

WINNING & LOSING

Compact B1 Preliminary for Schools Unit 2

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CLASS PROJECT: AN INFOGRAPHIC STEP 1: Plan

THE PROJECT

In groups, you're going to research a sport which isn't an Olympic sport at the moment, but which might be one in the future. You will then create an infographic about it. An infographic uses images, numbers and short texts to present information in a way that is attractive and easy to understand. Your classmates will read your infographic and you will read theirs, and then you will decide together which sport you think should be the next new Olympic sport.

1 Read the project description and answer these questions with a partner.

- 1 What kind of sport is your group going to research?
- 2 After you find out about the sport, what are you going to do?
- 3 How does an infographic present information?
- 4 What decision will everybody make at the end?

2 Which sports do you know that are not Olympic sports? Are there any sports that you think should be Olympic sports?



PREPARATION

3 Complete sentences 1–6 with a verb from the box. Then ask and answer the questions with a partner.

get	join in	accept	show	succeed	give in
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- 1 When you try something very difficult, is it better to keep trying or? Why?
- 2 What are the best ways to fit and healthy?
- 3 Why is it important to respect to your classmates?
- 4 How often do you team games at break time?
- 5 When you in passing an important exam, how do you feel?
- 6 When you lose a game, do you defeat politely or are you rude to the winner?

4 Read the infographic about Ultimate. What do these numbers refer to?

- a 24 m b 1968 c seven seconds d 85 hours

5 Label the parts of the infographic with 1–6.

- | | |
|--|---|
| 1 An image to show what something looks like | 2 Icons to show different sections |
| 3 Points to make a list easy to read | 4 Large text for titles |
| 5 Numbers instead of words | 6 A photo to make the infographic more attractive |

Ultimate A

Ultimate, or Ultimate Frisbee, is a great way to have fun and get fit and healthy. Anyone can join in, but it's also a serious sport, with professional teams and very competitive championships.

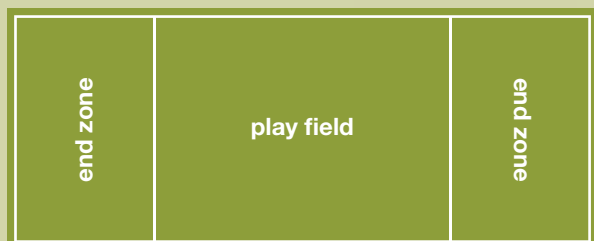


... RULES ...

- E
- There are two teams of seven players.
 - Teams can be a mix of men and women.
 - Teams score points by catching the frisbee in their opponents' end zone.
 - Players mustn't run with the frisbee or touch each other.
 - Players mustn't hold the frisbee for more than seven seconds.
 - Ultimate doesn't usually have a referee, so players must show respect for their opponents at all times.

A typical ultimate frisbee field D

← 24m → ← 64m → ← 24m →



History

Ultimate was created by a group of American high school students in 1968. The first organised championship was in 1975. Over the years it has become more and more popular around the world, both with the public and with professional athletes. It is very popular in the USA, Canada, Australia, Germany, France, Italy, Colombia, and Japan. In the USA, there are over 5 million players.

C



Teams and competitions

There isn't an Ultimate world cup, but there are many college and national teams, leagues and competitions. The American Ultimate Disc League is one of the biggest. The winners of their championship in 2019 were *New York Empire*.

F



Future Olympic sport?

At the moment Ultimate isn't an Olympic sport, but the World Flying Disc Federation, which is responsible for organising the sport, hopes it will become one soon.



Did you know?

In 2013, two teams from Eastern Washington University, USA, broke the record for the longest Ultimate Marathon game. They played for 85 B hours without giving in!

6 Do you think Ultimate should be an Olympic sport? Why? Why not?

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CLASS PROJECT: AN INFOGRAPHIC Step 2: Develop

1 In groups, choose a non-Olympic sport to research. You can choose your own sport or one from this list.

- cricket
- skateboarding
- bowling
- squash
- mixed martial arts
- American football

2 Find out the answers to these questions about the sport you chose in Exercise 1.

- 1 What are the rules?
- 2 Where do you play it? (e.g. on a field, inside, in water, etc.)
- 3 What is its history?
- 4 What are the main events and championships?
- 5 Is it going to become an Olympic sport in the future?
- 6 Can you find out any surprising information about the sport or its players?

3 You are going to create an infographic like the one about Ultimate for the sport you researched. Use the *Useful Language* to plan the infographic together.

4 Make your infographic together. Be creative, but don't forget to use:

- different sizes of text (larger for the titles and smaller for the sentences)
- icons to show the different sections
- bullet points to show separate items on a list instead of words
- images and photos

Useful Language: Planning together

I think we should say / explain / include...

Do you think we should say / explain / include... ?

We should use the photo of... because it's...

Who wants to draw / write about... ?

Can I do the part about... ?

He / she should do... because he / she's good at...

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CLASS PROJECT: AN INFOGRAPHIC Step 3: Present

PRESENTATION

- 1** When your infographic is ready, make copies for the other students in your class to read.
- 2** Read the other groups' infographics. Then answer these questions with the members of your own group.
 - 1 Did anybody make an infographic about the same sport as yours? Did it include the same or different information?
 - 2 What did you learn about the other sports? What surprised you?
 - 3 Which sport do you think should become the next Olympic sport? Decide together.

SELF-EVALUATION

- 1** With the members of your group, answer these questions together. 1 = not very well, 6 = very well

COLLABORATION

- 1** How well did we research and plan the infographic together?

1 2 3 4 5 6

COMMUNICATION

- 2** How clear and easy to understand was our infographic?

1 2 3 4 5 6

CREATIVE THINKING

- 3** How attractive was our infographic?

1 2 3 4 5 6

- 2** Answer these questions about yourself. 1 = not very much, 6 = a lot

- 1** How well did I contribute to the project?

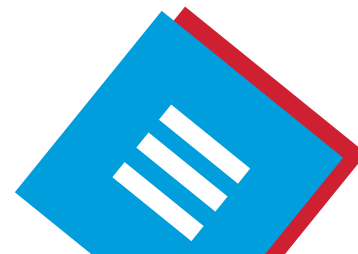
1 2 3 4 5 6

- 2** How much English did I use to do the project?

1 2 3 4 5 6

- 3** Thinking about your answers above, how could you improve the next time you do a project?

TEACHER'S NOTES



PROJECT OVERVIEW

In this project, students work in groups to research sports which are not part of the Olympic Games, but which might become so in the future. They present the information about one of them on an infographic, an example of which is provided for Ultimate, a team sport using a frisbee. Finally, they are encouraged to read each other's infographics and decide together which sport they feel should become the next new Olympic sport.

The project helps students to develop the following life competencies, which form part of the **Cambridge Framework for Life Competencies**:

COLLABORATION

Taking personal responsibility for own contribution to a group task

COMMUNICATION

Participating with appropriate confidence and clarity

CREATIVE THINKING

Creating new content from own ideas or other resources

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CLASS PROJECT: AN INFOGRAPHIC Step 1: Plan

Estimated time: 30–40 minutes

- 1** Ask students what they remember about the history of football as an Olympic sport on Student's Book page 15. Then explain to them that this project is about sports which are not yet, but which may one day become, Olympic sports. Have them read the project description and then answer the questions in pairs.
[AK: 1 sports which aren't Olympic sports at the moment but which might be in the future; 2 create an infographic about it; 3 with images, numbers and short texts (in a way that is attractive and easy to understand); 4 which sport should become the next new Olympic sport]
- 2** Ask students if they know any sports that are not Olympic sports. Don't worry if they don't know any. Tell them they will see some more examples later on. You can give examples of these sports: skateboarding, American football, bowling.
[AK: Students' own answers]
- 3** Ask students to do the exercise in pairs. Check answers with the whole class.
[AK: 1 give in; 2 get; 3 show; 4 join in; 5 succeed; 6 accept]
- 4** Ask students if they have heard of the sport Ultimate (or Ultimate Frisbee). Tell them they're going to read an infographic about it. Remind them that an infographic is a way of presenting information in a very visual, easy to understand way. Ask them to read the infographic and do the exercise.
[AK: a 24 metres is the length of the end zone of a typical Ultimate field; b 1968 was the year the game was created; c players mustn't hold the frisbee for more than seven seconds; d 85 hours was the length of the record-breaking Ultimate Marathon game (N.B. a marathon game is a series of games played one after another)]
- 5** Ask students to label the parts of the infographic. Check answers with the whole class.
[AK: 1 D; 2 F; 3 E; 4 A; 5 B; 6 C]

- 6** Ask students to do this exercise in pairs. Then elicit some ideas from students and take a class vote on whether Ultimate should or shouldn't become an Olympic sport.

[AK: Students' own answers]

Note: This is the end of Stage 1 of the project: Plan. You can continue now or in a future lesson.

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CLASS PROJECT: AN INFOGRAPHIC Step 2: Develop

Estimated time: 90 minutes (This can be split into two parts between exercises 2 and 3)

Research - Exercises 1 and 2: 45 minutes

Planning and creating - Exercises 3 and 4: 45 minutes

- 1** Put students in groups. Ask the groups to choose a sport to research. They can choose a sport from the list but can research another if they prefer. Ensure that there is at least one group for each sport. This is important for the final stage of the project, when students decide which sport should become the next new Olympic sport.
- 2** Students should use these questions as guidelines to help them find the information they need to create an infographic similar to the one about Ultimate. If they do online research, encourage them to use English websites, but to avoid merely copying what they find. Instead, they should take notes. If you have different ability groups, you can limit the number of sections for lower-level groups, e.g. cutting the *Did you know?* section.

Note: If you wish to stop here and continue in a future lesson, this stage of the project can be split at this point.

- 3** Students plan their infographic. Encourage them to do this in English, using the language in the *Useful Language* box.
- 4** Students create their infographic. Encourage them to include images, photos, icons, bullet points, numbers and different sizes of text. They should use the infographic of Ultimate as a model, but can be creative and make changes.

Note: This is the end of Stage 2 of the project: Develop. You can continue now or in a future lesson.

CLASS PROJECT: AN INFOGRAPHIC
Step 3: Present

Estimated time: 30 minutes (the more groups you have, the longer it will take)

- 1** If possible, make copies of the students' infographics so that they can be read by other groups. If not, have them pass their infographics from group to group to read them all. If your classroom has access to a laptop and a projector or screen, you can show the infographics one after another. Students can read them and then tell each other what they remember before moving on to the next exercise. Another alternative is for students to turn their infographics into posters, which can then be put up on the classroom walls.
- 2** Allow everyone enough time to read all the infographics. Then ask students to work in their original groups to answer the questions. Take feedback on question 3 from the class, or hold a class vote, to establish which sport everyone thinks should be the next new Olympic sport.

SELF-EVALUATION

- 1** Explain that students are going to think about how well they did the project as a group, as this will help them to understand their strengths and their areas for improvement in future projects. Students discuss the questions together and give their group a score from 1–6 for each question. Ask for some examples as feedback for the entire class.
- 2** Explain that students are going to reflect on their own personal contribution, as this will help them to understand their strengths and their areas for improvement in future projects. Students consider the questions individually and give themselves a score from 1–6 for each question. Ensure that students understand that this is self-reflection and is not in any way a formal mark.
- 3** Students reflect on their answers in Exercises 1 and 2 and discuss as a group how they feel they could improve for the next project.