

Sporting tradition

Topic

Sporting traditions in the UK

Aims

- To review vocabulary related to sports
- To practise reading skills
- To practise listening skills
- To develop speaking skills in a discussion and role play.

Age group

13 - adult

Level

B1/ B2

Time

60 – 90 minutes

Materials

1. Sporting traditions student worksheet and sports clue cards
2. Internet links: http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/sport/extreme_sports/ - CBBC site on extreme sports – suitable for lower levels to introduce different sports.
<http://www.uksport.gov.uk/> - UK government sports site with images and sporting calendar
<http://www.bbc.co.uk/sport/0/> - BBC sports site for latest sports news
<http://www.doctordanger.com/other/OtherEventMidFootball1.htm> - website dedicated to unusual sports

Introduction

This lesson consists of three short descriptions of sporting traditions in the UK. The texts explore the types of sport and the attitudes of people playing unusual games or entering unusual tournaments. Task 6 is better suited to higher levels but one of the role play situations could be adapted to lower level classes with careful dialogue building and guided prompts on the board.

For lower levels use the visuals, if necessary, to expand sporting vocabulary and to practice questions about the rules of each game. Bring pictures of famous sporting figures from the UK and ask students to bring their own pictures of favourite sports people. You could use these as the basis for pair work questions or controlled writing practice. An additional language activity for numbers might include a listening activity based on this week's Premiership football results.

For higher levels use visuals of famous sporting figures as the basis of a class quiz. They have to make the questions to guess the person. You could also include an additional language activity. Give students a list of sporting headlines from the press. Can they guess which sport is being talked about? Look at the vocabulary used in the headlines. You can include extra listening with a section from the News and a guided note taking task to help them identify the sport being described and maybe the result of the game.

Procedure

1. Task 1 – Types of sport	<p>Put students in pairs or groups to do the initial brainstorming and then hold a class feedback on sports.</p> <p>Use any visuals you have to teach new vocabulary or elicit sports like cricket, fox hunting or snow boarding.</p> <p>Then students can work in pairs to discuss the sports using the questions.</p> <p>Ask around the class to find out which sports are popular in the class, region or host country.</p>
2. Task 2 – Sports Challenge	<p>Give pairs of students all the clues and do the first one with the whole class. You could give separate clues to different pairs or groups of students and ask them to guess the sport. Then hold a whole class quiz as each student reads out the clue they have to challenge the whole class. This makes it more dynamic. Ask students to write one more clue in pairs, if appropriate. They do not have to be British traditions, just: Which sport am I describing?</p> <p><i>Answers:</i></p> <p><i>Sport A: Golf, Sport B: Football, Sport C: Rugby, Sport D: Rugby (union), Sport E: Tennis</i></p>

<p>3. Task 3 – Sporting traditions in the UK.</p>	<p>For this activity, you can give all the texts to each student or put students in groups of 3 and give each student a different text. If you use a split reading approach ask students to tell each other about the sporting tradition in their text and then ask them to work through the questions up until the final 3 questions.</p> <ul style="list-style-type: none"> You can check understanding by asking the class to tell you or write out the basic rules for each sport. Run through the answers to the reading before you ask them to discuss the last three questions in pairs. Hold a class vote on the answers. Ask if they have any silly sports or unusual traditions locally. Ask if they have ever tried a dangerous sport. <p><i>Answers:</i></p> <ul style="list-style-type: none"> <i>Which sport is practised throughout the UK? (Street football)</i> <i>Which sport is not usually played by men? (Pancake racing)</i> <i>Which sport has an incredible number of players? (Ashbourne football)</i> <i>Which sport is the most dangerous? (Ashbourne football)</i> <i>Which sport requires the most physical strength? (tossing the caber)</i> <i>Which sports involve throwing something? (pancake races and tossing the caber)</i>
<p>4. Task 4 –Local customs.</p>	<p>This task can be done in pairs or small groups. If you think your students may not be very imaginative, suggest customs for them to describe. Ask teaching colleagues and locals to give you suggestions before this lesson and then ask students about one which interests you.</p> <ul style="list-style-type: none"> The discussion on disappearing customs can be expanded with higher levels. Ask students to work in pairs to decide on the types of customs which might be disappearing and then to give as many reasons why the customs are dying out. Give them some examples to get them started: young people are not as interested in local history and stories because they know more about the outside world from TV and the Internet. The adoption of customs from other countries will underline the cross fertilisation of cultures that has been happening for centuries. Give an example of the UK which has developed the use of Christmas trees from Germany and a more commercialised approach to Halloween from the influence of the American media. You could also talk about food customs and how the UK has adopted food traditions from other countries.
<p>5. Task 5 – Are you a good sport?</p>	<p>Before you look at this task you can make it more challenging for higher levels. Ask them in groups to brainstorm words or phrases that they might associate with the term 'a good sport' or 'sportsmanship'. Note that you can also explain that the term 'gamesmanship' means the opposite of being a good sport as it describes someone who uses lots of cunning and rule breaking to win. Ask what they think of gamesmanship.</p>

- Lower levels will need more guidance in making questions so build them on the board by eliciting examples from the class. Example questions could be: 'Have you ever changed the rules during a game to help you win?' 'Have you ever had a fight about losing a game or match?' 'Do you like winning games?'
- You can choose to give them a questionnaire that you make and dictate the questions as a listening task before they ask each other.

**6. Task 6 –
Sporting
improvisations /
role plays**

Give students a choice of topics if appropriate and ask them to work in small groups or pairs. Otherwise you choose one topic to guide the class. Give students time to prepare what they might say in each role (put them in groups or pairs to do this).

1. The commentary could be a guided activity using a bit of sporting footage on video with the sound off.
2. The fox hunting and blood sports topic can be organised as a class debate.
3. Give two sides of the class different sides of the argument to mull over and try to give them a leaflet or official literature covering the debate.

Contributed by

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