

B1 - WOMEN'S FOOTBALL (BBC PODCAST)**Level:** B1**Time:** 40-60 minutes

Lesson focus: The class looks at the reasons for inequality in women's football, based on a BBC 6-minute English podcast 'Women's Football'. The lesson starts by identifying the best woman football players and contrasting them with the best man football players. It poses the question "Why is men's football more popular than women's?" the answer to which is in the first part of the listening. The podcast deals with six new vocabulary items, which students match with their definitions and check the answers by listening to the second part of the podcast. Finish the class by filling the gaps with the missing words and discussing the answers to the questions. Additionally, students may try writing an article in the B1 PET style, discussing different ways of convincing young women into playing professional football.

Materials:

- Women's Football - Presentation
- [BBC 6-minute podcast 'Women's Football'](#)
- Optionally - podcast transcript

Learning objectives:

- to discuss women's football inequality
- to listen to and understand a podcast
- to learn and use six new vocabulary items
- to write an article

Structure:**1. Lead-in (6 mins)**

Show pictures of four female football players and ask who they are. Students discuss their predictions.

Show the second slide with four pictures of male football players. Identify all football players and their teams.

Slide 1: Lieke Martens (Paris Saint-Germain) (Top left), Alexia Putellas (FC Barcelona) (Top right), Lucy Bronze (Manchester City) (Bottom Left), Lucie Martinkova (Sparta Prague) (Bottom right).

Slide 2: Lionel Messi (Paris Saint-Germain) (Top left), Robert Lewandowski (FC Barcelona) (Top right), Cristiano Ronaldo (Portugal national team) (Bottom left), Zlatan Ibrahimović (Sweden National Team) (Bottom Right).

2. Pre-listening discussion (4 mins)

Ask why students were able to recognize the men's football players and not the women's football players.

Students think of some possible reasons why women's football isn't popular nowadays and where it stems from historically.

3. Listening for gist (7 mins)

Play the first part of the recording (0:00 - 5:20) and check if the predictions from the pre-listening discussions were correct. At the same time, try to find an answer to the second question *When was the first official women's World Cup?*

Answers: 1) Men's football association banned women's football players from playing on their pitch, as they were afraid that they would take their money and success.

2) 1991

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4. Answer analysis (5 mins)

Read the transcript of the recording explaining the reason behind the lesser success of women's football. Explain any new words (except for the vocabulary items mentioned in the next part of the class).

Discuss whether the students were surprised by the reason why women's football isn't as popular as its men's version.

5. Vocabulary analysis (5 mins)

Students match the new vocabulary with the definitions. With weaker groups, it may be beneficial to listen to the recording again or go over the transcript.

Listen to the second part of the recording (5:20-6:20) and check the answers.

Answers: 1c, 2e, 3f, 4d, 5b, 6a.

6. Gap fill (4 mins)

Using the words from the previous exercise, fill in the gaps changing the form if necessary.

Answers: 1.banned, 2.struggle, 3.dampen...enthusiasm, 4.concerted effort, 5.has agency, 6.backlash.

7. Discussion (9 mins)

Students work in pairs, asking and answering the questions from before.

Monitor the activity and provide speaking feedback as needed.

8. Optional - writing (article) (20 mins)

In the style of B1 PET Cambridge, students write a short (100 words) article dealing with women's football and answer two questions:

- 1) How can you convince young women to play professional football?
- 2) Is it possible to make it a popular sport?