

Parkour

Teacher's notes

Topic: Parkour and sports

Aims:

- To help students talk about sports and parkour
- To develop students' reading skills
- To expand students' vocabulary
- To develop students' speaking and listening skills

Level: Intermediate B1

Introduction

What do you and your students know about the non-competitive urban sport, parkour? In this lesson students read about this activity, focus on informal language, then ask and answer questions about other activities in pairs.

Procedure

Lead in

- Write *run, jump, roll, climb, swing* on the board. Ask the students to think of different sports and activities where participants have to do these actions. Make a list on the board (e.g., football, basket ball, gymnastics, rock-climbing, trapeze). You could draw stick figures on the board to illustrate the actions or mime them.
- Ask students if they know a sport that includes all these actions (parkour). Ask them what they know about parkour. Tell them that they are going to read about it in a moment.

Task 1: Parkour

- Hand out Task 1. Ask students to read the interview in exercise A quickly and work with a partner to put the questions in the correct place. Set a time limit of 3 minutes.
- Students work in pairs again to do exercise B. Encourage them to try to remember why the places are mentioned before looking back at the text. Ask different pairs to read out their sentences to check answers with the class.
- Students work individually to underline the informal words and expressions in exercise C and match with the definitions. Students compare answers in pairs then check as a class.

Answers Task 1:

A) 1B, 2F, 3A, 4E, 5C, 6D

B) 2 the word 'parkour' originally comes from France, 2 Ben does parkour with his friends from school, 3 Ben sometimes practises parkour in the local park, 4 His mum thinks that he might have an accident and go to hospital, 5 His mum's happy that he isn't at home all day.

C) 1B, 2C, 3D, 4G, 5E, 6F, 7A

Tip: You could do a quick **grammar focus** on **have to/don't have to**.

Tell students to complete the following extracts from the interview in Task 1:

1 You _____ run, jump, roll, climb ... (have to)

2 You _____ wear any special clothes. (don't have to)

Ask students which extract means: A) It's necessary (1), B) It isn't necessary (2).

Task 1: Parkour

A) Questions

Read this interview with Ben Howse, a teenager from Birmingham, UK. Put the questions in the correct place.

A) Where can you do it? B) What is parkour? C) Why do you like it?

D) What do your parents think? E) What do you wear? F) Who does parkour?

Parkour

1 _____

Parkour is about moving from A to B in the most effective way. You have to run, jump, roll, climb and swing to negotiate obstacles like walls, benches, fences and buildings. It's not about doing dangerous stunts; it's about the way you move. I heard that the word 'parkour' originally comes from France. It means 'to hurry', I think.

2 _____

Anyone can do it! It's not competitive so you can do it on your own. I usually go out and do parkour with my mates from school.

3 _____

You can do it anywhere in the city. You just have to navigate through the urban landscape. We practise in the local park sometimes – when there are no little kids around of course.

4 _____

You don't have to wear any special clothes. I usually wear baggy trousers, a

T-shirt and cushioned trainers to soften the impact when I land.

5 _____

It's fun. It's free. It's cool. I can't get enough of it.

6 _____

Well, my mum's worried that I'll end up in hospital but I reckon she's happy that I'm not just sitting at home, on Facebook all day. I taught my dad some of the basic moves but he's not really into it.

B) Places.

The places in the box are mentioned in the text. Can you remember why?

Birmingham France school the local park hospital home

Make sentences with a partner then check the text

1 *Birmingham – Ben is from Birmingham*

2

3

4

5

6

C) Informal language

Underline these informal expressions in the interview. Match them with the correct definition.

Informal expressions

- 1 he's not really into it.
- 2 I can't get enough of it.
- 3 I reckon
- 4 I'll end up
- 5 It's cool
- 6 little kids
- 7 mates

Definitions

- A friends
- ~~B he doesn't like it~~
- C I really like it
- D I think
- E It's good/ I like it
- F small children
- G the result of my actions will be

Task 2: What's your sport?

- Arrange students into pairs. Hand out Task 2 to the students, making sure that student A and student B in each pair receive the appropriate copy.
- Ask students to read their instructions. Ask a student to explain to the class what they have to do (in his or her language if necessary) to check that everyone has understood.

- Monitor and give help as necessary as students complete the questions, read and make notes. Set a 5 minute time limit for making notes.
- You could ask one pair to demonstrate part 3 (asking and answering questions) to the class before students work together in pairs. Tell students they can start this part by asking ‘what’s your sport?’
- When students have completed their charts, they can look at their texts together and underline any new words. Hand out dictionaries or explain vocabulary as necessary.
- To round up ask students if they would like to try any of the activities from this lesson. Encourage them to say why or why not. (You might want to stress that students should look at parkour websites to find out how to be safe doing parkour.)

Suggested answers Task 2:

<i>Questions</i>	<i>Answers – you (fell running)</i>	<i>Answers – partner (Poohsticks)</i>
<i>What is fell running/Poohsticks?</i>	<i>Competitive sport Running up, down hills</i>	<i>Drop 2 sticks into a river from a bridge, which stick goes fastest?</i>
<i>Who does fell running/Poohsticks?</i>	<i>Anyone Need to be fit to do races</i>	<i>People of all ages</i>
<i>Where can you do it?</i>	<i>Hills, mountains, fells</i>	<i>On a bridge, over a river</i>
<i>What do you have to wear?</i>	<i>Running clothes Special running shoes</i>	<i>You don’t need special clothing</i>

Task 2: What’s your sport?

Student A: You are going to read the ‘Fell running’ text.

- 1) Complete the questions in the ‘questions’ column (look at Task 1 for help).
- 2) Read your text and complete the ‘Answers – you’ column with notes about your text.
- 3) Interview your partner using the same questions (change some of the words). Start by asking ‘What’s your sport?’. Make notes in the final column.

Fell running

fells. You have to carry survival equipment in some races.

Questions	Answers – you	Answers – partner
What is.....?		
Who does.....?		
Where can.....?		
What do you.....?		

Task 2: What's your sport?

Student B: You are going to read the 'Poohsticks' text.

- 1) Complete the questions in the 'questions' column (look at Task 1 for help).
- 2) Read your text and complete the 'Answers – you' column with notes about your text.
- 3) Interview your partner using the same questions (change some of the words). Start by asking 'What's your sport?'. Make notes in the final column.

Poohsticks

The sport of Poohsticks is named after the popular children's stories of Winnie the Pooh. The name is a little unusual, and so is the sport. You have to stand on a bridge and drop your stick in the water, then run to the other side to see whose stick goes the fastest. You don't need special clothing but you do need a river, a bridge, two people and two sticks. This is a safe activity for all ages.

Questions	Answers – you	Answers – partner
What is.....?		
Who does.....?		
Where can.....?		
What do you.....?		