

## English for the Games

**Topic:** Handball

**Aims:**

- To learn about handball and associated vocabulary
- To improve scanning reading skills
- To improve speaking skills in discussion
- Collocations

**Level:** CEFR A2/B1(Teenage/adult)

**Introduction:**

In this lesson students learn about handball as an Olympic Sport. They learn the vocabulary and the rules governing the sport. Students can see a web version of this lesson here <http://learnenglish.britishcouncil.org/en/english-for-the-games/sports/worksheets/handball>.

**Time:** 60 minutes

**Necessary materials:** Handball Worksheet 1

Stage	Aim	Procedure
Stage 1 (15 mins)	Warmer	<ol style="list-style-type: none"> <li>1. Ask the learners to look at the large illustration on the worksheet, so they know which sport they will be learning about. Elicit 'handball' if you can. Write 'handball' in a bubble in the centre of the board. Draw other bubbles around the central one, but leave them blank. Join the blank bubbles to the 'handball' bubble with lines. Elicit words from the students that are connected to the central word. Write the words in the blank bubbles - for example 'throw', 'goal'. Accept and use all ideas. Make more bubbles if you need them.</li> <li>2. When you have elicited as many words as you can, point to each bubble and read the word aloud. Students repeat the word. Correct any pronunciation problems.</li> <li>3. Ask the learners to look at the other illustrations on</li> </ol>

		<p>the worksheet and read the words out loud. Check their pronunciation and understanding of the words.</p> <p>4. Divide the class into pairs and ask the learners to discuss handball, using the display on the board as prompts. If necessary, help the learners by writing these questions on the board for them to ask each other:</p> <p><i>What do you know about handball?</i>  <i>Have you ever played handball? Where? When?</i>  <i>Do you think handball as an Olympic sport is difficult?</i>  <i>What do you need in order to play handball?</i>  <i>Is handball popular in your country?</i>  <i>Where can you play handball?</i>  <i>Is handball taught in schools in your country?</i></p>
<p>Stage 2 (25 mins)</p>	<p>Rules text</p>	<p>1. Begin by eliciting the rules of the sport from the learners. What sort of rules might apply to handball? Encourage them to guess!</p> <p>2. Use a scanning exercise to introduce the rules and improve the learners' reading speed. The learners should not try to understand the text, but should try to read it as quickly as possible to answer the questions. Explain how they should focus on a key word from the question. They should scan the text as quickly as they can to find this word and, hopefully, the answer. Ask simple questions orally and at random from the text, so the learners have to listen carefully and then scan the text for the answers:</p> <p><i>How big is the handball court?</i>  <i>How many goals are there?</i>  <i>How many players are there in each team?</i>  <i>How long is each of the halves of the game?</i>  <i>Can the players kick the ball?</i>  <i>How is the game started?</i></p> <p>3. Ask individual learners to read each rule aloud. As</p>

		<p>needed, explain the vocabulary and go over any problematic language. You can also use the rules text to look at collocations and build a bit of vocabulary. In pairs or small groups, ask your learners to underline any verbs that collocate with 'a/the ball'. The group who finds the most wins.</p> <p><i>throw, kick, pass, dribble, bounce, get</i></p> <p>Ask your learners, in pairs, to think of any other verbs that collocate with 'a/the ball', for example:</p> <p><i>hit, strike, drop, catch, chuck, hurl, fling, lob</i></p> <p>Ask your learners to put these verbs in sentences to illustrate their meaning.</p> <p>4. Check for comprehension with a True/False activity. Read each T/F statement aloud so the learners have to listen carefully. Repeat the statements if necessary. Students read the text, find the relevant information and decide if the statement is true or false. Check each statement before going on to the next one. Keep the statements simple:</p> <p><i>Handball is played on a square court. If the ball goes over the side lines, there is a throw-in. Players can dribble the ball with their feet. Play starts with a throw-off from the back line. Penalty throws are given if a player bounces the ball. A player is shown a yellow card for the first foul he commits. If a player commits three fouls he can be sent off.</i></p> <p>You can also structure this as a pairs activity - A&amp;B. A reads out a statement from the rules, falsifying at will. B must check and decide if it's true or false. A&amp;B change roles.</p>
Stage 3	Extension	Choose one of the following activities for students to do,

(15 mins)	activities	<p>or invent your own:</p> <ul style="list-style-type: none"> <li>• What is your favourite sport? Write down the rules. Read them to the class.</li> <li>• Who is your favourite sportsman? Write a paragraph about him. Read it to the class.</li> <li>• What is the most popular sport in your country? Draw a picture of someone playing that sport. Draw the things he needs to play that sport. Label the pictures like the worksheet.</li> <li>• Class discussion of sports education at school in their native countries - which did/do they enjoy/dislike? Why?</li> <li>• Class discussion of the sports they enjoy, how often they play, where they go to play their sports.</li> <li>• Class discussion of how much sport they watch on TV. Which sports do they enjoy watching? What is the coverage like?</li> <li>• Role-play, A&amp;B. A is an expert in a favourite sport. B is a foreigner who knows nothing of the sport. B asks A questions about the sport. Remember, you can use exercise 3, the Questions and Answers text, as a model for this activity.</li> <li>• Class discussion: handball can be played by people of all ages. What are the advantages and disadvantages of this sport?</li> </ul>
Stage 4 (5 mins)	Follow-up	<ol style="list-style-type: none"> <li>1. In pairs, A&amp;B, learners review the vocabulary for passive recognition: Learner A holds the worksheet and reads out the items illustrated, one at a time. B must point to the appropriate illustration. A&amp;B change roles. B reads out the items and A points to the illustrations.</li> <li>2. Teacher sets the Homework: students complete exercise 2a - the matching words to definitions exercise that accompanies the Rules Worksheet. Alternatively they can complete the same exercise online on the English for the Games website <a href="http://learnenglish.britishcouncil.org/en/english-for-the-games/sports/worksheets/handball">http://learnenglish.britishcouncil.org/en/english-for-the-games/sports/worksheets/handball</a>.</li> </ol>