

## The Fans

### Lesson Plan - Question 2: Why do you enjoy going to the match?

**Level**

B1

**Aims**

To enable students to talk about themselves – what they enjoy doing, where they have been or haven't been, what they can and can't do.

**Language**

**Skills & functions:**

- a) to listen for chunks of information.
- b) to talk about what students enjoy doing.
- c) to write about something students enjoy doing.
- d) to talk about experience (using present perfect)
- e) to talk about ability and rules (using can / can't)

**Vocabulary**

Vocabulary for describing the atmosphere at big events

**Grammar:**

Enjoy + *ing* (gerund); Present Perfect; Modals *Can/Can't*.

**Focus:**

Personalisation; students' interests, experience and abilities.

**Materials you will need:**

- a) DVD or webpage ready to show Question 2a: Why do you enjoy going to the match?
- b) Copies of students' worksheets (i.e. Activity 1, 2, 3 & 4).

**Stages & timing:**

- a) Before you watch: (10-15minutes)
- b) While you Watch: Activity 1 (10-15 minutes).
- c) Post-watching: Activity 2 (15-20 minutes) + follow-up writing (10minutes), Activity 3 enjoy + *ing* (10-15minutes), Activity 4 Present Perfect (10-15minutes) + can/can't for ability and rules (10minutes).
- d) Stimulus Question: (10minutes).

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**Before you watch (10-15 minutes)**

Ask the students:

Who enjoys going to a match?"

Why do you enjoy going to a match?

Write answers on the board.

Ask the students:

Have you seen a Premier League match?

Have you ever been to a football game?

Have you ever been to a Premier League match?

Model the difference between the third person singular form of the present perfect and the other forms:

I have been to a match.

Samir has been to a match too.

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**While you Watch**

**Activity 1: Who says what? (10 -15 minutes)**

Watch Question 2a

Ask the students:

What adjectives (describing words) did you hear?

Watch again and ask the students to complete Activity 1 while watching. You may need to pause the video after each fan to enable the students to complete the Activity.

Put the phrases below into the correct box.

Jorge	
Valentini	
Martin	1. "it's just contagious"

1. "it's just contagious"
2. "it's the whole atmosphere"
3. "it's a kind of generational bonding thing"
4. "the way in which people get together"
5. "a certain camaraderie"
6. "you get to see world class players"
7. "It's the atmosphere"
8. "it's a unique experience"

4. Check the answers together.

Jorge	7. "It's the atmosphere" 5. "a certain camaraderie" 3. "it's a kind of generational bonding thing"
Valentini	6. "you get to see world class players" 2. "it's the whole atmosphere" 8. "it's a unique experience"
Martin	4. "the way in which people get together" 1. "it's just contagious"

**Post Watching: (total 70 – 90 minutes)**

**Activity 2: Role-play (Lexical chunks) (15-20minutes)**

In order to encourage students to use and understand chunks of speech rather than only individual words put the students into pairs. Ask the students to read through and act out the dialogue below.

**Amir:** Have you ever been to a concert?

**Sara:** Yes. I have been to many concerts.

**Amir:** What do you enjoy about going to concerts?

**Sara:** I love the music and the 'whole atmosphere'.

**Amir:** What is it about the atmosphere that you love?

**Sara:** I love the music. The excitement and 'the way people get together'.

**Amir:** Do you enjoy dancing at concerts?

**Sara:** Yes, I really enjoy dancing. Dancing is 'just contagious.'

**Amir:** Wow! That sounds like it's a lot of fun.

**Sara:** Yes, it's great!

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**Follow-up writing** (10 minutes)

Put students into pairs or small groups and give them ten minutes to write a short dialogue describing an event that they have participated in. They need to use at least two of the expressions from the video.

**Activity 3:** What do they enjoy doing? (10-15 minutes)

Write a sentence to describe what each person is doing in the picture.

<p>1. They enjoy <u>eating fruit.</u></p>	<p>2. I enjoy <u>listening to music.</u></p>	<p>3. She enjoys <u>swimming.</u></p>
<p>4. He enjoys <u>running.</u></p>	<p>5. We enjoy <u>riding our bicycles.</u></p>	<p>6. You enjoy <u>reading.</u></p>

Follow-up pair- work: Students ask each other questions about which activities they enjoy doing.

**Activity 4:** (Present Perfect)

In pairs, students ask each other the questions in the chart below. The teacher then asks the students to tell the class one or two things about their partner:

Mona has never been to London, but she has eaten noodles.

Have you ever...?	Yes	No
1. I have been to London.	✓	
2. Jorge has been to a Premier League match.		
3. My friend has met a famous player.		
4. I have never eaten noodles.		✓
5. My teacher has taught English in other schools.		
6. My family hasn't moved house since I was born.		
7. I have always dreamed of playing professional football.		
8. I have lived here for more than a year.		
9. I haven't done my homework lately.		
10. I have studied English before.		
11. I have eaten humus with pita bread.		
12. My friend hasn't finished this Activity yet.		

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**Can / Can't:** (10-15 minutes)

Ask the students the following questions:

Where can you play ? On a tennis court or on a football pitch?

You can play football on a football pitch.

Where *can* you watch a Premier League match? You can watch a Premier League match on TV.

Where can you drive? You can drive on the road.

Where can you cook? You can cook in the kitchen.

Can you play football? Yes, I can play football.

Can you drive? No, I can't drive.

Can you cook? No, I can't cook.

Ask the students to find out three things that their partner *can* do well and three things that they *can't* do very well.

e.g. Martin can drive well but he can't run well.

Students report their findings to the class.

**Stimulus Question** (10 minutes)

Ask students "What do you think the Premier League players enjoy about their jobs?"

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