



WORLD CUP MANIA!

A speaking lesson by Lindsay Clandfield

Level: Pre-intermediate students and above

Time: 50 minutes

Aim: Students discuss issues relating to football and the World Cup

Warmer (10 minutes)

Write the following words on the board:

I *football*

Ask a student to make a sentence by adding ONE word to the two words on the board (e.g. *I like football*). Write this sentence on the board.

Ask another student to make a new sentence by adding TWO words to the words on the board. The two words do not have to be together (e.g. *I don't play football* or *I like football matches* are both possible). Write this sentence on the board.

Put the students in pairs and give each pair a copy of the worksheet. Tell students to continue making new sentences, each sentence one word longer than the last but all sentences must include the two words 'I' and 'football'. All sentences must be grammatically correct. What's the longest sentence the students can make?

For example:

I like football.

I don't play football.

I play football on Saturday.

I watch football every Wednesday night.

I watch football during the World Cup.

I hate football but my husband loves it.

Discussion 1(15 minutes)

- Direct students to the second part of the worksheet.
- Tell each student to tick FIVE questions that they would like to ask a partner. They should do this individually first.
- When they are ready, students take turns asking and answering questions. Do an example first with a stronger student.
- While students are discussing, discreetly circulate and monitor. Make note of any interesting examples of good language or typical errors.

Feedback and language focus (10 minutes)

Tell students to stop. Go over some of the things you heard during the discussion. You could write two or three mistakes on the board and ask students to correct them.

Now write the following on the board:

Actually ...

On the whole ...

Not necessarily, because ...

I tend to ...

Well ...

Generally speaking ...

To tell the truth ...

Explain that these 'chunks' can be used to start a response. Drill them for pronunciation and give examples of their use (you could use the students' phrases you picked up in the first discussion for this). Ask the students to copy them down into their notebooks or on a piece of paper to refer to for the next stage.

Discussion 2 (15 minutes)

Put students into new pairs. Tell them to repeat the discussion activity, but this time to incorporate at least three of the expressions from the previous stage.