

The two clubs are packed with international superstar players - including the world's two best players in Leo Messi and Cristiano Ronaldo - and 10 of the starting 11 players from Spain's 2010 World Cup final victory play with either Barcelona or Real Madrid.

This is a story with **resonance** around the sporting world, with many instantly recognisable figures to an international audience such as Jose Mourinho. But it is also a tale of a country divided by a bitter rivalry.

Passage taken from

Fitzpatrick, R 2012. El Clasico: Barcelona v Real Madrid: Football's Greatest Rivalry

<https://www.bloomsbury.com/uk/el-clasico-barcelona-v-real-madrid-9781408158791/>

Please include a rationale for why you have chosen this authentic material (approximately 100 words):

I have chosen this authentic material because the students are all Spanish. Football in Spain is regarded as a huge part of their culture and as their identity. Pairing up the biggest football rivalry with Spanish learners will be a great way to keep learners enthusiastic and entertained during the lesson as it is something they might relate to and feel proud of. On top of that I will be a great topic to decipher throughout the lesson as it is safe to assume each learner would have attended a football match or have an experience revolving around the topic at hand while improving their reading skills. At this level, learners should know the vocabulary used in the writing piece and so a Presentation Stage for new vocabulary won't be necessary.

<u>Stage Name</u>	<u>Stage Aim</u>	<u>Time</u>	<u>Interaction Pattern</u>	<u>Teacher's procedure</u>	<u>Students will...</u>
Introduction	To get the students engaged with/excited for the topic of the lesson.	10 Minutes	T-S	T will present pictures on the board and encourage students to discuss possibilities of what the lesson topic will be. Pictures found in Material section.	Begin to use English and start to establish the lesson topic. Students will also become excited for the topic of the lesson as its directly relevant to their country and their culture.

Specific Understanding) 1	reading amongst students.	skills the		fill in the gaps with the missing words. A list of missing words will be displayed on the board. 1) On completion, T will inform the pairs that they must take it in turns to read a sentence out loud to each other. 4) T will monitor closely to ensure the students have completed the sentences correctly. T will prompt and elicit correct answer, encouraging students to discover it on their own.	
Activity focusing on detailed understanding of the text. (reading for Specific Understanding) 2	To further establish more advanced reading skills such as reading for detail. This will be ensured by asking more difficult questions.	10 minutes	Ss-Ss	1) T will then provide the students with a worksheet (material section) which will ask the students questions requiring a more detailed understanding of the text. 2) The students will remain in their pairs and T will encourage them to discuss the answers of the questions.	Prove they have a good understanding of the text by answering the questions. Discuss the questions in pairs and analyse the text in depth in order to derive the correct answer.
Review of Vocabulary	To allow students to see the vocabulary in a different context, fully establishing its meaning in their memory.	5 minutes	S-S	Hand out a worksheet of a list of 5 sentences which will explain the target vocabulary in one column and a list of the target words in another column, students are to match the word to the correct sentence.	Match column A to column B. Students will use the knowledge they have gained throughout the lesson to decipher which target vocabulary is needed for each sentence. Enhance the meaning of the new vocabulary to their memory.