



**GET SET** *Introduce the sport by having students indicate their experience and knowledge of the sport.*

*How to teach tips:*

- This activity can help the teacher with the creation of groups: for example, the scores can help to make sure that each group has at least one member who is interested in and / or knows about the target sport.
- A whole-class question, such as “who wrote 10” can also be a good way to pinpoint to everyone the most experienced and / or knowledgeable members of the class.
- The teacher can determine groups or direct the students to create groups. In the case that students are responsible for forming groups, students should be directed to form a group with members of a range of experience / knowledge of the target sport.
- In the case that the teacher creates groups, once smaller groups are formed students can be directed to discuss their answers.
- Students will usually also be interested to hear their teacher’s response to the same questions, so this information may be volunteered by the teacher.



**REWIND** *Brief history of the sport – teacher reads complete text (see answer key below) to the class while students fill in blanks.*

*How to teach tips:*

- The missing information is ALWAYS place time-related. This should be emphasized to the students the first time the activity is done as this knowledge will help them to listen more efficiently.
- The teacher should read the passages at least twice at a natural speed to allow students time to fill in the blanks and confirm their answers.
- For lower level learners the teacher may elect to read the passage more slowly. In these cases, maintain text cohesion and avoid unnecessarily long pauses after the blanks.
- Students should be instructed to write the names of places mentioned even when uncertain as to the correct spelling.
- Following the completion of the task, answers and spelling should be checked.
- These sections are sometimes more difficult linguistically than the other parts of the unit. 100% comprehension is not necessary to successfully complete the exercises.
- In more advanced classes, the teacher may ask students to try to GUESS some of the answers before reading the passage. This is often not possible even when students know that the missing information is place- or time-related, but simply attempting a guess has the added benefit of priming the students and preparing them to listen in a more focused manner.
- Extension idea: Possibly here or at the end of the class, the imagined FUTURE of these sports can also be discussed: e.g. how likely that they’ll become more major / minor worldwide, more popular in Japan, etc.