**My Secret Team**

Rovers or Town? Which football team does the boy support - in secret?

(Video link: <https://learnenglishkids.britishcouncil.org/en/short-stories/my-secret-team>)

(Game link: <http://learnenglishkids.britishcouncil.org/en/node/1054/embed> )

**Teacher’s Notes / Lesson Plan**

* The main activity is based on a narrative text (story/account) about supporting a sports team, which fits into the module“*Changes*”.
* Language items/structures:
* Connective “when” to express time
* Simple past tense to describe activities or events in a story
* Modal “could” to express permission
* Vocabulary items: e.g. team, support, cheer, score, matches

**Warm-up**

**Main Activity**

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| **Duration**  | 15 minutes |
| **Aims** | * To develop students’ ability to listen for the gist or main ideas
* To develop students’ ability to provide information in response to factual or yes/no questions
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| **Teaching Steps** | 1. Ask students if they like sports and which sports teams they support.
2. Tell students they are going to watch a video about a boy and his family and they need to answer the following question afterwards :

*What was the boy's problem?*(Answer: He did not support the same football team as his family.)1. Play the video and check the answers. Explain that families in England usually support the same football team.
2. Distribute the worksheet to students .Have them watch the video again and complete Part 1 by choosing between *could / couldn't*to complete the sentences.
3. Write the 9 words that can be found on the word search on the board and ask students to circle them on the word search.
4. Give a demonstration on the use of rising and falling intonation to ask questions, and share your answers to some of the questions from Part 3 orally.
5. Ask students to work in pairs and take turns asking and answering the questions. Encourage them to practise using the correct rising and falling intonation when asking questions.
6. Ask students to report to the class on what they have learnt about their partners.
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