

An Introduction to Football

Introducing auxiliary verbs do, be, and have.

1. Warm up

Ask and answer the following questions.

What sports do you...

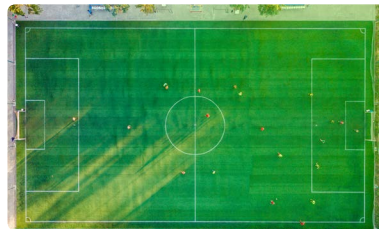
1. play?
2. like?
3. dislike?
4. watch on TV?

2. Vocabulary

A. On your own, look at the pictures and words and tick the ones you know.



a football



a football pitch



a referee



a goal



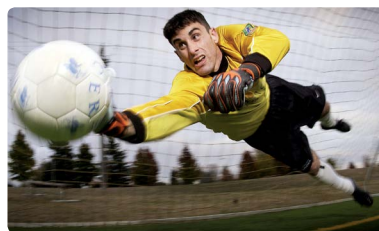
to be sent off



a stadium



a team



a goalkeeper / a goalie



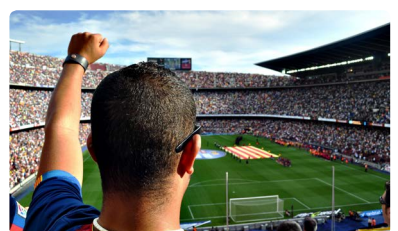
a player



a trophy



a football kit / a uniform



a fan

B. Compare what you know with your partner.

3. Reading

A. Read the text and fill the gaps with the words from Part 2A.

Football is a sport that is played **around the world**. Each 1. _____ has eleven 2. _____. Football is played on a 3. _____ which is green and usually made of grass. Many football teams have their own 4. _____ where 5. _____ can go and watch them play. There are two teams in each game who compete to win a **prize**, usually a 6. _____. Each team kicks the 7. _____ to other players in their team and tries to score a 8. _____. The 9. _____ tries to stop the football entering the goal. A goalkeeper doesn't usually score goals. There is also a 10. _____ who makes sure the players **follow the rules**. If players don't follow the rules, they can receive a yellow or red card. If they receive a red card, they are 11. _____. Each team has their own 12. _____ and colors. Teams usually have two kit colors, one for games they play **at home** and another for games they play **away**.

B. Looks at the words in bold in the text. What do you think they mean?

4. Auxiliary Verbs

A. Read the information about auxiliary verbs.

An auxiliary verb is often called a 'helping' verb. We use it with:

1. A **main verb** (an action word) such as run, jump, and play.
2. A **noun** (an object or person) such as a cat, a sister, a car, and a book.
3. An **adjective** (a describing word) such as tall, small, old, and green.

B. Complete the table with the correct auxiliary verb form. Check the text in Part 3A for help.

	Do	Have	Be		Do	Have	Be
1. I	_____	_____	_____	4. We	_____	_____	_____
2. You	_____	_____	_____	5. You	_____	_____	_____
3. He/she/it	_____	_____	_____	6. They	_____	_____	_____

C. Circle the auxiliary verb in each sentence.

- a. My uniform is **red**.
- b. We don't **watch** football on TV.
- c. They have a favorite **football club**.

D. Read the sentences again and decide which of the words in bold is:

1. _____ a main verb
2. _____ a noun
3. _____ an adjective

E. Complete the sentences with the correct auxiliary verb.

1. She two brothers.
2. I like tennis. I like baseball.
3. The stadium very big.

F. Complete the sentences with the correct word from the box.

cold uniform play

1. She doesn't football on weekdays.
2. It is today. I don't want to go to practice.
3. He has a blue

5. Practice

A. Write full sentence answers to the following questions.

1. How many players does a football team have?

.....

2. What does a goalkeeper usually not do?

.....

3. What color is a football pitch?

.....

B. Write sentences about any topic using the auxiliary verbs you studied in today's lesson.

1. do

2. have

3. be

C. Read your sentences to partner or the class.

An Introduction to Football



Level:	Beginner: A1
Updated:	Oct 10, 2022
Language:	Function: Comprehending text. Forms: Modal and auxiliary verbs.
Teaching time:	60 minutes.
Overview:	Students read about football and learn vocabulary relating to the sport. Students are also introduced to the auxiliary verbs do, be, and have.

1. WARM UP

A warm up activity helps set the mood for the topic/lesson and is a good opportunity to assess students' ability to generate language as well as elicit target vocabulary used in the lesson. If students struggle to engage with their partners, ask questions to encourage participation. Allow a few minutes for students to complete the activity and continue the conversation if interesting.

Elicit answers from students.

2. VOCABULARY

- A. Individually, students look at the pictures and words and tick/check the ones they know.
- B. In pairs, students compare what they ticked with their partner. Encourage students to teach their partner about words they don't know. Answer any questions that arise.

3. READING

- A. Individually, students complete the text with the words from Part 2A. Students can check their answers by taking turns reading the text with a partner and discussing any differences. Check answers as a class.
1. team
 2. players
 3. (football) pitch
 4. (football) stadium
 5. fans
 6. trophy
 7. (foot)ball
 8. goal
 9. goalkeeper
 10. referee
 11. sent off
 12. (football) kit/uniform
- B. In pairs, students look at the words in bold in the text and decide what they mean. Go through in open class.
1. around the world
In many countries/places.
 2. prize
A reward usually in competitions.
 3. follow the rules
Obey the rules.
 4. at home
In the team's hometown.

5. away
In a different town/country/place.

4. AUXILIARY VERBS

- A. In pairs or as a class, students read the information. Discuss the words verb, noun, and adjective. Elicit examples to check understanding.
- B. Individually, students complete the table with the correct auxiliary verb form. Encourage students to check the text in Part 3A for help. Explain negative forms and remind students that we don't usually use the auxiliary verb 'to do' in positive sentences although it can be used for emphasis.
1. I do have be
 2. You do have be
 3. He/she/it does has is
 4. We do have are
 5. You do have are
 6. They do have are
- C. Individually, students circle the auxiliary verb in each sentence. Students can compare their answers with a partner and discuss any differences or check answers as a class.
- a. My uniform **is** red.
 - b. We **don't** watch football on TV.
 - c. They **have** a dog.
- D. Individually, students look at the sentences again and decide which of the words in bold is:
1. a main verb
watch
 2. a noun
football club
 3. an adjective
red
- E. Individually, students complete the sentences with the correct auxiliary verb. Remind students we usually use the negative form of 'to do' with main verbs. Students
1. She **has** two brothers.
 2. I **don't** like tennis, I like baseball.
 3. The stadium **is** very big.
- F. Individually, students complete the sentences with the correct word from the box. Students can compare their answers with a partner and discuss any differences or check answers as a class.
1. She doesn't **play** football on weekdays
 2. It is **cold** today. I don't want to go to practice.

3. He has a blue **uniform**.

5. PRACTICE

- A. Individually, students write the answers to the questions. Ensure students use full sentence answers. Monitor and assist if necessary.
1. A football team has eleven players.
 2. A goalkeeper does not usually score a goal.
 3. A football pitch is green.
- B. Individually, students write 3 sentences about any topic using the auxiliary verbs they studied in today's lesson. Assist if necessary.
- C. Individually, student read their sentences to a partner or the class.