

Topic: Sports participation and doping

Level: 3rd-4th grade of secondary school, advanced level of English (C1-C2)

Timing: 45 minutes

Aims:

- To present both general (taught in English lessons, Longman, Repetytorium maturalne, **Unit 9 „Health, sports”**) and specific (taught in biology lessons) vocabulary connected with the topic of health, sports and doping
- To introduce the concept of doping
- To make learners aware of cultural factors that determine the vision of health and sports
- To help learners understand that learning can be achieved in a second language.

Criteria for assessment

Teacher, peer- and self-assessment processes will be used to assess how well learners:

- Understand the concept of sports participation, injuries, doping / performance-enhancing drugs
- Identify different structures of a joint
- Explain the benefits of keyhole surgery to repair joint damage
- Discuss whether the use of amphetamines as a performance-enhancing drug should be made legal
- Construct and use pre-taught terminology

Teaching Objectives

Content	Cognition
<ul style="list-style-type: none"> • Introduction of the topic • What sports participation, sports injuries and doping are • What does a knee joint look like • Benefits of keyhole surgery • Effect of amphetamines on sporting performance and ethical issues 	<ul style="list-style-type: none"> • Provide learners with opportunities to understand the key concepts and apply them in different contexts. • Enable learners to explain what doping is • Encourage knowledge transfer about health, sports, injuries, doping using visual images. • Vocabulary building, learning and using. • Arouse learner curiosity – creative use of language and learner questions.

Culture

- Discuss the perception of health, sport success and its risks (injuries) and doping from different points of view (relativize).
- Understand that they can learn no matter which language they are using.

Communication

Language of learning	Language for learning	Language through learning
key vocabulary: sports injuries, knee joints,	Asking each other questions:	Distinguish language to carry out activities.

<p>kneecap, tibia (shin bone), extensor, femur (thigh bone), cartilage, ligament, muscle, tendon, keyhole surgery, joint damage, sporting performance, freestyle, backstroke, breaststroke, performance-enhancing drugs</p>	<p>What do you know about...? Can you tell me sth about..? What is doping? Ordering: Firstly..., secondly..., thirdly..., finally... Comparing and contrasting, reading tables Other: How do you spell...? What does ... mean?</p>	<p>Retain language revised by both the teacher and the learners. Make use of peer explanations. Record, predict and learn new words which arise from activities.</p>
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Learning outcomes (what learners will be able to do by the end of the lesson):

- demonstrate understanding of concept of sports participation and its risks, sports injuries, doping
- classify information
- engage in visual analysis of a table
- use language creatively
- ask and respond to wh-questions about their work
- use a class vocabulary record of new words.

Instruments for assessment:

- T monitors group and individual activities
- Learners interact with their partners.
- Ls ' participation in all tasks and activities.
- Ls complete information gaps.
- Ls asks each other questions "What have you learned today?".

Resources

Worksheets, whiteboard, pens, leaflets from Pinterest; Skinner, Gary and Ann Skinner: Revise Salters-Nuffield, AS/A Level, Biology A, Revision Workbook, p.117

Teaching and learning activities

Exercise 1. “Sports participation – associations?” (5 minutes)

(warm up/ scaffolding activity on the board including brainstorming, resulting in a mind-map)

Answer: sports injuries, knees, joints, sporting performance, surgery

Exercise 1a. (5 minutes)

Label the picture of a knee joint.

Answers: (i) D tendon; (ii) B ligament

Exercise 1b. (10 minutes)

Joint injuries often shorten the career of athletes. Choose the correct linkers from the list and fill in the gaps about the benefits of keyhole surgery to repair joint damage:

[so thus in addition however since]

With keyhole surgery there is a small incision, (a) there is less bleeding, less damage to tissue, reduced chance of infection and a shorter recovery time. For society, it means that more patients can be treated in a given time and is cheaper than invasive surgery, and (b) has economic advantages. (c), costly anaesthesia can be avoided using this technique.

Answer: a) so; b) thus, c) in addition

Exercise 2 (analysing info from a table, discussion, mutual dictation – 25 minutes)

Research has been carried out on the effect of amphetamines on sporting performance. The table below shows data from a study of volunteers.

Event	Average Performance		Percentage (%) improvement
	After taking placebo/seconds	After taking amphetamines/seconds	
Freestyle	136.88	135.94	0.69
Backstroke	159.80	158.32	0.93
Breaststroke	171.87	170.22	-

a. Calculate the percentage improvement for breaststroke.

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b. Mutual dictation (text below). In groups of 3, student A dictates, student B writes down, student C checks. Then they swap.

- Drugs like amphetamines can cause long-term adverse effects to the user.

- In addition, some would say this would confer unfair advantage on the users.

- On the other hand, many would maintain that individuals have the right to make their own choices and a responsibility to live with the consequences, so a ban is unnecessary.

c. Discuss in groups of 3 whether the use of amphetamines as a performance-enhancing drug should be made legal. Then discuss in class and create a poster for or against.