

No grassroots but lots of scaffold: a peek inside New York's cricket scene

Level 3: Advanced

Article summary: The article describes the attempt to make cricket popular in the USA. The cricket World Cup is taking place in the Caribbean and some matches are being played in the USA, including the big game between India and Pakistan.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: vocabulary

Materials needed: One copy of the worksheet per student

1. Warmer

- a. The purpose of this activity is to encourage students to guess where certain sports (including cricket) originated. This is a general-knowledge activity, which may promote some discussion, even argument, among students. There is some uncertainty about the origin of polo (the sport played on horseback) as some believe it may have its roots in Persia (modern-day Iran). References to polo, however, date back as far as 600BC in China. The first triathlon competition was held in San Diego, California in the 1970s.

Key:

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

2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs or small groups. The term *grassroots* (used as an adjective) is often used to refer to any activity in which ordinary people participate, e.g., *grassroots politics*, *a grassroots movement*, or *grassroots sport*. The word *peek* (in the headline to the article) means *a quick look*.

Key:

- | | |
|---------------------|------------------------|
| 1. <i>penthouse</i> | 6. <i>backdrop</i> |
| 2. <i>set-up</i> | 7. <i>pitch</i> |
| 3. <i>revenue</i> | 8. <i>crappy</i> |
| 4. <i>diaspora</i> | 9. <i>grassroots</i> |
| 5. <i>steroids</i> | 10. <i>scaffolding</i> |

- b. Ask students to work in pairs again, this time to complete the sentences using words from the previous task.

Key:

1. *pitch*
2. *revenue*
3. *penthouse*
4. *grassroots*
5. *set-up*

3. Comprehension check

- a. The answers given are only suggested answers, and students may correctly answer the questions in different ways, e.g., in item 2, they may say, 'to promote cricket in the USA' or similar.

Key:

1. *six months*
2. *to get the attention of the American public*
3. *the South Asian diaspora*
4. *India*
5. *5.5 million*
6. *It is more than ten times smaller.*
7. *to meet the demands of Indian TV*
8. *infrastructure and facilities*
9. *one good cricket field*
10. *travel out of New York state*

4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs.

Key:

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

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- b. Students use two of the expressions to complete the sentences.

Key:

1. *The pop of the cork*
2. *the one to go for*
3. *on a par with*
4. *the show has moved on*
5. *sit up and take notice*

5. Discussion

- a. Allow students time to note down their ideas about each statement and encourage them to say why they agree or disagree with each one.

6. In your own words

- a-b. There are many sports learners could choose. They include judo, rugby, lacrosse, marathon running, taekwondo, archery, kick boxing, hurling and, of course, football. The task could also be done as a homework task and students could then present their findings to the class.