

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

Level 3: Advanced – 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: Idiomatic language

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. Ask students to complete the activity in pairs. Once they have completed it, ask them to compare their answer to other pairs'. Check answers with the class and elicit any other information students might have about the words. Point out that *nimby* stands for *not in my backyard*.

Key:

- | | |
|---------------|---------------|
| 1. riff | 9. cede |
| 2. hodgepodge | 10. incessant |
| 3. skew | 11. dampen |
| 4. temper | 12. Turf |
| 5. unveil | 13. affiliate |
| 6. Diplomacy | 14. hip |
| 7. nimby | 15. Uptake |
| 8. afoot | |

- b. Ask students to complete the activity individually. Check answers with the class and elicit any other examples students might have of the words in use.

Key:

- | | |
|---------------|---------------|
| 1. skew | 9. uptake |
| 2. hodgepodge | 10. diplomacy |
| 3. turf | 11. cede |
| 4. riff | 12. affiliate |
| 5. incessant | 13. dampen |
| 6. temper | 14. afoot |
| 7. hip | 15. nimbys |
| 8. unveiled | |

3. Comprehension check

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

Key:

1. Pickleball is a mix of ping pong, tennis, and badminton. Pickleboat is a term that refers to rowers who didn't make the official teams and rowed together.
2. the need for dedicated pickleball courts.
3. Courts are converted by taping down lines and stringing nets across existing tennis, netball, or basketball courts.
4. The two main issues are tennis players not wanting to cede courts and residents who live close to courts complaining about the noise.
5. They agreed to integrate pickleball at existing tennis facilities where courts are under-utilised.
6. There is a financial incentive to do so. Each tennis court can be converted into three pickleball courts, so much more money can be made.
7. He hopes that new dedicated courts in strategic locations will make pickleball hipper among the young.
8. Its accessibility has made it more popular: it's easier on the body than tennis.
9. He started playing with his parents.

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

Level 3: Advanced – Teacher's notes

4. Key language

- a. Students could be asked to do this exercise in pairs or individually. You can ask them first to try completing the activity using their previous knowledge and then to scan the article to find the words and highlight the phrases in the article.

Key:

1. *the next big thing* [title]
2. *be put off by (something)* [paragraph 1]
3. *make the cut* [paragraph 2]
4. *edge (edging) its way* [paragraph 3]
5. *step on (someone's) toes* [paragraph 10]
6. *nimby proportions* [paragraph 11]
7. *hit the market* [paragraph 12]
8. *be cast as* [paragraph 20]

- b. Ask students to work together to come up with questions. Then, have them ask and answer the questions in different pairs. Encourage them to add reasons for their answers.

Key :

Students' answers may vary.

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.

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 practise their speech in pairs and give each other feedback. You could ask the class to help you develop criteria to give each other feedback.

For example:

- a range of effective vocabulary
- a range of correct grammar
- arguments are persuasive detail
- fluency
- pronunciation

Have students practise in pairs again, following feedback before regrouping them into larger groups or asking them to present their ideas to the whole class.