

Better together

LEARNING OUTCOMES

- I can learn about non-traditional sporting events around the world and use what I learn to make connections with my own culture.
- I can discuss non-traditional sporting events in my own culture and understand my own cultural identity.
- I can make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge.

VOCABULARY FOCUS

bow [n]: the front of a boat

camaraderie [n]: friendship and trust between a group of people

convention [n]: a way of behaving that is generally accepted as being normal and right

faint-hearted [adj]: not brave and lacking courage

regatta [n]: a series of boat races

revel [v]: to enjoy oneself in a lively way

stern [n]: the back of a boat

tag line [n]: a slogan

tenacity [n]: determination

WARMER

Ask students about their favourite sports. Write some of these questions on the board: *What are your favourite sports? How often do you play? Why do you enjoy it? Do you prefer team sports or individual sports? Are there any sports you don't like? Are there any sports you would like to try? Have a class discussion to find out students' answers to the questions.*

- 1 Ask students to read the quotes and discuss them with a partner, then answer the questions. Elicit ideas from students in open class when they finish.
- 2a Ask students to read through the text quickly and decide with their partner what each event involves.

Answers

Colour Run: 5k run where paint is thrown at participants

Tough Mudder: 10 mile run over obstacles

Dragon-boat racing: teams of 20 race in boats

- 2b Students scan the text more carefully and decide what the statistics refer to. Have students work alone before checking their answers with a partner. Finally, check answers as a class.

Answers

1 d 2 e 3 f 4 b 5 c 6 a

- 2c Ask students to read the questions and decide which is the correct alternative. Then elicit answers from the class.

Answers

1 b 2 b 3 a 4 b 5 a

Gateway to culture

- 3a Put students in pairs to discuss the questions about non-traditional sporting events. Then elicit ideas from the class.

Answers

Students' own answers.

PROJECT

- 3b Explain to students that they are going to work in groups to prepare a presentation. They will need Internet access to do their research, and this can either be done in class or at home. Put students into groups of three or four for this activity.

For Step 1, students work with their group to brainstorm events they are interested in. In Step 2, ask students to choose an event and follow the points for their Internet research to prepare information for their presentation. If working at home, each group member can do some individual research and then share their ideas and findings with their group in the next class.

- 3c Once they have gathered the necessary information, students prepare their presentation in class in groups. Allow students to choose how they would like to present their findings. Allow sufficient time for preparation before each group presents their ideas to the class. Encourage them to point out how the community is involved. If the tradition originated in another country, ask them to explain why it is now popular in their country.