

BADMINTON IN ENGLISH

Teaching notes

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UNIT ONE

Lesson one

1. Explain the use of regular verbs (ending in ED) and irregular verbs (took out) in the past and refer to the auxiliary *did*.



Give reasons for using it when dealing with historical facts. Explain this orally, using the blackboard.

2. Present the content of the unit using the [ppt](#) History of badminton.



Ask the students some questions to guess about what they are going to see on the screen.

QUESTIONS	
SLIDE 1	-What are they doing? What century did it happen in?
SLIDE 2	-According to the men's wear, where was the picture taken?
SLIDE 3	- Gloucestershire, Derbyshire, Nottinghamshire. What does <i>shire</i> mean?
SLIDE 4	-What did British Army Officers do in India in the 1860,s?
SLIDE 5	- Why is it important to know laws in Badminton?
SLIDE 6	- Did you know about IBF before?
SLIDE 7	- What kind of countries can you see on the map?

3. Deliver this handout to the students and project this chart onto the wall. The students will work in groups of four. The sentences are divided into three columns. They match the tree columns to make sentences. After that they have to order the events chronologically. Finally, the teacher will correct the exercise with the whole group.



Explain the position of the time clause, at the beginning or at the end of the sentence.

1	In the 16th century	8	China	2	was invented
4	In 1876	6	The international badminton Federation, now the BWF	7	were dominating badminton
6	In 1934	4	The Bath Badminton Club	4	standardised the rules
7	In the past few decades	2	Indian Poona	1	it was played something similar to badminton
3	In the 1860,s	3	British Army officers	3	took the game back to England
8	Lately	5	The Bath Badminton Club	6	was created
5	In 1899	7	Asian countries: China, south Korea, Malaysia and Denmark	5	created the all England Open Badminton Championships
2	In the 18 th century	1	In Japan	8	has been dominating badminton

Lesson two

HISTORY OF BADMINTON

There is some information from Badminton from ancient Greece and from Japan, in the sixteenth century. In the west, Badminton came from a game called battledore and shuttlecock, in which two or more players kept a feathered shuttlecock in the air with small rackets. The game was called "Poona" in India during the 18th century. British Army officers who settled there took a competitive version back to England in the 1860s. The new sport was launched in 1873 at Badminton House, Gloucestershire, owned by de Duke of Beaufort. For this reason this game was officially called Badminton.



In 1876 The Bath Badminton Club standardized the rules, modified the game and drew up the new rules. In 1893, the Badminton association of England published the first collection of regulations, similar to today's laws. They also launched the All England Open Badminton Championships, which was the first badminton competition in the world , in 1899.



The International Badminton Federation (IBF) (now known as Badminton World Federation) was established in 1934 with Canada, Denmark, England, France, the Netherlands, Ireland, New Zealand, Scotland, and Wales as its founding members. India joined as an affiliate in 1936. The BWF develops the sport globally.

International Badminton has traditionally been controlled by a few Asian

countries: China, Indonesia, South Korea and Malaysia besides Denmark, from Europe. These nations have dominated competition at the international level in the past few decades , with China being the most dominant in recent years.



• **Preparation**

1 Read the text to your students or record it. You can do twice.

2 Write a list of several key words from the text and photocopy enough copies for pairs or small groups of students. Distribute the copies on different coloured paper and then cut them up so there is one key word or phrase on each slip.

NEWS	STANDARDIZED	CENTURY
BATTLEDORE AND SHUTTELCOCK	WORLD	BRITISH ARMY OFFICERS
SETTLED	WALES	TOOK BACK
LAUNCHED	DOMINATED	CALLED
LEVEL	RECENT	DREW UP

• **Development**

a Put the students in groups of four. It depends on the number of students you have. Try to mix the students so as the students can help each other, specially with those with adapted curriculum.

b Distribute a set of the key words. Give the students time to read and understand the words and help each other with the meaning. The teacher helps solve problems, if any.

c All the group shares out the slips. The teacher reads out the text while the students place the key words in the order they hear them.

d A "spy" will connect with the other groups to compare their order. The teacher reads the text again.

e With the words in order the students will write the text by heart.

f The teacher reads out the text again and also gives them a copy. The students correct or complete their text.

- **Write these questions on the blackboard**

1.- What do you think British Army officers were doing in India in the nineteenth century? Choose the most suitable answer.

a) India and England were at war b) India was a member of the British Empire. c) India was a British colony

2.- Why do you think Badminton has become popular in some Asian countries?

3.- Explain why this game is called "Badminton".

4.- Did the All England Open Badminton Championships take place in 1893?

5.- Who made the new rules of badminton more applicable to English ideas?

6.- In groups of four, invent a legend that explains how tennis was born. Follow the instructions in the next page.



Support to this activity

- Tell the students to read this story. After answering the questions in the grid, they'll rewrite the story by filling the blanks. Finally, they'll invent a legend explaining the birth of tennis.

HISTORY OF TENNIS

- Tennis as the modern sport can be dated between 1859 and 1865, Major Harry Gem and his friend Augurio Perera developed a game that combined elements of rackets similar to the game of Poona or Badminton many British soldiers brought from being stationed in India and the Basque ball game pelota, which they played on Perera's croquet lawn in Birmingham, United Kingdom. In 1872, along with two local doctors, they founded the world's first tennis club in Leamington Spa. The Courier of July 23, 1884 recorded one of the first tennis tournaments, held in the grounds of Shrubland Hall.

Who invented tennis?	
In which country was it invented?	
When?	
Where?	
First tennis club	
First championship	

_____ was invented by _____ between _____ and _____ in _____

He developed a game similar to _____ and with influences of _____. In _____ the first tennis club _____ . First championship _____ in _____ at _____

TENNIS LEGEND

Lesson three

Assessment

The assessment takes place in the gym. Students can answer the written questions while sitting on the benches or on the floor. A laptop or a computer will be useful to show the [PWP](#) to the students.

Show the pwp again and ask your students individually. Let them explain orally what happens in the pictures.



Meanwhile, the other students who have finished the work may play badminton

Fill in the gaps choosing "a", "b" or "c"

1.- There is some information from Badminton from the _____ and from _____ (C)

- a) Ancient Rome /Bombay
- b) Ancient Greece / Constantinople
- c) Ancient Greece/ Japan

2.- What was the name of the Indian game played with a battledore and shuttlecock with small rackets?

- a) racket
- b) roona
- c) Poona (C)

3.- The officers who took back the new game to England were: _____

- a) Scottish army officers
- b) British army officers (B)
- c) Welsh army officers

4.- The new sport was launched in 1893 in _____

- a) Badminton House, in Nottinghamshire
- b) Badminton House, in Gloucestershire (B)
- c) Badminton House, in Birmingham

5.- In 1893, the _____
published the first collection of regulations.

- a) Badminton Association of England (A)
- b) Badminton Association of Bath
- c) Badminton Association of Gloucestershire

6.- International Badminton is controlled by a few _____

- a) European countries
- b) American countries
- c) Asian countries (C)

Open questions

7.- What did the Army Officers do in India in the 18th century? **The British Army was there as India was a British colony.**

8.-According to this picture, from 1870s',






What do you think of this couple playing badminton? **I think they are playing badminton in the mid nineteenth century in Britain. This couple belongs to the high class, and they wear the clothes that were fashionable at that time.**


- When the students have finished the paper, they can play either individually or in pairs

UNIT TWO

Lesson four

POWERPOINT PRESENTATION

	TIME
<p>Before watching the video of a long rally, ask the students if Badminton is a sport or a game and if they think it is a fierce or gentle sport.</p> <p>Stress the differences between sport and game. Sport is commonly defined as an organized, competitive and skillful physical activity requiring commitment and fair play. Sports differ from games based on levels of organization and profit (not always monetary).</p> 	5´
<p>During the viewing, explain the meaning of a rally, player, match, singles, doubles, serving side, receiving side and stroke.</p> <p>work in pairs (serving and receiving side)</p> 	10´
<p>After viewing the video, tell them about his/her predictions and if they think they have changed their opinions.</p>	5´
<p>Then, watch slides two and three. After each image, let the students predict the meaning of each word and then see the definition.</p>	5´
<p>Show slide four, look at the images and predict the grip handshake. The teacher will show as well how to make the basic grip and the bewel grip with a racket and a shuttle.</p> <p>Attention has to be given to the forehand basic grip.</p> 	5´

	Time
<p style="text-align: center;">WARM UP EXERCISE A GAME. "TWO YES, THREE, NO"</p> <p>Make a circle of pairs in the gym. Let the students hold one hand. The teacher in the middle of the circle with one pair. One is "It". "It" has to chase the other. If he/she touches him/her, they change roles. The pursued is saved when he holds someone's hand and the other partner is free and It chases the new partner.</p>	10'
<p>The teacher tells the students to hold their rackets. He tells how they have to hold it according to the PWP and they practise the basic grip and the bewel grip individually. They hit the shuttle at different heights.</p>	5'
<p>After that students work in pairs and they play a kind of match with every couple with one racket. They hit the shuttle once and pass the racket to his/her fellow. After 5 minutes, both players hold their own rackets and they play doubles.</p>  <p>The teacher will move around and will correct the grip position, with the help of the group.</p>	10'

HOMEWORK

Written exercise

Photocopy this exercise and give it to the students.
They have to fill in the gaps with words in the grid below

smash	doubles	serving side	rally	match	singles
receiving side	racket	strike	stroke	it	player





Those words in orange are extra words. They are not in the text.

Any person playing badminton	
The basic contest in badminton, between opposing sides each of one or two players	
.A match where there is one player on each of the opposing sides.	
A match where there are two players on each of the opposing sides.	
The side having the right to serve.	
The opposing the serving side	
A forward movement of the player's racket.	
A sequence of one or more strokes starting with the service until the shuttle ceases to be in play.	

Lesson five

time

Divide the class into groups of three students and give them these questions to discuss orally Differences between: <ul style="list-style-type: none"> - singles and doubles - serving side and receiving side - match and rally - stroke - player Discuss in the whole group .	10´
Watch the slides of the second half of the ppt. Slide 5: Explain the different lines, areas and measures in the metric system. Make sure they understand the area of singles and that of doubles. Ask them about the measure of 13,40 m instead of 14 m or the 6,10 m , instead of 6.m	5´
Slide 6: Compare English measures with metric measures.	3´
Slide 7 and 8. Just to see the equivalences between English measures and metric measures.  Teacher has to give support to some words: Grew out, devices, household, items, ground, pail, paces, mile.	7´

<b style="color: orange;">Warm up game: Packet game	
Every student with a racket hitting a shuttle freely across the court. The teacher says a number from one to six and students make groups according to the number. The teacher will repeat numbers several times. The game will finish with groups of 4 students.	7´
Distribute students in a group of four making a square. One player passes the shuttle to another player diagonally opposite. Try not to let drop the shuttle onto the floor. Change couples every 3 minutes.	10´
Divide the students into two groups with a net dividing the court. Both groups make a line, one group facing another. One player hits the shuttle with an underarm stroke, crosses the net and places himself at the end of the other line. All the players do the same in turns, but with underarm strokes. Alter five minutes we change to overhead strokes.  Pay attention to the differences between overhead and underarm strokes	10´
Cool down exercise Divide the students into groups of 6. Give a piece of paper to each group. The teacher starts with definitions of words and students make a list. They correct the exercises.	5´

UNIT THREE

Lesson six

Show the students the [ppt "The service"](#). Tell them to guess before watching the presentation. Make sure students understand all the words. The teacher can use a racket and a shuttle so as to make the actions more visual.



Pay attention to new words. You can write them on the blackboard. Remember that students have to apply service rules when playing.

<p>WARM-UP GAME: <u>IT WITH RACKETS</u></p>	
<p>Every player with the racket held in a flat position and with the shuttle's feathers on the racket's head. <i>It</i> pursues the players. All players run all over the court without dropping the shuttle. If <i>It</i> touches someone, this player becomes the new <i>It</i></p>	10'
<p>PRACTISING THE SERVICE</p>	
<p>Players practice in pairs the service, beginning with the forehand service. Each member of the couple will make 10 services. The teacher will correct the exercise by involving the other partner. Make suggestions about the execution of the service</p>	15'
<p>SERVICE AND PLAY</p>	
<p>Players will continue practising in pairs by playing badminton, taking into account the execution of the service after every rally.</p>	7'

Distribute this handout to the students.

- Work in groups of three or four students. Distribute enough copies of this chart to all of them. Tell them they have to fill the gaps with the verbs below. One verb can be repeated more than once.

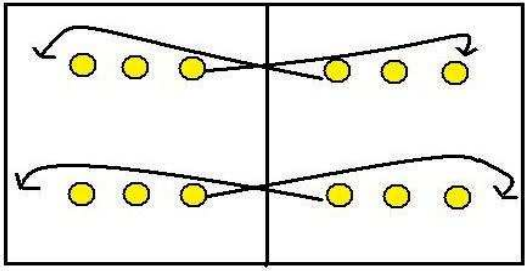



- Correct the chart working with the entire group.


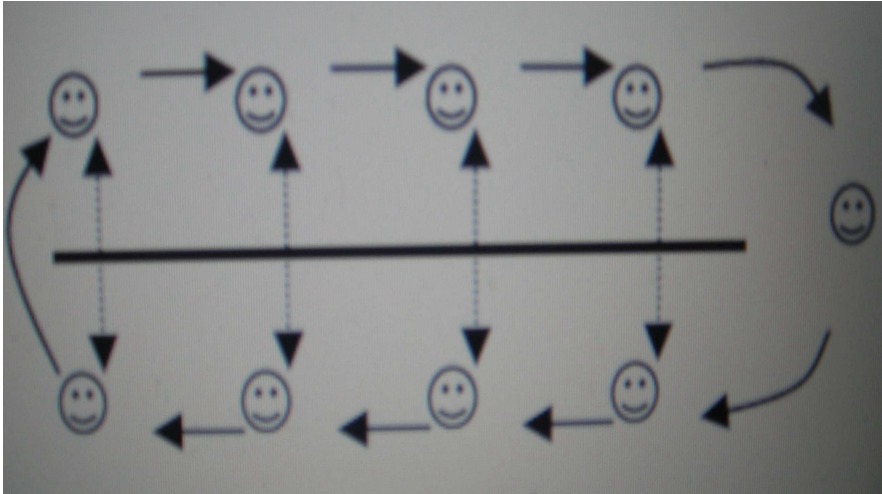
THE SERVICE		
PREPARATION		
(advance)	your left foot	
The shuttle	(must be)	below the waist
The whole racket head	(must be)	below the hand holding the racket
IMPACT		
(shift)	your weight	
(use)	your forearm pronation and wrist action	
(contact)	at about knee level	
FOLLOW -THROUGH		
(finish)	with your racket upward	and in line with the shuttle's flight
BACKHAND SHORT SERVICE		
PREPARATION		
(apply)	handshake grip	
(hold)	shuttle at waist level	
(put)	your weight on both feet	
(place)	racket arm in backswing	
IMPACT		
(put)	your weight on the balls of your feet	or up on your toes
(contact)	at thigh level	
(push)or(guide)	the shuttle	
(execute)	Low ,close to the net	
FOLLOW -THROUGH		
(finish)	with your racket upward.	And in line with the shuttle's flight

shift	guide	execute	must be	hold	apply	place	TIME
advance		put	use	push	contact	finish	7'

Lesson 7

	Time
<p>Revise the previous lesson's content. Make questions about the service and the backhand service. Try to see the differences. Students discuss in groups and then every group gives its opinion to the whole class.</p>	10'
<p style="text-align: center;">WARM-UP EXERCISE</p> <p>Students are placed in the badminton court. Half of the students are on one side and the other half are on the other making a line, one team facing each other. One player begins by doing an underarm stroke. After that he/she touches the floor with his left hand, crosses beneath the net and stands at the end of the line. All the players take turns.</p> <div style="text-align: center;">  <p>● Players with a racket</p> </div> <p></p> <p>The teacher may want to change the order: after the stroke they will have to jump with arms up or sit on the floor or bend their knees. After five minutes the teacher will ask the students to make overhead strokes.</p>	10'
<ul style="list-style-type: none"> Students play in pairs. Every player does at least 10 forehand services. His partner will correct him/her. The teacher walks around and asks the students if their service is correct 	10'

time

<ul style="list-style-type: none"> • Students play in pairs. Every player does at least 10 backhand services. His partner helps to correct him/her. •  The teacher walks around and asks every couple about the service and corrects them. 	<p>15'</p>
<ul style="list-style-type: none"> • Students will play badminton in pairs practising both types of service. Every 4 minutes they will change partner by rotating to the right 	<p>12'</p>

Distribute the handout to be done for homework TIME: 3'

- Fill in the blanks with the missing letters

THE SERVICE PREPARATION

Ad_ _ _ce your l_ _f f_ _ _ . P_ _ _ your w_ _ g_t on y_ _ _ r_ _
_foot

IMPACT

The s_ _ t_ _e m_ _ _ t be b_ _ o_ the w_ _ s_ .The w_ o_ _
rac_ _t h_ _ _

Must _ _ be_ _ _ the h_ _ _ ho_ _ _ _ _ the ra_ _ _ t. S_ _ _ t
y_ _ _ w_ _ g_ _ . U_ _ your fo_ _ _ _ _ pr_ _ _ _ _ n and w_ _ _
s_ ac_ _ _ _ . C_ _ _ _ c_ at a_ _ u_ k_ _ e le_ _ _ .

FOLLOW THROUGH

Fi_ _ S_ wi_ _ your rac_ e_ up_ _ _ d and in l_ _ _ with the s_
_t_l_'s f_ _ _ ht.

THE BACKHAND SHORT SERVICE

PREPARATION

A_ _ _ _ _ hand_ g_ _ _ . h_ _ _ sh_ _ _ _ _ at wa_ _ _
le_ _ _ . P_ _ _
your we_ _ ht on b_ t_ f_ e_ . P_ _ _ e ra_ _ e_ ar_ in b_ _ _ _ w_ _
_g.

EXECUTION

P_ _ You_ W_ _ _ _ O_ _ The b_ _ _ s of y_ _ _ fe_ t or u_ o_ _
y_ _ _ t_ _ _ .
C_ _ _ _ _ at t_ _ _ h level. P_ _ _ or g_ _ _ e the shu_ _ l_ .
Ex_ _ t_ l_ _ , cl_ _ _ to t_ _ n_ _ .




FOLLOW THROUGH

Fi_ _ S_ wi_ _ your rac_ e_ up_ _ _ d and in l_ _ _ with the s_
_t_l_'s f_ _ _ ht

UNIT 4

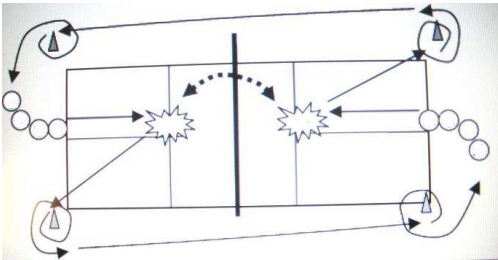

Lesson eight

time

<ul style="list-style-type: none"> • Show the PPT strokes to the students. The teacher will have a racket and a shuttle so as to make clear the different strokes. There are 3 overhead strokes, very similar in their execution and an underarm stroke, very similar to the service. Explain the differences between them.  • The teacher will help with the vocabulary either giving explanations or translating 	15´
<p>Warm up exercise</p> <ul style="list-style-type: none"> • Divide the group in pairs and distribute them near the court's wall and divide the wall in as many parts as pairs you have. They are asked to hit the shuttle against the wall using overhead strokes during the first 5 minutes and underarm strokes during the last 5 minutes. The players in pairs will hit the shuttles alternatively. 	10´
<ul style="list-style-type: none"> • The students work in pairs and they practice clears.  • The teacher will remind them how to do a clear. He will also walk around the pairs and will correct the stance. Partners will correct each other. 	10´
<ul style="list-style-type: none"> • The students work in pairs and practice drops. One practices drop and his fellow returns with a lob. After 10 strokes they change roles. 	10´
<ul style="list-style-type: none"> • The students work in pairs and they play a match. The students are asked to start with the service and they have to practice drop, clear and lob. The students have to count in English when finishing every rally.  • The teacher will move and ask for the score and the strokes. 	10´

Lesson nine

time

<ul style="list-style-type: none"> The teacher asks the students to explain the differences between the four strokes. They work in groups and discuss the four strokes. The teacher writes on the blackboard what the students have said. He shows the PWP in order to revise these differences. 	<p>15'</p>
<p style="text-align: center; color: orange;">Warm-up exercise</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> The wheel. Students are distributed in a line. After hitting the shuttle they turn around the cones located in the right side of the court. The number of mistakes in hitting the shuttle can be counted. Players with 3, 4 or 6 mistakes can be eliminated. 	<p>10'</p>
<ul style="list-style-type: none"> The smash. Students play in pairs. Players on one side hit the shuttle with a service and the other players return it with a smash  The teacher will reinforce the technique of the movements. He will move around to see how they manage with this stroke and also ask every partner how the stroke is going on. 	<p>15'</p>
<ul style="list-style-type: none"> Students will play freely starting with the service and practising as many strokes as they can with the teacher's observation. 	<p>5'</p>

- Distribute this chart to your students. In groups of four They make an oral sentence of each stroke about its preparation and execution. Make sure students understand the differences (in bold) between the execution of the three strokes


CLEAR, SMASH AND DROP

These strokes have similarities in their preparation

CLEAR	DROP	SMASH
ARM UP		
HEAD UP		
WEIGH BOTH FEET		
PIVOT IN THE DIRECTION OF THE SHUTTLE		
SWING TO CONTACT AS HIGH AS POSSIBLE		
PRONATE YOUR FOREARM	REACH YOUR RACKET OUT TO MEET THE SHUTTLE WHICH IS BLOCKED, NOT HIT	THROW YOUR RACKET OUT AND UPWARD WITH YOUR RACKET FACE DOWN. POINT OF THE IMPACT FORWARD OF THE SHOULDER, WHICH WILL CAUSE THE SHUTTLE TO TRAVEL DOWNWARD

UNIT 5

Lesson ten

<ul style="list-style-type: none"> • Show the first five slides of the <u>PPT the Rules</u> . Before watching, ask students to predict about it. Make sure students know the vocabulary. •  Give them some examples. 	20´
<ul style="list-style-type: none"> • Put the students in groups of three. Two of them make a competition. The other one will be the referee. He/she will count the score, decide if the score is odd or even. He/she will also decide which side he/she will have to serve from. Every match will last 10´ and after that students will change roles. 	30´

- Distribute this handout among the students:

RULES

RULES TO START

- There are three kinds of competitions: singles, doubles and mixed doubles.

RULES: POSITION OF THE PLAYERS

- At the start of the rally, the server and receiver stand in diagonally opposite *service courts*.
- The server hits the shuttle so that it lands in the receiver's service court.
- When the serving side loses a rally, the service passes to their opponent(s).



Tell students to learn these rules

RULES: SCORING

- Each game is played up to 21 points, with players scoring a point whenever they win a rally.
- A match consists of the best of three games.
- If the score reaches 20-20, the side which gains a two point lead wins, or if the score reaches 29-29 the side that scores the 30th point will win the game.

RULES: SINGLES

- In singles, the server stands in his right service court when his score is even, and in his left service court when his score is odd.
- Odd numbers: 1,3,5,7,9....
- Even numbers: 0,2,4,6,8....

- Give the students this handout to be done for homework:

HOMEWORK EXERCISES

FILL IN THE GAPS:

At the start of the rally, the server and (THE RECEIVER) stand in (DIAGONALLY) opposite *service courts*.

The (SERVER) hits the shuttle so that it would (LAND) in the receiver's service court..

If the reaches 20-20, the side which (GAINS) a two(POINTS) lead, or if the score (REACHES) 29-29 the side that scores the 30th point will win the game.

Each game is played up to (21) points, with players (SCORING) a point (WHENEVER) they win a rally.

land	server	score	gains	lead	21
receiver	diagonally	reaches	whenever	scoring	

ANSWER THESE QUESTIONS:

- A play against B . the score is A:14 B:17. B serves. Which side will he serve from ? **from the left side.**
- C play against D. C serves from the right side. What is the score? **An even number**

Lesson eleven

<ul style="list-style-type: none"> • Show the students the second half of the PWP rules from slide 6 onwards. As the rules for doubles are difficult to understand, focus on slide 8 to explain doubles' rules. 	<p>20´</p>
<ul style="list-style-type: none"> • Put the students in groups of six. The students will organise a doubles' competition. The other two will be the referees. they will count the score and decide if the score is odd or even. They will also decide which side they will have to serve from and when the players have to change positions. Every match will last 10´ and after that students will change roles. The teacher will move round to make sure the students apply the rules. He will also ask for the faults. 	<p>30´</p>

- Distribute this handout among the students to be learnt.

RULES: DOUBLES

- In doubles, if the serving side wins a rally, the same player continues to serve, but he changes service courts so that he serves to each opponent in turn.
- If the opponents win the rally and their new score is even, the player in the right service court serves; if odd, the player in the left service court serves.
- The players' service courts are determined by their positions at the start of the previous rally, not by where they were standing at the end of the rally.
- A consequence of this system is that, each time a side regains the service, the server will be the player who did *not* serve last time.

In a Doubles match between A& B against C &D. A & B won the toss and decided to serve. A to serve to C. A shall be the initial server while C shall be the initial receiver.

Course of action / Explanation	Score			Service from Service Court	Server & Receiver	Winner of the rally
	Love All	C	D	Right Service Court. Being the score of the serving side is even.	A serves to C A and C are the initial server and receiver.	A & B.
A & B win a point. A & B will change service courts. A serves again from Left service court. C & D will stay in the same service courts.	1-0	C	D	Left Service Court. Being the score of the serving side is odd.	A serves to D	C & D.
C & D win a point and also right to serve. Nobody will change their respective service courts.	1-1	C	D	Left Service Court. Being the score of the serving side is odd.	D serves to A.	A & B.

FAULTS IN PLAY

- A Player’s side loses the rally if:
 - The player fails to return the shuttle.
 - When the player touches the net in play.
 - The player touches the shuttle with any part of the body.
 - The shuttle is hit twice.
 - When the server commits fault according to the serving laws.

- Give the students this handout about faults in play to be done for homework:

HOMEWORK

Write the sentences with the help of this substitution table.

X	the player	fails to return	the shuttle	X
when	the player	touches	the net	in play
X	the player	touches	the shuttle	with any part of the body
X	the shuttle	is	hit	twice
X	the server	commits	fault	according to the serving laws


the player	with any part of the body	touches
hit	fault	the net
fails to return		

Lesson twelve

<ul style="list-style-type: none"> Correct the homework. Use the PPT rules if necessary, but make sure students understand the rules. Tell them that in the next lesson they'll have a test. 	10'																														
<ul style="list-style-type: none"> LEVEL COMPETITION 	45'																														
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;">Berta</td> <td style="width: 15%;"></td> <td style="width: 15%;">1st level</td> </tr> <tr> <td></td> <td>Josep</td> <td></td> <td>Haidée</td> <td>2nd level</td> </tr> <tr> <td>Joan L</td> <td>Lluïsa</td> <td>Andreu</td> <td>Mahmadou</td> <td>3rd level</td> </tr> <tr> <td>Desirée</td> <td>Maria</td> <td>Joan</td> <td>Albert</td> <td>4th level</td> </tr> <tr> <td>Joan B</td> <td>Helena</td> <td>Jordi</td> <td>Carlos</td> <td>5th level</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>			Berta		1 st level		Josep		Haidée	2 nd level	Joan L	Lluïsa	Andreu	Mahmadou	3 rd level	Desirée	Maria	Joan	Albert	4 th level	Joan B	Helena	Jordi	Carlos	5 th level						
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<p>Students are placed in the levels at random. They are distributed in 5 levels. The aim is to get to 1st level by challenging other students. The matches last 5 minutes. One second level student may challenge one first level or be challenged by one third level one. Students may be challenged by students on the same level as well. After the matches the students change levels according to the result. Those who win their matches go up a level. If they lose, they go down. If they are beaten by students of the same level they will remain on their level. Use a blackboard to show this level competition chart.</p>																															

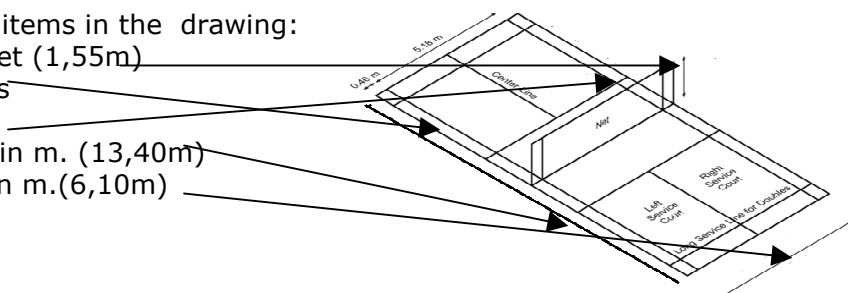
ASSESSMENT

MPCC31

	ALUMNE:	PROFESSOR/A:
DEPARTAMENT: EDUCACIÓ FÍSICA		GRUP: 1R
CRÈDIT:		UNITAT BADMINTON IN ENGLISH

Activitat	Puntuació i criteris d'avaluació
Puntuació mínima per donar per assolida la unitat 2	
Correspondència nota qualitativa i numèrica	
Insuficient:0-2	Suficient:3
Bé:4-	Notable:5-6
	Excel·lent:7

- Label the following items in the drawing:
 - The height of the net (1,55m)
 - side line for doubles
 - side line for singles
 - length of the court in m. (13,40m)
 - width of the court in m.(6,10m)



2. Write the three competitions of Badminton.

_____ singles _____ doubles _____ mixed doubles

3. Explain the position of the server and the receiver in a service.

(in diagonally opposite service courts)

4. Fill in the blanks:

- Each game is played up to _____ points. (21)
- A match is the best of _____ games (3)
- If the score reaches 20-20, the side which gains a _____ wins (two point leads)
- If the score reaches 29-29 the side that scores _____ point will win the game.(30)

5.Singles:

A plays with B. The score is A=7 B =8 B has just lost the rally. Who serves and from which side?

6. Doubles. Fill in the blanks

If the serving side wins a rally, the same player continues the serve but
 He/She _____ (changes service court)

7.Fill in the blanks:

A player’s side loses the rally if:

- The player _____ to return the shuttle. (fails)
- When in play the player _____ the net. (touches)
- The player touches the _____ with any part of the body. (shuttle)
- The shuttle is _____ twice .(hit)
- When the server _____ fault according to the serving laws. (commits)

hit	shuttle	commits	fails	touches
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STUDENT'S ASSESSMENT

- Students will be distributed in groups of 4. Two of them play. The other two act each as a referee and observer. They both put a mark (between 1 and 4; 1 is the lowest and 4 is the top mark). After finishing players change roles.

Technical skills	Forehand service								
	Backhand service								
	Grip								
	clear								
	lob								
	drop								
	Smash								
TACTICS	Return service								

Teacher's assessment

The teacher with this chart will give marks to each student while they are playing.

TEACHER'S ASSESSMENT

Technical skills	Forehand service																		
	Backhand service																		
	Grip																		
	clear																		
	lob																		
	drop																		
	Smash																		
TACTICS	Return service																		
THEORETICAL SKILLS	Referee																		
	Court																		
	Score																		
	Faults in play																		
	Taking notes in the class																		
ATTITUDES	Courage to face success or failure																		
	Respect for others																		
	He/she struggles to do better																		
	Track suit																		
	He/she wears changing clothes																		
Global mark																			