The Fans

Lesson Plan – Question3: What are your favourite English words?

Level	A2 – B1
Aims	To think about words that students like / don't like.
	To focus on vocabulary: adjectives, adverbs, verbs, nouns etc.
	To write and perform a short dialogue between two famous people practising phrases taken from the fans video.
Language	
Skills & functions:	a) To talk about students' favourite / least favourite words.
	b) To listen for specific information.
	c) To write a dialogue and speak: students will perform a role-play. they've written between two famous people.
Vocabulary	Grouping words into categories / word formation (e.g. adjective, noun etc) and focus on their meaning.
Grammar:	Review
Focus:	Personalisation: think about words that students like / don't like. How to use vocabulary, learning vocabulary.

Materials you will need:

a) DVD or webpage ready to show Question 13: What are your favourite English words?
b) Copies of students' worksheets (i.e. Activities 1-6).
c) Optional - blank paper (see Activity 3)

Stages & timing:

a) Before you watch: Lead in (10mins) Activity 1 (10 minutes)
b) While you Watch: Activity 2 (5 minutes).
c) Post-watching: Activity 3 (10-15 minutes) Activity 4 Vocabulary (10 minutes)
   Activity 5 (15minutes) Activity 6 (5-10 minutes)
d) Stimulus Questions: (5-10 minutes).

for more English language learning activities

Lead In (10 mins)

Think of your most favourite and least favourite words in English and also in your own language. Write the first two letters of each word on the board. Tell students they need to try to guess the words and that two are English and two are their language. If they find this difficult, add letters until they guess the words. Ask the students 'Why is there a connection between these words and me?' Elicit a few ideas and then tell them the connection.

Pre-Watching and Watching

Activity 1 (Prediction 10 mins)

Tell the students they are going to watch a video of the fans called 'What are your favourite English words?' Students look at the worksheet Activity 1 table and try to predict the favourite words. Compare and discuss with a partner.

Feedback: ask the class for some of their ideas.

Watch and check.

Answer Key Feedback: go through the answers

FAN	Favourite Word	FAN	Favourite Word
Albert	Love	**Valentini**	Oh dear
Jorge	Thunder and storm	**Jorge**	Never mind and Something like that
Juan Carlos	Country	**Farid**	Something is better than nothing
Jaime	Particularly	**Mansour**	Actually
Minji	Positive and Enthusiastic	**Asier**	Burger and Beer
Martin	Family	**Beatriz**	Obviously

While Watching

Activity 2: Reasons Why? (5 mins)

Ask the students if they remember why some of the fans chose the words they did. Students look at the table (worksheet Activity 2). Watch the video again and students write the name of the fan next to the sentence.

Answer Key Feedback: Check the answers

I find that they are very energetic words.	Juan Carlos / **Jorge** / Mansour
I love that word, I don't know why.	**Beatriz** / Minji / Valentini
I think it is a very short and beautiful word.	**Albert** / Asier / Jaime
It just puts everything into perspective in one word.	Jorge / Farid / **Martin**
I don't know why.	**Jaime** / Jorge / Juan Carlos
I want to be like this.	**Minji** / Albert / Farid

Activity 3: Your favourite words (Personalisation task 10 - 15 mins)

Students fill in the table with their favourite words in English and in their own language (worksheet Activity 3). They do this on their own and then compare with their partner and talk about why they chose what they did. These can come from students' favourite songs / films / books etc.   e.g. *'I'll be back'.*

(Idea: put 4 large pieces of paper around the room with headings: most favourite English word, least favourite etc. Students write their words on the papers. Then go through each paper and ask class, 'Who wrote i.e. *happy*? Why did you write it? etc.).

Activity 4: Vocabulary (10 - 15 mins)

1. Ask students 'What kind of word is *positive*?' Is it a verb? (Answer: No, it's an adjective). Elicit other kinds of words the English language has e.g. noun, adverb, phrasal verbs, prepositions.

Students look at the table (worksheet Activity 4) and complete with the fans' words. Tell students that 2 words can go in 2 columns (i.e. the word *Love* both as a verb and as a noun).

Verb	Noun	Adverb	Adjective	Phrases
Love	Thunder	Particularly	***Positive***	Oh dear.
Thunder	Storm	Actually		Never mind.
	Love	Basically	Enthusiastic	Something like that.
	Country	Obviously		Something is better than nothing.
	Family			Burger and Beer

2. Word-work – Use the words from the table above

Tell students to look at the meanings and fill in the gap with the correct adverb.

Feedback the correct answers.   Students then fill in the meaning. Students repeat with adjectives.

Adverbs

Answer Key

Look at the meaning and write an adverb in the gap below: (Answers underlined below)

1) *Particularly* – especially or more than usual.
2) *Obviously* – in a way that is easy to understand or see.
3) *Basically* – used to introduce a simple short explanation about something.
4) *Actually* – used when you are saying what is the truth about a situation or when you are saying something surprising.

Write an adverb in the gap below:

1) <u>Actually</u>, he's only 35.
2) It was <u>particularly</u> hot yesterday.
3) She <u>obviously</u> didn't want to go to the dentist.
4) <u>Basically / Actually</u>, I'm lazy. That's why I never study.

Adjectives

Look at the meaning and write an adjective in the gap below.

1) *positive* hopeful and confident
2) *enthusiastic* interested and excited

Write an adjective in the gap below.

1) I wasn't very <u>enthusiastic</u> about going to the dentist.
2) Think <u>positive</u> about passing the exam

Students may also need other phrases explaining: *storm* - very bad weather with a lot of rain snow, wind etc; *Thunder* - the loud noise that you hear during a storm e.g. *thunder and lightning. Never mind* - used to tell someone not to worry about something because it is not important. *Oh dear* – used to show an emotion when you are surprised, upset or annoyed.

Remember that if students have access to internet, encourage them to use some of the many free online learners dictionaries. The above exercise bases some of its definitions on the Cambridge online Learner's Dictionary here
http://dictionaries.cambridge.org/default.asp?dict=L.

Activity 5: Write a dialogue (15 mins)

Before students do this activity in pairs it is useful to do one example as a class together. See model dialogue. Get them to choose 2 famous people and elicit where they are (e.g. in the park) (Idea: It is fun to give all students two minutes to quickly draw pictures of the famous people in the place in their notebooks). Ask students to choose 7 words from the list of fans' words (2 nouns, adverbs, phrases and one adjective). They can write them in the table (worksheet Activity 5).

Tell students they need to create a dialogue for the two people, which include the words they've chosen.

Model Dialogue:

Famous Person1 : *Fantastic! I think there is a storm coming! I love them. Do you?*

Famous Person 2: *Actually, I hate them.*

Students look at the worksheet Activity 5 and with their partner choose 7 words. Students then choose their own famous people, location and words and create a dialogue for them. Set a limit of 15 to 20 lines for the dialogue.

Activity 6: Perform the Dialogue (5-10 mins / can be extended)

Tell students they are going to perform their dialogues for other people in the class. They can use the words they wrote in the box as a prompt but otherwise should do it from memory. Each pair can perform to another pair. Then choose a few enthusiastic pairs to perform in front of the class.

Stimulus Question (5-10 mins)

Put students in pair/groups of 2-3 and get them to discuss the following question:

How easy do you find it to remember vocabulary? Have you got any techniques to help you remember words?

Are there any foreign words that are used in your language? Which are they and what language do they come from? Do you like them?

As a whole class, discuss their ideas.

Transcript

Albert	My favourite word in English is 'love'. I think it's a very short and beautiful word.
Jorge	I enjoy those words in English that don't come from Latin like 'thunder' and 'storm'. I find that they are very energetic words.
Juan Carlos	Maybe 'country'.
Jaime	'Particularly' is my favourite word. I don't know why.
Minji	In English I like 'positive' and 'enthusiastic'. I want to be like this.
Martin	'Family'. It just puts everything into perspective in one word.
Valentini	'Oh dear'. It's got to be.
Jorge	My favourite words: 'never mind' and 'something like that'.
Farid	That 'something is better than nothing'.
Mansour	Yeah, I use 'actually' too much and 'basically' but 'actually' I think is my favourite word.
Asier	'Burger and beer'
Beatriz	Maybe 'obviously'. I love that word, I don't know why.