



# Bell Language Centre



Teacher:	Ed Rush	Date:	29-01-2026
CEFR Level:	B2	Duration:	45 Minutes
Lesson Shape:	F (Productive Skills)	Assessment:	N/A
Main Focus:	Speaking	Materials:	Oxford Discover Futures 3, p. 85

**Main Aim:** By the end of the lesson, learners will be better able to prepare and conduct professional sports interviews using a variety of reporting verbs (e.g., *admit, deny, explain*) in the context of young athlete profiles.

## Differentiated Input

*Pedagogical Rationale: Differentiated Input & Learner Autonomy*

*During the preparation for the role-play (Stage 3), students can choose between three different athletes (Petra, Holly, or Newman) based on their interest. Stronger learners are encouraged to use more complex reporting verbs (insisted on, accused of) while supported learners can focus on simpler structures (said that, told me).*



## CLICK LINK FOR SLIDESHOW

<https://elrush.github.io/lesson-plan-agent/29-01-2026-B2-Sports-Interviews-F/>

Time	Goal	Procedure	Int
<b>STAGE ONE: Lead-in</b>			
6 Min	To activate schema and generate interest in the topic of	<ul style="list-style-type: none"><li>• Warmer: “Sports Observation”</li><li>• T uses slideshow to display 7-second clips of Hockey, Badminton, and Basketball.</li><li>• T asks Ss to observe and discuss in pairs: “What are the merits? The risks? Skills needed?”</li></ul>	T-Ss / Ss-Ss

Time	Goal	Procedure	Int
	sports interviews.	<ul style="list-style-type: none"> <li>T elicits keywords to the board: <i>agility, pressure, dedication, sacrifice.</i></li> <li>T introduces the “Mission”: To become professional sports journalists today.</li> </ul>	
<b>STAGE TWO: Preparation &amp; Input</b>			
12 Min	To provide content input and model target language (reporting verbs).	<ul style="list-style-type: none"> <li><b>Task 1: Reading for Specific Information (Ex 5)</b></li> <li>T directs Ss to the profiles of Petra, Holly, and Newman on p. 85.</li> <li>Ss read and answer: “How have sports changed their lives? What pressure do they face?”</li> <li>Feedback: T elicits key biographical details.</li> <li><b>Task 2: Focus on Reporting Verbs (Ex 6)</b></li> <li>T displays the quotes 1-6. Ss match quotes to the correct athlete.</li> <li><b>Clarification:</b> T highlights the verbs: <i>admit, explain, complain, offer, deny, insist.</i></li> <li>T checks meaning using CCQs: “If I say I didn’t do something, am I denying or insisting?” (<i>Denying</i>). “If I give you tickets for free, am I explaining or offering?” (<i>Offering</i>).</li> <li>T drills pronunciation, focusing on word stress: <i>ad-MIT, ex-PLAIN, in-SIST.</i></li> </ul>	T-Ss / Ss-Ss
<b>STAGE THREE: Preparation for Output</b>			
8 Min	To scaffold the productive task by preparing interview questions.	<ul style="list-style-type: none"> <li><b>Task 3: Interview Prep (Ex 7)</b></li> <li>T puts Ss in pairs. Ss choose ONE athlete to interview.</li> <li>T directs Ss to the prompts: <i>Interest in sports, Family encouragement.</i></li> <li>Ss write 3 additional professional questions for their chosen athlete.</li> <li>T monitors, ensuring questions are open-ended (e.g., “How did you feel after the accident?” rather than “Were you sad?”).</li> </ul>	Ss-Ss
<b>STAGE FOUR: Productive Task (Speaking)</b>			
19 Min	To provide oral practice of the interview context using target speech.	<ul style="list-style-type: none"> <li><b>Task 4: The 1-Minute Interview (Ex 8)</b></li> <li>Roles: Student A = Athlete, Student B = Journalist.</li> <li>T starts the 1-minute timer on the slideshow.</li> <li>Ss conduct the interview. Journalist (B) MUST take notes on the athlete’s answers.</li> <li>T monitors for “Journalistic Energy” and accuracy of pronunciation.</li> <li>Feedback: T highlights 1-2 examples of good interviewing technique heard during monitoring.</li> </ul>	Ss-Ss