Lesson plan

Parkour

Topic
Parkour and sports

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

Age group
Teens

Level
B1

Time
60 minutes

Materials
- Parkour student worksheet

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
1. Lead in: (5 – 10 minutes)  
   - 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.

### 2. Task 1: Parkour (15-20 minutes)

- 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 form 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, 3F, 4G, 5E, 6D, 7A

### 3. Task 2: What’s your sport? (20 minutes)

- 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

#### Suggested answers Task 2:

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

Contributed by
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