

## 'It's like scoring a hat-trick': how sport is aiming to drive sustainability

### Level 1: Elementary / Pre-Intermediate – Teacher's notes

**Article summary:** The article describes some ways in which sport is helping to fight climate change.

**Time:** 60 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Vocabulary

**Materials needed:** One copy of the worksheet per student

**Key:**

1. karate
2. because the kit is too expensive
3. sportswear and sports equipment
4. obesity and unemployment
5. running, sport in schools, and walking rugby
6. flooding, drought, a lack of water, air pollution
7. people who cycle to the ground or can prove they arrived on public transport or by electric car
8. forty
9. 30%
10. £50,000

#### 1. Warmer

- a. The purpose of this activity is to introduce the topic. There is no correct answer but you can ask students to give reasons for their choice and you can also ask them which, if any, of these methods they already follow or intend to follow in the future. You could also ask for other suggestions.

#### 2. Key words

- b. Ask students to do the exercise individually and then compare their answers in pairs or small groups. Note that *kit* is uncountable. The pronunciation of *drought* is /draut/. It does not rhyme with *ought*, *nought*, *sought* or *bought*.

**Key:**

- |             |               |
|-------------|---------------|
| 1. kit      | 6. drought    |
| 2. wardrobe | 7. intense    |
| 3. obesity  | 8. renewable  |
| 4. reuse    | 9. fertilizer |
| 5. award    | 10. install   |

#### 3. Comprehension check

- a. Ask students to work individually to answer the questions and then compare their answers in pairs or small groups. The answers given are not the only possible answers. *Drought* and *a lack of water* are pretty much the same thing so if students only answer with one of these, they are right.

#### 4. Key language

- a. Students can check their answers in the text after completing the exercise.

**Key:**

- |      |      |
|------|------|
| 1. e | 5. c |
| 2. h | 6. d |
| 3. a | 7. b |
| 4. g | 8. f |

#### 5. Discussion

- a. Allow students time to note down their ideas and encourage them to say why they think recycling sports kit and equipment is a good idea or a bad idea.

#### 6. In your own words

- a. Students should be able to find at least five different types of renewable energy (solar, wind, tide, water or hydro, geothermal, biomass), although some sources list seven or eight.