or devise their own method.*

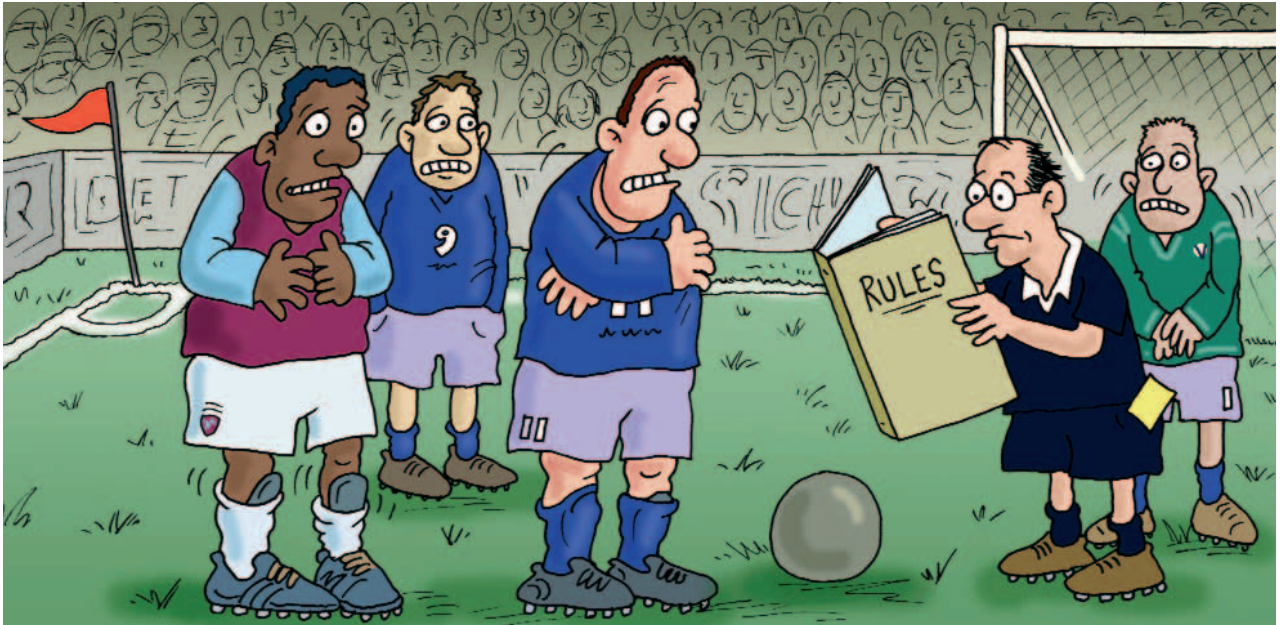
- **Support:** Help learners to identify the key rules by highlighting them or present the rules on cards for learners to group together. Illustrate how to turn phrases into instructions (e.g. use one basketball between ten; give each team bibs or bands ...). This may help the learner when explaining the rules to a team.
- **Extension:** Ask learners to look on the Internet or in sports rules handbooks on an unfamiliar sport and make up a referee’s card of rules for themselves. Encourage learners to think of structure and format when writing the rules. *Will you use a list, bullet points, headings?*
- **ESOL:** Work on prepositions of place and motion (e.g. ‘from behind’, ‘over’, ‘outside’) and on verbs indicating motion (e.g. ‘pass’, ‘cross’). With the basketball rules, point out use of the passive and practise changing to the active (e.g. ‘you play the game with ...’). Work on useful modal verbs (‘have to’, ‘must’, ‘not allowed to’). Give learners practice in articulating rules verbally, using these verbs and the simple present tense. ESOL learners may know games that are not well known in the UK. Encourage them to explain the rules to other learners.

Cool down

Bring together the key points of the session. Read through learners’ versions of the 5 v 5 basketball rules. Identify use of headings, bullet points, numbers, etc.

Warm up	Main task
SLd/E3.1	Rt/E3.3; Rs/E3.1; Wt/L1.5

Remembering rules



The Football Association rules for mini soccer

Law 15 THROW-INS

A goal cannot be scored directly from a throw-in.

A throw-in is awarded:

- when the whole of the ball passes over the touchline, either on the ground or in the air;
- from the point where it crosses the touchline,
- to the opponents of the player who last touched the ball.

Procedure

At the moment of delivering the ball the thrower:

- faces the field of play;
- has part of each foot either on the touchline or on the ground outside the touchline;
- uses both hands,
- delivers the ball from behind and over his/her head.

The thrower cannot touch the ball again until it has touched another player. If he/she does, a free kick will be awarded against them. The ball is in play immediately it enters the field of play.

The throw-in is awarded to the opposing team if any of these requirements are not carried out.

PAGE 5:12

Keeping the rules

Vocabulary

enforce, discretion, infringement, offences, unauthorised

Resources

Ref quiz from the Source material (0:35), thesaurus

Sports leaders are required to referee games. This page provides an opportunity for learners to become familiar with some of the main responsibilities of a referee whilst developing their reading skills.

Warm up

Respond to questions: Use the Ref quiz from the Source material. Read out the football quiz questions and ask learners to roughly note down their answers. Discuss answers with learners.

Main task

Specialist words: Look at the learner page together. Talk about the job of a referee or umpire. Relate to learners' own experiences. *Have any of you refereed a game? What things did you need to consider? What items did you need to carry?* Read through the list of a referee's jobs on the learner page. Some of the words are missing. (The missing words can be found on the Answers page.) Read through them again and ask learners to guess the missing words. Point out suggestions to help, using the context of the sentence, sentence patterns and word order. *What word might go in here?* Discuss the type of word that might fit. *Would it be a noun or a verb?* Review the difference between a noun, verb and adjective. Try some obvious wrong types of word. Look up any unfamiliar words and list these on the board/flipchart, together with their meanings. Fill in all the missing words and talk about the different jobs and responsibilities of being a referee. Ask learners to rewrite some of the sentences in their own words to make them easier to understand.

- **Support:** Help learners read the sentences. Substitute easier words for some of the more difficult ones (e.g. 'ensure' – 'make sure'; 'suspend' – 'delay'; 'offence' – 'crime', 'wrongdoing' – 'breaking of the rules').
- **Extension:** Ask learners to make up a quiz for a particular sport, as in the warm up, by asking questions about the rules. Use reference material if needed. Try out the quizzes on the other learners.
- **ESOL:** ESOL learners might find the gap-fill exercise difficult. If so, help them to first note the following collocations and discuss the meanings: 'enforce the rules', 'meets the requirements', 'at their discretion', 'infringement of the rules', 'seriously injured', 'the field of play', 'commit an offence', 'take disciplinary action'.

Cool down

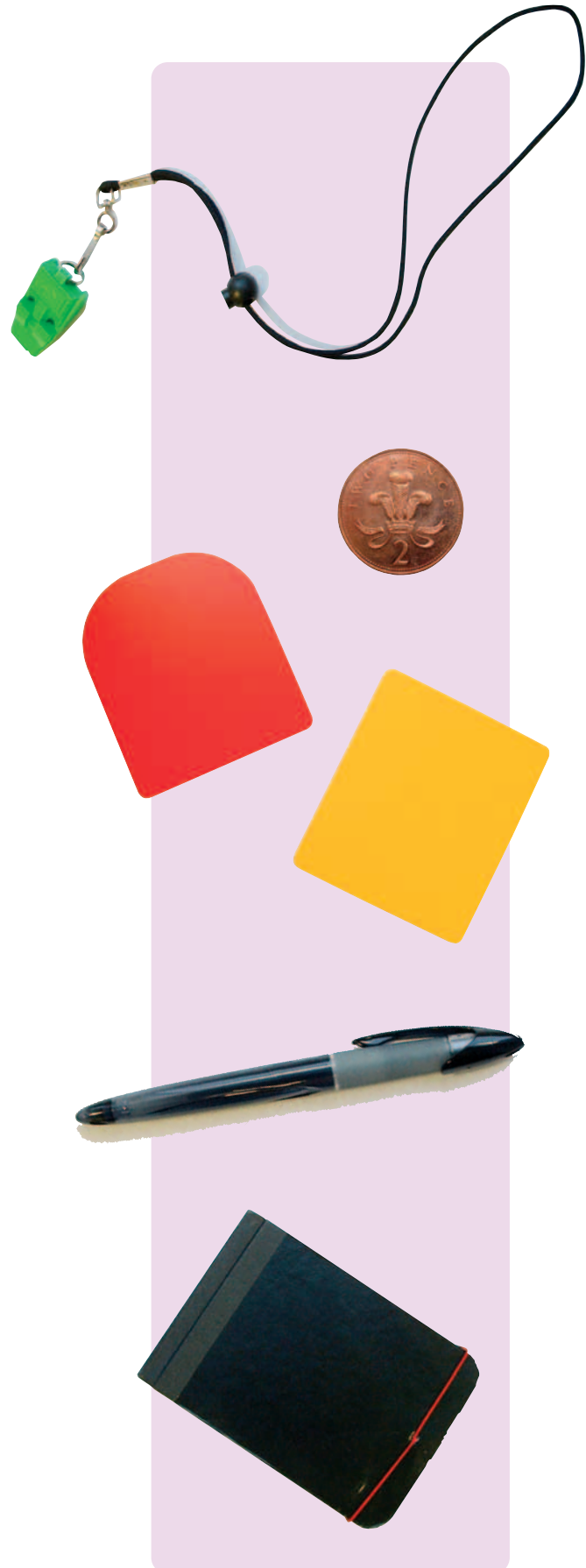
Sensitively, go through some of the learners' own sentences. Talk about any difference in meaning the sentence has from the original. Look up some words in a thesaurus for other similar words.

Warm up	Main task
SLlr/E3.6	Rs/E3.1, 2; Rs/L1.1

Keeping the rules

What do referees do?

- 1 Control and enforce the of a game.
- 2 Ensure that the , equipment meets the requirements of the rules.
- 3 Stop or the match at their discretion for any infringements of the rules.
- 4 Stop the match if in their opinion a player is seriously , and ensures that they are removed from the field of play.
- 5 Ensure that any player bleeding from a wound the field of play.
- 6 Allow play to when the team against which an offence has been committed will benefit.
- 7 Take disciplinary action against players guilty of .
- 8 Ensure that no persons enter the field of play.
- 9 Restart the match after it has been .



Audio

PAGE 5:2

Booking facilities

11

Receptionist: Crofton Sports Centre. How can I help you?

Sports leader: I'd like to book some facilities for a sports fun day.

Receptionist: Hold the line, please, and I will put you through to bookings.

Sports leader: Thank you.

Bookings: Bookings. Kim speaking.

Sports leader: Oh hi ... I'd like to book some facilities for Trumpton Primary School to have a sports fun day.

Bookings: Right ... when would you like?

Sports leader: Er we wanted Saturday the 11th of March 2006 if that's possible.

Bookings: I'll just check availability. Was it day or evening?

Sports leader: The daytime.

Bookings: Yep ... The day looks quite clear. Which facilities did you want?

Sports leader: A sports hall ...

Bookings: Yes –

Sports leader: Two outside pitches ...

Bookings: Mmm, yep –

Sports leader: And the two squash courts.

Bookings: Anything else?

Sports leader: I'll need somewhere for a picnic lunch if it rains.

Bookings: OK, we've got plenty of room inside. What time do you want these?

Sports leader: From 10 o'clock until 3, please.

Bookings: That looks fine. Just need to take your details. What's your name?

Sports leader: Jim ... Jim Brown.

Bookings: Sorry, who did you say it was for again?

Sports leader: Trumpton Primary School.

Bookings: Can I have a contact number?

Sports leader: Yes. I'll give you my mobile ... 0797 345 876.

Bookings: And ... how would you like to pay?

Sports leader: Can I bring a cheque from the school?

Bookings: Yup, that's OK, but we need to have it at least 14 days before the event.

Sports leader: How much will that be?

Bookings: Can I get back to you on that? We're in the middle of changing our rates but I know we're keeping special rates for schools. For an event like this we'd like you to come in and talk to our centre manager anyway. Could you do that and then she can tell you the exact costs?

Sports leader: OK. I could come in tomorrow ... about 4 pm?

Bookings: Yes that's fine, Mr Brown.

Sports leader: Thank you. Goodbye.

Bookings: Goodbye then.

12

Reception: Good morning. Crofton Sports Centre. How can I help you?

Sports leader: I would like to book some five-a-side matches.

Receptionist: Hold the line. I'll put you through to bookings ...

Bookings: Bookings!

Sports leader: Oh hello, I'd like to make a block booking for two Astroturfs.

Bookings: Are you a member?

Sports leader: Yes.

Bookings: May I have your reference number, please.

Sports leader: SL5762.

Bookings: And will you confirm your name, please.

Sports leader: Sue Parker.

Bookings: OK, Miss Parker. What day of the week were you looking for?

Sports leader: Tuesday evenings.

Bookings: And time?

Sports leader: 7 until 8.

Bookings: I'm afraid we only book on the half hour and the bookings are for 55 minutes on the Astroturf and in the main hall.

Sports leader: Make it 7:30 to 8 ... 25 then, please.

Bookings: When did you want to start?

Sports leader: The first week in September. Then all of October and November, not December but again in January and February.

Bookings: I'll need to check availability ... hold the line, please ... right, Miss Parker, that looks fine up to December but the computer won't allow me to book for more than three months at a time. You'll need to reapply for the dates in the new year.

Sports leader: OK.

Bookings: Now the only other problem is the third week in October. All the pitches are closed for maintenance. Would you like the two indoor pitches for that week, or not bother?

Answers

PAGE 5:12

Keeping the rules

- 1 rules
- 2 players
- 3 suspend
- 4 injured
- 5 leaves
- 6 continue
- 7 offences
- 8 unauthorised
- 9 stopped