

# World Cup 2018

## Topic

World Cup 2018, sports and culture

## Aims

- To practise sports vocabulary and collocations
- To develop speaking skills through discussion and giving a presentation
- To practise reading skills
- To develop research and presentation skills

## Age group

Teens/adults

## Level

CEF level B1 and above

## Time

90 minutes +

## Materials

- World Cup student worksheet
- World Cup qualifying countries cut-out sheet
- World Cup materials from LearnEnglish Teens  
<https://learnenglishteens.britishcouncil.org/uk-now/read-uk/world-cup-2018>

## Introduction

In this lesson, students will discuss sports in general and find out about the World Cup 2018 through a quiz and a reading activity. The lesson is based around a reading text from our LearnEnglish Teens website.

Finally, students will work in pairs to research and create a presentation about one of the World Cup qualifying countries. Depending on resources, this could be an online presentation or a simple poster, with research done either in class time or at home.

**Procedure**

<b>1. Lead-in (5 minutes)</b>	<ul style="list-style-type: none"> <li>Put some photos of famous football players on the board (or project them if you have a projector/IWB). They should all play for their national teams. Ask students if they recognise them and what they have in common. See if they can identify their national teams.</li> <li>Remind students that the World Cup begins on 14 June, and that in this lesson they are going to learn more about the tournament and the countries taking part in it.</li> </ul>
<b>2. Task 1 – Vocabulary (5–10 minutes)</b>	<ul style="list-style-type: none"> <li>Give students the student worksheet and ask them to work in pairs to complete Task 1. This activity tests students' knowledge of collocations. Point out that there could be more than one option possible and they should put the verb in the correct form.</li> <li>After a few minutes, check the answers:             <ol style="list-style-type: none"> <li><i>doing/playing</i></li> <li><i>beats</i></li> <li><i>support</i></li> <li><i>playing</i></li> <li><i>practise</i></li> <li><i>win</i></li> <li><i>Going</i></li> </ol> </li> </ul>
<b>3. Task 2 – Discussion (10 minutes)</b>	<ul style="list-style-type: none"> <li>Put students into pairs and ask them to discuss the statements in Task 1, saying whether they agree with them. Here you could ask them to agree, disagree or modify the statements so that they are true for them. Encourage them to explain their answers and give more information.</li> <li>Set a time limit and then get feedback from students.</li> </ul>
<b>4. Task 3 – World Cup quiz (15 minutes)</b>	<ul style="list-style-type: none"> <li>Divide students into teams – ideally teams should have 3–4 members. Tell them they are going to do a pub quiz to find out what they know about the World Cup.</li> <li>You can either give out the worksheet with Task 3 on it and ask students to work through the questions in their teams, or if you want to make this into more of a live listening, read the questions and options and just ask teams to write down their answers on a piece of paper.</li> <li>Once you have asked all the questions, go through the answers, awarding each team one point for each correct answer.</li> </ul> <p><b>Answers:</b>  <i>Q1: c. Uruguay</i>  <i>Q2: c. Brazil (They have won five times.)</i></p>

	<p>Q3: c. 171 (in the 2014 World Cup)</p> <p>Q4: b. almost 50% (3.2 billion people watched)</p> <p>Q5: a. 20 (This year is the 21st; normally they are every four years, but there have been some breaks during World Wars.)</p> <p>Q6: c. Qatar</p> <p>Q7: b. The USA</p> <p>Q8: c. 38 million dollars</p> <p>Q9: a. Hungary</p> <p>Q10: b. The Netherlands</p>
<p><b>5. Task 4 – Pre-reading task (5 minutes)</b></p>	<ul style="list-style-type: none"> <li>Tell students they are now going to read about the World Cup 2018 and find out more about how the competition works. You can either print off the worksheet from LearnEnglish Teens here: <a href="https://learnenglishteens.britishcouncil.org/sites/teens/files/world_cup_2018_-_exercises.pdf">https://learnenglishteens.britishcouncil.org/sites/teens/files/world_cup_2018_-_exercises.pdf</a> or go to the website and do the activities online here: <a href="https://learnenglishteens.britishcouncil.org/uk-now/read-uk/world-cup-2018">https://learnenglishteens.britishcouncil.org/uk-now/read-uk/world-cup-2018</a></li> <li>Ask students to do the pre-reading vocabulary exercise before they read the text. Check pronunciation of the words.</li> </ul>
<p><b>6. Task 5 – World Cup reading (20 minutes)</b></p>	<ul style="list-style-type: none"> <li>Print out the text: <a href="https://learnenglishteens.britishcouncil.org/sites/teens/files/world_cup_2018_-_text.pdf">https://learnenglishteens.britishcouncil.org/sites/teens/files/world_cup_2018_-_text.pdf</a> (or if you have access to the internet or tablets in the classroom, you could ask students to read it online).</li> <li>Give students time to read and then, if you want to challenge them a bit more, ask them to turn over the text.</li> <li>On the board, you can write the headings from the text: <ul style="list-style-type: none"> <li><i>Which countries will take part?</i></li> <li><i>How does the tournament work?</i></li> <li><i>Who will be the stars?</i></li> <li><i>What about teen players?</i></li> <li><i>What are the new rules?</i></li> <li><i>What about the UK?</i></li> </ul> </li> <li>Put students into pairs and ask them to talk about what they can remember about each part of the text. Get some feedback and then check back with the text.</li> <li>Ask the students to do the true/false comprehension exercises (again, either on the worksheet or directly online). You can check the answers here: <a href="https://learnenglishteens.britishcouncil.org/sites/teens/files/world_cup_2018_-_answers.pdf">https://learnenglishteens.britishcouncil.org/sites/teens/files/world_cup_2018_-_answers.pdf</a>. Encourage students to correct the false answers.</li> <li>You can then ask students to complete the grammar task of reordering the sentences or set this for homework.</li> </ul>

<b>7. Task 6: Prepare a presentation (30 minutes)</b>	<ul style="list-style-type: none"> <li>• Cut up the names of the countries competing in this year's World Cup from the sheet. Put them in an envelope.</li> <li>• In pairs, students take a country at random.</li> <li>• Once all pairs have a country, tell them they are going to do some research about their country and prepare a short (5-minute) presentation to give to the class.</li> <li>• If you have access to the internet in the classroom, students can do their research online, using mobiles, tablets or computers. If not, you could set the research task for homework and give time in the next class for students to put together their presentation.</li> <li>• Students can either put together a presentation using PowerPoint, Prezi or something similar, or, if you are teaching in a low-tech environment, they can create a poster for their presentation.</li> <li>• Show students the questions on the worksheet to get them started, but encourage them to add any other information about the country that they think is interesting.</li> <li>• Set a time limit, giving students time to prepare and practise.</li> </ul>
<b>8. Give the presentations (20 minutes)</b>	<ul style="list-style-type: none"> <li>• As each pair gives their presentation, ask the other students to think about the questions in Task 7, so that you can have a short feedback session at the end.</li> <li>• Make notes on any good use of language/errors in the presentations and go over these at the end of the class.</li> </ul>
<b>9. Optional extra – Sweepstake</b>	<ul style="list-style-type: none"> <li>• Divide any leftover countries among your students, and during the World Cup follow their progress in the competition.</li> <li>• You could have a small prize for the student with the winning team at the end / the team that scores the most goals / the team that does the worst / etc.</li> </ul>

**Contributed by**
**Cath McLellan**