

'Could be the next big thing': how pickleball is courting a new generation of players

Level 1: Elementary / Pre-Intermediate – Teacher's notes

Article summary: Pickleball is appealing more and more to different age groups. It's rapidly growing, and finding courts is one of the latest challenges.

Time: 60–90 minutes

Skills: Reading, Speaking

Language focus: Collocations: phrasal verbs

Materials needed: One copy of the worksheet per student

1. Warmer

- a. Ask students if anyone has seen or played a game of pickleball. Then, have them test their knowledge by completing the activity.

Key:

All statements are true.

2. Key words

- a. Divide the class into two groups. Assign each half of the class one-half of the items (1–5 or 6–10). Then, sub-divide each group into pairs and ask them to complete the activity. Once they have completed it, ask them to compare their answers with other pairs. Then, regroup students so they can exchange their answers and complete the rest of the items.

Key:

1. *mix*
2. *challenge*
3. *court, courts*
4. *net*
5. *solution*
6. *expect*
7. *complain, complained*
8. *support*
9. *investor*
10. *popular*

3. Comprehension check

- a. Ask students to read the text and highlight the key information. Then have them answer the questions by referring back to what they highlighted. Ask students to compare answers in small groups before checking with the whole class.

Key:

- | | |
|-------------|-------------|
| 1. <i>b</i> | 5. <i>b</i> |
| 2. <i>a</i> | 6. <i>b</i> |
| 3. <i>a</i> | 7. <i>a</i> |
| 4. <i>a</i> | 8. <i>b</i> |

4. Key language

- a. Students could be asked to do this exercise in pairs or individually. Encourage them to find the phrasal verbs and infer their meaning in the text.

Key:

1. *d*
2. *a*
3. *c*
4. *e*
5. *b*

- b. Ask students to work individually to complete the questions. Then, have them ask and answer the questions in different pairs.

Key:

1. *give up*
2. *catch on*
3. *hang out*
4. *come up with*

5. Discussion

- a. Allow students time to read and reflect on each statement and note down their ideas. Encourage them to support their opinions with examples. Then, put students in pairs or small groups and have them discuss the statements using their notes.

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6. In your own words

- a. Give students time to prepare and make notes using the questions to guide them. Once students have written their notes, ask them to discuss their ideas in pairs. Monitor and provide corrections to recurring errors at the end of the discussion. Regroup students into different pairs or larger groups and ask them to discuss their ideas.

Extension: have students record a short talk to summarise the ideas they discussed.