

## Time for Rugby Teacher's Notes **A2** **A2+**

This A2/A2+ level article can be used relatively simply three weeks after the beginning of the year. It can be tied in to a unit reviewing hobbies while using the context of the Rugby World Cup starting on September 20th.

### Vocabulary

- rugby, countries (many of the Commonwealth of Nations)

### Phonology

- final "s", the various sounds for "i", syllable stress

### Grammar

- preterite, passive form, comparisons

### Cultural element

- the origins of rugby

### Step 1 - Reading

- It is a good opportunity to introduce a method that will help students find personal strategies to apprehend a written document. The students can follow a quasi-blank grid that goes from pre-reading hypotheses to a comprehension of the implicit. You can choose to verify collectively step by step or after the global and/or the detailed comprehension in order to develop more autonomous strategies. You can also choose to provide this grid in French.

- However, if you choose to use this document for an evaluation of the students' comprehension, we have provided you with two activities to do so.

### Step 2 - Sounds of English

- In a second part, it could be interesting for students to read the document out loud, taking turns to practise pronunciation. To make it fun, they can be asked to impersonate a sports journalist, reading

his or her text on the radio, announcing the next World Cup, giving background information (the article) as well as the current composition of the pools. Special focus can be given on the pronunciation of the final "s", the "i" as well as word stress on countries and nationalities. Grids and activities pertaining to the article are suggested, where you will have to read the words in order for the students to determine the correct pronunciation.

### Step 3 - Language skills

- This activity enables students to be introduced to the passive form in English and how to use it.

### Listening

- Students can follow up on this theme and its vocabulary thanks to a listening comprehension where two teenagers discuss what rugby is, comparing it with football. An activity grid helps students evaluate their understanding of this document. Autonomous listening strategies can also be developed at this point because students can feel more comfortable listening to a document after having grasped the vocabulary in the reading comprehension.

### Transcript

#### Rugby World Cup: Rugby is unique

Paul is going to visit his cousin, Fiona, during the Rugby World Cup. Fiona is a rugby fan, so Paul is asking her about the sport.

**Paul:** Rugby is just a variation on football, isn't it?

**Fiona:** No, it's very different! The ball is oval, not round, like in football. You can carry it in your hands. And in rugby, there are 15 players on each team: 8 forwards and 7 backs.

**Paul:** What's the difference?

**Fiona:** Forwards are usually big and strong. They run forward with the ball. And they block and tackle players from the opposing team. Backs are fast and agile. They prefer to advance the ball by passing, and by running and avoiding players from the opposing team.

**Paul:** But all rugby players are big and strong, aren't they?

**Fiona:** Not really. In many sports, everyone has the same physique – in basketball, for example, almost all of the players are very tall! But one of the great things about rugby is that people of different shapes and sizes can play.

**Paul:** Really, why?

**Fiona:** Because bigger, heavier, stronger players can be forwards. And smaller, faster, more agile players can be backs.

**Paul:** So rugby is more like American football...

**Fiona:** Well, in some ways it is similar: the ball is oval, and players can pass and carry it. But one big difference is that in American football, they can pass the ball forward. In rugby, you can only pass it to the side, or backwards, but not forwards.

**Paul:** So rugby really is unique!

**Fiona:** That's right!

## Solutions

### Step 1- Reading activities

**A.** 1. F: September; Japan/Asia 2. F: England 3. T 4. F: It seems to be a legend. 5. T 6. T 7. F: They represent/are from New Zealand 8. T 9. F: Maoris and Aborigines from the Pacific nations 10. T.

**B.** 1. 9 (including this one!) 2. 1845 3. 1871 4. 3 5. in 2003 6. 1 7. 15 8. 8 out of 9 9. in every World Cup 10. 11th

### Step 2 - Sounds of English: Pronouncing your "s" correctly

**A.**

	/s/	/z/	/iz/
schools		x	
says		x	
hands		x	
boys		x	
teams		x	
always		x	
players		x	
countries		x	
Blacks	x		
champions		x	
titles		x	
nations		x	
islands		x	
Cups	x		
finals		x	
Blossoms		x	
weeks	x		
participants	x		
starts	x		
plays		x	
matches			x

**Observation:** In the majority of cases, the plural "s" is pronounced /z/

## B.

	/ɪ/	/aɪ/	/i:/
n <u>i</u> nth		x	
t <u>i</u> me		x	
<u>i</u> n	x		
excl <u>u</u> sive	x		
W <u>i</u> lliam	x		
p <u>i</u> cked	x		
h <u>i</u> s	x		
w <u>i</u> th	x		
<u>i</u> t	x		
<u>i</u> s	x		
wr <u>i</u> ting		x	
countr <u>i</u> es			x
hem <u>i</u> sphere	x		
Afr <u>i</u> ca	x		
t <u>i</u> tl <u>e</u> s		x	
Engl <u>i</u> sh	x		
l <u>i</u> ke		x	
Brit <u>i</u> sh	x		
Republ <u>i</u> c	x		
<u>I</u> reland		x	
Maor <u>i</u>			x
Aborig <u>i</u> nal	x		
Pac <u>i</u> fic	x		
<u>I</u> slands		x	
F <u>i</u> ji			x
qual <u>i</u> fied	x		
qualif <u>i</u> ed		x	
f <u>i</u> nals		x	
m <u>i</u> ll <u>i</u> on	x		
part <u>i</u> cipated	x		
d <u>i</u> vided	x		
div <u>i</u> ded		x	

**Observation:** In a lot of cases, the “i” is pronounced /ɪ/ like in “fish”.

C. 1 & 2. **I**reland / **I**rish, **S**cotland / **S**cottish, **S**amoa / **S**amoan, New **Z**ealand / New **Z**ealander, South **A**frica / South **A**frican, **C**anada / **C**anadian, **E**ngland / **E**nglish, **A**merica (U.S.A) / **A**merican, **T**onga / **T**ongan, **A**ustralia / **A**ustralian, **W**ales / **W**elsh, **F**iji / **F**ijian

**Observation:** In most cases, the syllable stressed doesn't change.

### Step 3 - Language skills - the Passive

**A. 1.** The trophy for the World Cup is named in Ellis's honour.

**2.** In 1871, the Rugby Union was formed.

**3.** In 1871, the first international match was played.

**4.** Rugby is played in many countries.

**5.** The team was always stopped in the first round.

**B.** World Rugby (the governing body that administers the tournament)/ The World Rugby Cup organisers divided the teams into four pools.

### Listening activities

**1.a.** The ball is oval, not round.

**b.** You can carry the ball in your hands.

**c.** There are 15 players in each team (not 11).

**2.** Players can have different physiques, you don't have to be tall.

**3.a.** The ball is oval.

**b.** You can pass and carry the ball.

**4.** You can't pass the ball forward, only backward or to the side.

**5.** big / bigger

heavy / heavier

strong / stronger

small / smaller

fast / faster

agile / more agile

**6.** Forwards are: **big** and **strong**. They try to stop players from the opposing team by **blocking** and **tackling**.

Backs are **fast** and **agile**. They advance the ball by: passing and by running and avoiding players from the opposing team.