

SITUATION

You and your classmates have seen many American football games, but sometimes get confused with what happens during a fútbol, or soccer game, in English.



task

Listen to a tape of the game and decide if the statements you hear are about a soccer game, a football game or both. Then write the number of each statement in the Venn Diagram as indicated on your worksheet to show the differences or similarities between the two sports.



standards

Communication (Interpretive, Interpersonal, and Presentational Modes)
Cultures (Products)
Comparisons (Concept of Culture)



benchmarks

- | | |
|---------|---|
| CM-1-B4 | Identifying familiar people, events, places, animals, and things based on oral and/or sample written descriptions |
| CM-1-B7 | Demonstrating comprehension of simple visual and auditory cues, such as gestures and intonation |
| CL-2-B1 | Identifying tangible products and symbols of the culture(e.g., toys, dress, types of buldings and foods) using authentic materials |
| CL-1-B7 | Demonstrating a comprehension of common words, phrases, and idioms that reflect the target cultures |
| CP-2-B1 | Comparing simple patterns of verbal and nonverbal behavior or interaction in various cultural settings (e.g., table manners, greetings) |
| CP-2-B2 | Comparing tangible products of the native and target cultures, using authentic materials (e.g., toys, foods, clothing) |



materials

- cassette tape
- student worksheet (Venn Diagram)
- transparency

 activation

The day your school has a big game in some sport, ask students about what happens during the game or event. What are some things players would do? What are some things spectators would do?

 information

Using TPR, select a few students from the class to mimic your actions. Then, give the command to either touch, point, or pick up the item.

Example:

1. Toquen la pelota de fútbol.
2. Muestren el casco.

When the students seem to have mastered the vocabulary through correct performance of TPR activity, allow them to do a role reversal and have them give commands to the other students.

Cassette Script:

1. Se pueden usar las manos.
2. Gritan porras.
3. Jalan banderas.
4. Comen tacos.
5. Cada gol vale seis puntos.
6. La cancha es más grande.
7. La pelota es redonda.
8. Comen perros calientes y hamburguesas.
9. Comen palomitas de maíz.
10. La Ola
11. La cancha es rectangular.
12. Hay once jugadores.
13. Los jugadores usan cascos.
14. Este deporte se originó en Inglaterra.
15. Beben Coca-Cola.



student task

Explain to the students that they will listen to a tape of students playing a game concerning American football and soccer. Tell them they are to decide if the statements and spectator activities they hear are about a soccer game, a football game, or both. Pass out the worksheet of the single Venn Diagram and explain its components. Direct students to put the number of the statements in the appropriate place on the Venn diagram to show the differences or similarities between the two sports and its spectator activities. Give an example, if necessary.



feedback

1. Play the tape again and ask students to compare answers with a neighbor.
2. Discuss the students' answers by showing the transparency with the correct answers.

Nombre _____

Instructions: Listen to the tape of the game and decide if the statements you hear are about a soccer game, a football game or both. Then write the number of each statement in the Venn Diagram showing whether the statement applies to **fútbol**, **fútbol americano**, or **both**.



