

Warm up your English for World Cup 2006

Teacher's notes and answers

Note: *Warm up* is often used to mean to prepare for a sport by doing some gentle exercises just before it starts.

Aim of activities

To increase students' understanding and use of lexis related to football and to give students practice in looking up collocational expressions in a dictionary.

Time

Allow five minutes for the introduction and five minutes for each activity so a total of 25 minutes.

Procedures

Introduction

Warm students up to the topic of football by asking them to discuss the questions. Conduct a brief feedback session and try to assess how accurate students' use of football vocabulary currently is.

Activity 1 The stages of the game

1 Ask students to match the words in Activity 1a to make collocational expressions which describe the different stages of a football game. Refer them to the tip about how to look up collocations in a dictionary.

2 Go through the answers then in Activity 1b ask students to order the stages of a football match.

Answers – Activity 1a

- a** half time **b** the final whistle **c** the first half
d go into extra time **e** come back out
f a penalty shoot-out **g** a goalless draw

Answers – Activity 1b

- 1** the first half **2** half time **3** come back out
4 the final whistle **5** go into extra time
6 a goalless draw **7** a penalty shoot-out

Activity 2 Playing the game

Ask students to complete the sentences with the words **ball**, **goal** or **player**.

Answers

- a** ball (*to head* is to hit a football with your head)
b player (when a player is *sent off* he is made to leave the pitch because he has broken the rules of the game)

- c** goal (if you *concede a goal* the other team scores a goal)
d ball (*to dribble* is to move forwards with a ball)
e goal (*to score a goal* is to get a point)
f goal (an *own goal* is scored when a player puts a goal into his own net)
g ball (*to take possession* is to start to have control of the ball)
h ball (when a ball *goes wide* it goes to one side of the point at which it was aimed)
i player (*to foul a player* is to do something to another player that is not allowed by the rules)

Activity 3

Ask students to work in pairs to discuss which word is the odd one out and to write the explanation for their choice. Do the first one as an example.

Answers

- a** a header (the action of hitting a ball with your head) the others are positions of players
b the ground (not connected with football) the others are all words used to refer to the pitch
c hit the woodwork (when a ball hits the post instead of going into the goal) the others are all words connected with scoring successful goals
d following (not a football action term. If you *follow football* it means that you are interested in the progress or development of a football team.) the others are all football terms for actions performed by the players on the pitch

Activity 4

In this activity some of the new language is activated. Encourage students to use the new words and to give as detailed a description as possible.

Follow-up

- 1** Get students to record this and future vocabulary sets in the form of spidergrams either for their vocabulary notebooks or for classroom posters.
2 Ask students to write an account of the match they described in Activity 4 (or another one).