

## **Football in the P.A.R.K.**

### **1. Before: Which words do you know?**

Before starting the unit, students put a tick on the left next to the words they know.

### **2. Which words are similar in Czech?**

Students identify words that appear to be similar in their own language

### **3. Which is the most useful word?**

Students identify the word in the unit they think is the most useful and explain why.

### **4. Pronunciation one-two-three and lip reading**

The teacher reads or plays the word, students 1 say the word in their minds, 2 articulate with no sound, 3 say the word. Then the teacher and later students in pair or groups lip read.

### **5. Which words have 2/3 syllables?**

Students identify which words have 2 or 3 syllables.

### **6. Which word is the easiest/most difficult to pronounce?**

Each student identifies the word they think is the easiest/most difficult to pronounce. The teacher helps the students pronounce the words they chose.

### **7. Which word has the stress on the 2nd syllable?**

Students look through the unit word list and identify which words are stressed on the second syllable. Then they practise clapping their hands on the stressed syllable.

### **8. Which word has the /θ/ or /ð/ or /æ/ or ... sound?**

The teacher chooses a sound and asks the students to look for words with the selected sound.

### **9. Which word am I spelling?/quick spelling**

The teacher starts spelling a word from the list and students have to recognize the word as fast as possible, ideally before finishing the spelling. Then students do the same in pairs or groups.

### **10. The teacher can't spell**

The teacher spells a word from the list and students have to listen and decide if it is correct or not. Then students do the same in pairs or groups.

### **11. Which word is the easiest/most difficult to spell?**

Again, each student identifies the word they think is the easiest/most difficult to spell.

### **12. Test your partner's (finger) spelling**

In pairs, one student chooses a word and ask the other student to spell it. It helps if students use their fingers and "write" the word on their palms, for example.

### **13. Which words have you seen/heard today?**

It's a great "cooler" at the end of the lesson, students which word they have seen in the lesson.

### **14. Which words are positive/negative/....?**

Students select which word are positive, negative, .... things they can touch ...

### **15. Identify the word (from a definition)**

The teacher tells the students a definition and students look at the list and underline the word they think the teacher is describing.

### **16. Rapid translation or rapid underlying**

As a class or in pairs, the teacher or student reads the translation and the student(s) say the word in English. Or the teacher or student in pairs selects 5 to 10 words from the list and calls these out quite quickly, students listen, find and underline these words in the list. Students then compare and check that they have found the correct words.

### **17. Justify your pair/group**

Students find words that somehow go together and explain their choice.

### **18. Word of the day**

Students choose the word of the day and put it on the board.

### **19. Red card word(s)**

Students choose the word(s) that can't be on the test 😊

### **20. Make a sentence using X of the words**

Individually, or in pairs, students make sentences using e.g. 3 or 4 words from the list.

### **21. Cover the word “tails” and read**

Students cover the “tails” of the words and read them.

### **22. After: Which words do you know?**

After finishing the unit, students put a tick on the right next to the words they now know. They can compare this with the words they knew before starting the unit and see their progress.