

**1. Bullfighting**

This week's lesson is on the subject of bullfighting, which was recently banned in the Spanish region of Catalonia, but continues in other parts of Spain and also in Portugal, parts of France, and some countries in Latin America.

**Level**

Pre-intermediate and above (equivalent to CEF level A2–B1 and above)

**How to use the lesson**

1. Brainstorm on the subject of bullfighting. What does it consist of? In what parts of the world does it take place? Why do some people oppose it? What might be the arguments in defense of it? What are the students' own opinions on the subject? Can they think of other activities, anywhere in the world, that some people regard as cruelty to animals, but others see as important traditions? Are there any such activities in their own country?
2. Give each student in the class a copy of Worksheet A and give them sufficient time to read through it, encouraging them to look up new vocabulary. Tell the students it is important that they try to remember as much of the information as possible.
3. Tell the students they are going to prepare a quiz for each other. Then divide the class into two teams, A and B.
4. Cut Worksheet B into two halves and give each member of each team the corresponding half. Explain that each team has to work together in order to formulate the questions that produce the answers given, based on the text on Worksheet A. Note that it is possible for there to be slight variations of each question, so be flexible where possible.
5. When both teams have finished preparing their questions, ask them to turn over Worksheet A and the glossary so that they can't see them.
6. The two teams now take turns asking and answering the questions. Encourage the teams to confer before answering, but make it clear that once they have given their answer, they cannot change it. You should only accept answers given in correct English. Keep score on the board; the team with more correct answers at the end of the quiz wins.
7. Cut Worksheet C into two halves. Divide the students into pairs, Student A and Student B, and hand out the halves of the worksheet so that Student A's grid has the words that Student B's grid is missing, and vice versa. The idea is for the students to *describe* the words they have in their grids, so that their partners can guess what they are and fill them in. It is therefore vital that they don't show their grids to their partners. Tell the students to describe the words one by one, and to take turns speaking. You could let the students continue describing the words for as long as it takes for their partners to identify them, or as a fun alternative you could impose a time limit for the description of each word. Before the students begin, point out that all the missing words feature in the text on Worksheet A.
8. Check answers in open class.

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**Answers:**

**Exercise 1**

**Team A**

1. When will the ban on bullfighting in Catalonia begin?
2. What does *torero* mean?
3. Where in Europe will bullfighting continue?
4. When was the last bullfight in Catalonia/Barcelona?
5. What is the capital of Catalonia?
6. What do many people believe about the color red / the red cape?
7. How many bullfighters are women?
8. What did 180,000 people in Catalonia do / How did people get bullfighting banned?

**Team B**

1. Who voted/decided to ban bullfighting?
2. Where is Catalonia?
3. Where in Latin America will bullfighting continue?
4. What does the bull try to do?
5. How does the bullfighter usually move around the arena?
6. Why doesn't the color red make bulls (especially) angry?
7. What weapons do the bullfighters often have / What do bullfighters use to kill the bull?
8. How many bulls died in the arena in Barcelona on September 25?

**Exercise 2**

1. myth
2. weapon
3. exciting
4. entertainment
5. cruel
6. petition
7. attack
8. horn
9. skillful
10. tradition
11. parliament
12. brave
13. aggressive
14. arena

When the crossword has been completed correctly, *Mexico* and *Colombia* will read from top to bottom.

**2. Related websites**

Send your students to these websites, or just take a look yourself.

<http://www.cas-international.org/en/home/suffering-of-bulls-and-horses/bullfighting/bullfighting-in-latin-america/>

Information on bullfighting in Latin America from CAS International, who are against bullfighting. Challenging for Pre-intermediate level.

<http://www.npr.org/2011/09/28/140889324/bullfighting-in-spain-stays-alive-despite-regional-ban>

An NPR article (October, 2011) on the bullfighting ban in Catalonia, with accompanying audio. Challenging for Pre-intermediate level.

<http://www.guardian.co.uk/world/2010/jul/28/bullfighting-countries-list>

An article from British newspaper *The Guardian* (July, 2010) on bullfighting around the world. Challenging for Pre-intermediate level.