

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

### Level 1: Elementary / Pre-Intermediate

**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 of the article) means *a quick look*. A *scaffold* is a temporary structure outside a building to enable work on it safely.

**Key:**

- |                          |                       |
|--------------------------|-----------------------|
| 1. <i>revenue</i>        | 6. <i>pitch</i>       |
| 2. <i>target</i>         | 7. <i>investment</i>  |
| 3. <i>immigrant</i>      | 8. <i>host</i>        |
| 4. <i>infrastructure</i> | 9. <i>collaborate</i> |
| 5. <i>facilities</i>     | 10. <i>expand</i>     |

#### 3. Comprehension check

- a. Ask students to work individually to answer the questions and then compare their answers in pairs or small groups.

**Key:**

1. *\$30 million*
2. *six months*
3. *India*
4. *5.5 million*
5. *more than ten times*
6. *India and Pakistan*
7. *infrastructure and facilities*
8. *the one in New York*

#### 4. Key language

- a. Ask students to compare their answers in pairs. Then ask them to check their answers in the text.

**Key:**

1. *in*
2. *across*
3. *for*
4. *between*
5. *on*
6. *of*

- b. Have students work in pairs for this task. Have them read the sentences from task A again and understand the meaning from context. Remind them that different prepositions can mean different things based on the context in which they are being used. Check answers as a class and elicit examples with each of the prepositions within the same meanings mentioned in the activity.

**Key:**

- |                   |                  |
|-------------------|------------------|
| a. <i>for</i>     | d. <i>on</i>     |
| b. <i>between</i> | e. <i>across</i> |
| c. <i>of</i>      | f. <i>in</i>     |

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#### 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. This task can be assigned as homework individually or in pairs. Ask students to use an internet search engine to find information about cricket and present their findings to the class. You can make it into a trivia game!