
Time for Rugby Activities **A2** **A2+**



Reading activities

Activity A - True or False

Read the article and say if the following sentences are True or False. Correct when necessary.

1. This year's Rugby World Cup will start in October, in Europe. R W
2. Rugby originates from Wales, in the United Kingdom. R W
3. Rugby originates from a boy who was playing football and picked the ball up with his hands. R W
4. The origins of rugby is not a legend. R W
5. The best rugby teams come from the Southern Hemisphere. R W
6. The rugby team with the most world titles is the All Blacks. R W
7. The All Blacks are an Australian team. R W
8. The Irish rugby team is composed of players coming from both the Republic of Ireland and Northern Ireland. R W
9. The most talented players are Aboriginals from the Atlantic nations. R W
10. Japan's rugby team is called the Cherry Blossoms. R W

Activity B - Fishing for numbers and dates

Read the article again if necessary and find the correct numbers or dates.

1. How many Rugby World Cups have there been so far?

2. At what date were the rules of rugby formally written?

3. When was the Rugby Union formed?

4. How many times have the All Blacks won the world title?

5. When did England win?

6. How many champions are there from the Northern Hemisphere?

7. How many players are in a team?

8. When have the Pacific islands of Fiji, Samoa and Tonga qualified for the World Cups?

9. In how many World Cups has Japan participated?

10. What is Japan's rank in the world?

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

Activity A - The final "s"

Decide whether the final "s" at the end of each word is pronounced /s/, /z/ or /iz/. Tick the correct answer.

	/s/	/z/	/iz/
schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
says	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
boys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
always	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
players	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
champions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
titles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
nations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
islands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
finals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blossoms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
weeks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
starts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
matches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Activity B - Different pronunciations of “i”

Decide whether the underlined “i” is pronounced /ɪ/ like in “fish”, /aɪ/ like in “five” or /i:/ like in “see”.

	/ɪ/	/aɪ/	/i:/
n <u>i</u> nth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t <u>i</u> me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>i</u> n	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exclus <u>i</u> ve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will <u>i</u> am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p <u>i</u> cked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h <u>i</u> s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w <u>i</u> th	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>i</u> t	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>i</u> s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wr <u>i</u> ting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
countr <u>i</u> es	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hem <u>i</u> sphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Afr <u>i</u> ca	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t <u>i</u> tl <u>e</u> s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engl <u>i</u> sh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l <u>i</u> ke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brit <u>i</u> sh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Republ <u>i</u> c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>I</u> reland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maor <u>i</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aborig <u>i</u> nal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pac <u>i</u> fic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>I</u> slands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F <u>i</u> ji	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
qual <u>i</u> fied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
qualif <u>i</u> ed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f <u>i</u> nals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m <u>i</u> ll <u>i</u> on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
particip <u>a</u> ted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d <u>i</u> vided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
div <u>i</u> ded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Activity C - Word stress

1. Can you find the nationality for these English-speaking countries?

- Ireland → _____
Scotland → _____
Samoa → _____
New Zealand → _____
South Africa → _____
Canada → _____
England → _____
America (U.S.A →) _____
Tonga → _____
Australia → _____
Wales → _____
Fiji → _____

2. Now underline the stressed syllable for each country and its corresponding nationality. Then tick the correct answer in the observation below.

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

Step 3 - Language skills - the Passive

The passive voice is used when the focus is on the action. It is sometimes not important or not known who or what is performing the action.

Example:

Active: **Students** **played** **rugby** at Rugby School in England.

S **V** **C**

Passive: **Rugby** **was played** at Rugby School in England.

S **V**

In this example, it is not important to know that students played rugby since we know it was played in a school. Notice the change in the verb conjugation.

Active: present tense →	Passive: "be" present tense + past participle (verb of the 3rd column)
Active: past tense →	Passive: "be" past tense + past participle (verb of the 3rd column)

A. From active to passive.

Transform these active sentences in the PASSIVE form (the answers are in the article!).

1. The organisers of the World Cup name the trophy in Ellis's honour.

2. An international group of rugby players formed the Rugby Union in 1871.

3. Rugby players played the first international match in 1871.

4. Many countries play rugby.

5. An opposing team always stopped Japan's team in the first round.

B. From passive to active.

Transform the following sentence from its passive form to an ACTIVE form. You will need to guess the missing subject.

The teams are divided into four pools. _____



Listening activities

Comparing

Listen to the dialogue and answer the questions with information that Fiona gives to Paul. She compares rugby to other sports. Answer these questions about different kinds of comparisons.

1. Differences with football.

a. _____

b. _____

c. _____

2. Difference with basketball.

3. Similarities with American football.

a. _____

b. _____

4. Difference with American football.

5. Now give the comparative form of each adjective below. Remember, you can make comparatives with “more” or by adding “-er”. But sometimes adding “-er” requires small spelling changes (like doubling the final consonant or changing a final “y” to “i”).

big / _____ heavy/ _____

strong/ _____ small / _____

fast/ _____ agile / _____

6. Compare the forwards and the backs.

Forwards are: _____ and _____. They try to stop players from the opposing team by _____ and _____.

Backs are _____ and _____. They advance the ball by: _____, and by _____ and _____ players from the opposing team.