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Lesson Plan: SOCCER

LEVEL: NOVICE

CULTURAL GOALS:

- Identify flags and names of Arab countries
- Design t-shirts for an Arab soccer team
- Learn cheering expressions used in soccer games

ACTIVITIES:

- Listening to a song
- Designing soccer T-shirts
- Playing soccer & cheering in Arabic

GRAMMAR:

- Nisba adjectives

3AMMIYYA:

- Cheering expressions

HOURS INSIDE CLASSROOM: 3

HOMEWORK: 2.5 hours

<http://khallina.org/?p=434>

ACTIVITY 1: NEW VOCABULARY

Suggested time: 20-25 minutes

TO GET READY

. Browse the Soccer Module online and read the Lesson Plan in detail.

. Print out the Vocabulary Pictures Worksheet (under Step 1 of module) - 1 copy per student.

. Print out questions to practice new vocabulary (Find under “Materials for the Teacher” in the website) - a set of questions per student

IN THE CLASSROOM

. Distribute among students the vocabulary worksheet printed.

. In groups of 3, students work on matching each word with its correspondent picture. Teacher asks students to say out loud these words during the task, to help them out with reading/pronunciation and possibly guessing some of these new words.

. The whole class goes over vocabulary as a group. Teacher makes sure that learners pronounce new vocabulary correctly. Since students might be unable to guess the meaning of all new words, the teacher distributes among students some questions to answer (already printed). By reading the questions, the meaning of some words will be clarified. Double check again meaning of words.

. Conduct activity of asking questions to each other as “speed dating”, a “cocktail party” (students walking around the room), or simply sitting in small groups at desks.

. Alternative activity: In groups of 3, students write or say out loud sentences that include some of the new words introduced in the activity.

. As a big group, students share the information obtained from classmates, or their own opinions.

ACTIVITY 2: NANCY AJRAM SONG

Suggested time: 25-35 minutes

TO GET READY

- . Teacher prints out the lyrics of Nancy Ajram's song, in Step 1 - 1 copy per student.
- . Teacher prints out the Soccer Discussion Questions (Find under "Materials for the Teacher" in the website) - 1 copy per student
- . Teacher distributes among students the Arab Countries & Flags worksheet that they will need for homework - 1 copy per student (find under Step 2 in the module)

IN THE CLASSROOM

- . Teacher asks students which sports they practice, played in the past, or like to watch. Teacher encourages students to use the verb أحب \ بحب (same root as in حُبّ وجبّبي from the vocabular worksheet) by providing an example first.
- . Teacher shows students the Nancy Ajram song videoclip (Step 1 on the website)
- . Teacher asks what sports is the song about? Writes on the board كرة القدم
- . Students read the lyrics of the song while listening again to it.
- . Students identify in the lyrics some of the new words introduced in the previous activity.
- . As a class, students discuss in English the concept of "football/soccer" and their background knowledge of it. (Potential discussion questions in the Materials for the Teacher)

PREPARE NEXT ACTIVITY

Time: around 1 hour

- . Students watch a video and complete a worksheet that prepares them to recognize the names of the Arab countries and flags (Step 2 in the website) - Ask students to bring the worksheet to class next day.
- . Students read an English article from Al-Ahram: "Ultras -- Good or bad?" (Find article under "Materials for the Teacher" in the website)

ACTIVITY 3: COUNTRIES & FLAGS

Suggested time: 25-35 minutes

TO GET READY

. Teacher prints out the Nisba adjective worksheet (Find under Grammar in the module) - 1 copy per group of 2 students

IN THE CLASSROOM

. Review HW worksheet (names of Arab Countries & flags) (e.g. by projecting all of the country names for students to correct their own work)

. In groups of two, students practice reading the country names aloud.

. As a class, teacher and students may identify what country names are similar to and different from their English translations; what countries have the definite article ال and what ones do not?

. Teacher introduces the concept of adjective in Arabic and how to derive those from names of countries to express nationalities and other type of affiliations (Grammar tab on the website can be shown on the screen)

. Teacher clarifies any questions and makes sure the concept is clear.

. In groups of 2, students work on eliciting the nationality of several famous Arab personalities (worksheet printed from Grammar tab)

. As a class, teacher and students go over the drill.

ACTIVITY 4: ULTRAS and SOCCER

Suggested time: 20-30 minutes

TO GET READY

. Teacher prints out the Ultras/Soccer Discussion Questions (Find under “Materials for the Teacher” in the website) - 1 copy per student

IN THE CLASSROOM

- . Teacher shows videos in Step 3 of the Module
- . In groups of 3-4, students discuss a couple of questions related to the videos (Find under “Materials for the Teacher on the website). These can be distributed among students or shown on a projector.
- . Teacher opens the floor for an open discussion.

ACTIVITY 5: CHEERS

Suggested time: 15-20 minutes

TO GET READY

. Teacher prints out the Cheers expressions worksheet under the 3ammiyya tab in the Module. - 1 copy per student

IN THE CLASSROOM

- . Teacher distributes among students worksheet with Arabic cheers.
- . Teacher asks students to hear and repeat the cheer words in the worksheet.
- . Teacher shows students the video under the 3ammiyya tab in the Module, and pauses at every vocabulary scene to elicit the word from students. Once they are able to read it and recognize its meaning, the teacher plays that section of the video, and so on until the end. After listening to each of the scenes, it is important to highlight the part of speech in which the commentator says the target expression(s), so that students train their ear.

PREPARE NEXT ACTIVITY

Time: around 1 hour

- . Students watch some extra videos in Resources+ (online)
- . Students write a couple of reflection paragraphs about 2 of the videos they watched (in English - 50-70 words each)

FINAL PROJECT: DESIGN SOCCER T-SHIRTS AND FORM TEAMS

Suggested time: 45-60 minutes

TO GET READY

. Teacher prints out the instructions for the Final Project (Find under “Your Turn” tab in the Module) - 1 copy per student

. Teacher buys white T-shirts - 1 per student (Alternatively, the teacher asks each student to bring a blank white T-shirt to class)

. Teacher brings a stack of white A-4 papers.

. Teacher brings to class colored pens that can be used on fabric and on paper.

. Teacher displays all of these tools on a big desk.

IN THE CLASSROOM

. Teacher explains briefly what is the Final Project about, and then distributes among students the instructions for their reference.

. Students read the instructions and divide themselves into 2 groups, that will form the 2 soccer teams.

. Teacher asks students to use as much Arabic they know as possible.

. Students go the big desk and grab their tools to start working on the project in team.

. Teacher does not intervene in the decisions of students while working in groups, but rather makes sure they are on track and provide advice when requested.

PREPARE NEXT ACTIVITY

Time: around 30 minutes

. Students revise the cheer expression in Arabic and watch again the video under the 3ammiyya tab in the Module

NEXT DAY: PLAY SOCCER & CHEER IN ARABIC!

Suggested time: 45-60 minutes

TO GET READY

. Students bring to class the T-shirt they designed.

IN THE CLASSROOM

. Students wear the T-shirts they designed.

. Teacher help students go over the cheer expressions they studied at home.

. Students and go out to the field to play a soccer game and use their Arabic.