



# Football Fever

by Susan Thomas



**Spanish**

## **Copyright Notice**

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means without the prior consent of the publisher. In case of photocopying or any other reprographic copying, Linguascope grants to one individual teacher who purchased the book or for whom the book was purchased the right to reproduce sufficient copies of the worksheets contained within for use in the classroom of one individual teacher and only by students of one individual teacher. If the book was purchased by a school, this right extends to the whole department or institution and the invoice acts as a site licence.

Written by: Susan Thomas  
Illustrated by: Heather Clarke  
Published by: Linguascope  
ISBN: 978-1-84795-133-5  
© Linguascope

## Contents

1. Introduction	4		
2. Games and Activities	5		
<b>Section 1</b>			
3. Football and Me	8		
4. My Favourite Player (A)	10		
5. Weather	12		
6. Transport	14		
7. At the Stadium	16		
8. Stadium Plan	18		
9. Fans' Food	20		
10. Footballers' Diet	22		
11. Food Role-Play	24		
12. Souvenirs	26		
13. More Souvenirs	28		
14. Shopping Role-Play	30		
15. Football Kit	32		
16. Colours of Kit - Tick Grid	34		
17. Other Clothes and Accessories	36		
18. Football Kit - Beetle	38		
19. Some Fans	40		
20. Verbs - Fans	42		
21. Some of the People	44		
22. Verbs - Players	46		
23. Dream Team	48		
24. Body - Injuries	50		
25. The Magic First Aid Kit	52		
26. Results Table - Information Gap	54		
27. Prepositions - Spot the Ball	56		
28. Prepositions - Photocall	58		
29. TV Guide	60		
30. Surveys	61		
<b>Section 2. Mixed Theme Games</b>			
31. Snakes and Ladders (A)	62		
32. Snakes and Ladders (B)	64		
33. Snakes and Ladders (C)	66		
34. At the Match - Spot the Difference	68		
35. Word Search (A)	70		
36. Word Search (B)	71		
37. Quiz Questions	72		
38. Tactics - Framework Game	76		
<b>Section 3. More Technical!</b>			
39. Features of the Pitch	78		
40. The Pitch	80		
41. Things on the Pitch	82		
42. The Game: Organisation	84		
43. The Game: Technical	86		
44. Foul!	88		
45. Some of The Rules - True/False	90		
46. Vital Statistics - Charts	91		
47. My Afternoon at the Match - Story	92		
48. Our Saturday Game - Story	94		
49. Mood of the Match	96		
50. My Favourite Player (B)	98		
51. Word Bank - Qualities of Players	100		
52. Newsletter	102		
<b>Section 4. World Cup Supplement</b>			
53. World Cup teams and strips	104		
54. World Cup Flags	108		
55. World Cup Flags - Dominoes	110		
56. World Cup groups - Happy Families	112		
57. World Cup positions - Happy Families	114		
58. Word Search (C)	116		
<b>Section 5</b>			
59. Templates	117		

## 1 Introduction

### About this book

Have you ever wished for resources which would help you to:

- generate enthusiasm amongst your reluctant adolescents, and
- be sufficiently straightforward for them to be successful, as well as
- cover the basic syllabus, and even
- encourage creative use of language?

You need look no further. This book:

- centres around the topic of football, one of the abiding interests of many of your pupils;
- starts from the language they already know (like “me gusta el fútbol”) but offers them the chance to say much more;
- exploits a rich seam of language, to cover basics like number, time, weather, clothes (all in the context of football); and
- takes your serious enthusiasts through specialist vocabulary and into the realms of creative language, helping them to write appreciations of their favourite players and so on.

### How the book is organised

The first two sections of the book contain mostly general language, allowing familiar vocabulary to be reused in the context of football. There is some football-specific vocabulary and the occasional introduction of some specialist vocabulary where necessary to achieve the purpose of the activity. The third section also introduces a considerable amount of general vocabulary and structures, but also introduces more specialised topics and word banks needed to allow your high-fliers to experiment with forms of writing which match their interests and, hopefully, their developing skills.

### How to use the resources

Do not attempt to use all the material, or to use it in the sequence provided here. Select your activity carefully, and then select the visuals you will need to support that. Individual illustrations can be cut and pasted into the format which will best suit your pupils and the activity you have in mind.



## 2 Games and Activities

Many simple games can be played using the resources supplied. Each game framework can be used to prompt words, phrases or sentences. For example, in response to a visual, learners can: name an item, describe an item or scene, suggest what someone may be thinking or saying, and so on.

A list of Suggested Language is provided with each set of visuals but these can, of course, be changed to suit the requirements of the class. The suggestions given below cover:

- Whole class work using the projector.
- Games and activities for groups of 2 - 6 players.

### Using the Projector

The projector is useful for whole class work at various stages in the programme. It can be used for

- reviewing vocabulary previously learned, in order to link it to new vocabulary;
- presenting new vocabulary;
- teacher-led practice of new vocabulary;
- assessing whether new vocabulary has been well-enough learned for the class to proceed to group work;
- playing games in which the whole class can join;
- demonstrating an activity or game which learners are about to carry out in groups;
- organising feedback about an activity;
- assessing the quality of learning which has taken place during group work;
- revising vocabulary at a later stage in the programme.

### Activities with the Projector

- Project visuals onto the board.
- Move picture items slowly into focus for learners to name.
- Reveal sections of picture items bit by bit for learners to name.
- Colour in pictures following learners' instructions.
- Add overlays for e.g. prices of items.
- Play simple games e.g. What's on the Card? Noughts and Crosses, Kim's Game, True or False, or Guessing Game.

### How to prepare the photocopiable resources

- They can be photocopied on to paper, for use as handouts or worksheets.
- They can be enlarged, for display or for making flashcards.
- They can be copied onto card, perhaps enlarged, and then cut to make individual cards for games and activities.
- Text can be added beneath pictures or on the backs of cards.
- For maximum durability, visuals can be copied onto paper, glued on to thick card and covered with plastic.
- Once copied, visuals can be combined or grouped to make display materials, or used to compile a picture dictionary or topic reference book.
- Blank masters can be used to create new sets of visuals, to make matching text cards and new games.

### Suggested Activities and Games

**What's Shown on the Card?** (cards with text written on the back or checklist of vocabulary)

- **Picture Spread:** Spread the cards picture up over the table. Take it in turns to choose an item and name it. If you are right, take the card. If you are wrong, put the card back. The player with the most cards at the end of the game wins (offers free choice of seen cards).
- **Pick a Card:** Fan out some cards for another player to choose and name. If s/he is wrong, the card is put back into the pack (choice of unseen cards).
- **Guess the Card:** Place a small number of cards face down. Players in turn guess (or take bets on) which one is on the top (choice of unseen cards. Winning based more on luck than knowledge).
- **Take that Card:** Place the cards in the middle of the table. Take it in turns to name the item on the top card. If you are wrong, the card goes to the bottom of the pack (no choice of card).
- **Quick Flash:** The quizmaster holds up a card for one second only. The first player to name the item shown wins the card (no choice of card - competitive - time pressure).

**Line Solitaire**

Lay out some cards in a line. Name the first item. Then check the answer. If you are right, you carry on. If you get one wrong, then you try and learn it. Then turn all the cards back over, and start again. The aim is to find your longest run without any mistakes. From time to time you can shuffle the cards. (You can also play this in pairs or teams.)

**Noughts and Crosses** (9 cards or section of picture board)

Lay out the cards 3 x 3 on the table. Take it in turns to name an item. If you are right, turn the card over, or place a coloured counter on the board. The next player names an item. If s/he is correct, the card is turned over and placed sideways or a different coloured counter is placed on the board. Three cards in a row wins the game.

**Beat the Clock**

Name as many items as possible within a time limit, e.g. souvenirs, or names of the World Cup countries.

**I Spy...**

Spread out some cards picture up over the table. Call out the beginning letter of an item for the other players to find. The first person to give the name of the correct item keeps the card and becomes the next quizmaster.

**Kim's Game**

Spread out some cards over the table. One of you removes a card while the others turn away. They then look at the cards. The first player to name the missing item wins a point.

**Matching Pairs** (2 sets of cards)

Spread out the two sets of pictures face down on the table. Turn over two at a time to see if they match, naming the items as you do so. If they match, name the item correctly and take the cards.

DIY Matching Pairs: Write a word, phrase or sentence about each picture on slips of paper. The next group matches up the pictures and sentences.

Variation 1: Match some phrases to pictures of fans, players, coach etc - what are each of them saying?

Variation 2: Match players to teams/countries.

Variation 3: Match player to item they endorse/advertise, e.g. shampoo, pizza, trainers, etc.

**Snap** (4 sets of cards)

Shuffle the cards and deal them out. You each in turn play a card. If one card played is the same as the previous one, the first person to call out the name of the item gets the cards.

**Happy Families** (4 sets of cards)

Shuffle the cards and deal them out. The aim is to collect sets of items. If, for example, you already have two 'shirts' in your hand, you ask another player "Have you got a shirt?" If s/he has, s/he gives you the card in return for one you wish to discard. The first player to collect complete sets of 4 wins.

Variation 1: DIY Happy Families - collect players from, e.g. the same club/country.

Variation 2: DIY Happy Families - learners colour in Kit in different colours and collect sets.

**3 in a Row** (Any picture board)

Choose a picture square and name an item in it, or say something about the picture. If you are right, put a counter on the square. The first player to get three counters in a row wins.

Variation: Using 12-Sided Dice or Spinner. As above, but throw the dice first to pinpoint a square.

**Bingo** (Any picture board)

Choose 8 items from the 12 on a picture board and put a cross in one corner of each of the 8 squares. The quizmaster calls out the 12 items in any order. If you have marked one of the items called out, you put a counter on the square. The first player to cover all their marked squares calls out an agreed word.

**Charades** (Any cards)

Take a picture card. Mime an item, e.g. person - player, manager, fan, commentator for others to guess.

Variation: Make up and use text cards as prompts instead of picture cards.

**Simon Says** (Selected cards)

The leader uses the pictures to prompt instructions.

Example: Stand up, kick, throw, hold up a card.

**I Went to Market...**

Spread some cards out on the table. One of you starts a sentence. Each player adds an item. Example: I went to the souvenir shop and bought a programme..., a video, etc.

During the match, X scored a goal..., Y committed a foul..., X got a penalty, etc.

In my Dream Team I would have X as goalkeeper..., Y as a striker..., Z as a defence, etc. In the First Aid Kit there's a sponge..., a bandage..., a spray, etc.

**Guessing Game** (Any picture board)

Describe one of the pictures. The other players guess which one it is. You wear them on your feet (boots). The referee has one in his pocket (book).

**True or False** (Any picture board)

The teacher or learner describes a picture. For example (Verbs - Fans - Unit 20): in Picture No 3 the fan is eating a burger (False).

If you are the first player to call out True or False correctly, you get a point.

Variation: The teacher or learner reads out a list of statements. You jot down which are True and which are False. Check answers at the end.

**20 Questions**

Players have 20 questions to guess a player, e.g. what nationality, what club, what position, how old, what colour hair...

**Battleship Buddies** (9 selected cards)

Lay out 9 picture items in a 3 x 3 grid behind a book so your partner cannot see them. Say which items you have and where they are. The other player has to put his/her pictures in the right place. For example:

The shirt is on the top shelf. Put the postcards on the middle shelf between the videos and the programmes.

Variation: Draw pictures instead of placing cards.

Variation: Put players in position in a Dream Team.

**DIY Odd One Out**

Make up groups of prompts for others to guess the odd one out. For example: Players - from different clubs/leagues/countries.

**Storytelling**

Deal a few cards of mixed titles at random, e.g. Weather, Fans' Verbs, Moods and make up a short sequence or story.

**Dice Games**

NB: Linguascope produces a range of dice: Question, Pronoun, Tenses and Mood. These can be introduced as an extra prompt with many of the above games.

**Other Activities****Songs/Chants/Poems**

- Find and listen to French Club Football Chants on the Internet. Or make up your own French chants/variations on existing chants.
- Or rhythm clap, say player's name at the end.
- Compose a Valentine's card or Christmas card to your favourite team.

**TV/Videos**

If you can obtain Spanish football videos, or record programmes from the TV - use them to model and practise football commentaries. Pause videos where appropriate to comment on/describe the action, or what players/fans are wearing/look like/saying/thinking.

**Video Cameras**

Record your own sports programme post-match commentaries, and mock interviews of personalities, football apprentices, or managers after a match. Shoot a sequence on the pitch, in the changing room or gym, with commentary. Do action replays - was it a handball, was the referee right to award that penalty? Did the player fall in the box or was he tripped?

**Language Assistants**

If you have access to a foreign language assistant... Prepare tapes so learners can match the information to pictures or include it in charts. For example:

- Football results - draw up a chart - learners fill in the results as they come in (not in the same order as on the chart).
- Weather reports.
- A sequence of events on the pitch - put picture cards in the correct order.
- Dream Team selections.

**Coin Football/Fanzine Corner**

Use Spanish football magazines for information about players, teams, and events. Keep a display including for example:

- Topical news items.
- Newspaper/magazine clippings.
- Newspaper headlines on the class's favourite team or event.
- Results - use desktop publishing to draw up bar charts.
- Dream team of the week.
- Chant/Rhyme of the week.
- A display showing the number of days to go to the World Cup, or other event.

**Surf the Net**

For information on players, teams, and events.

### 3 Football and Me

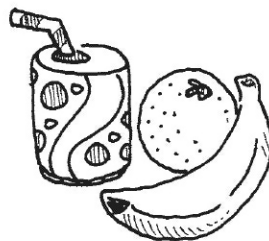
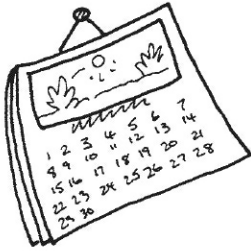
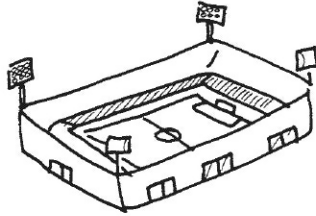
Do you like football?	• ¿Te gusta el fútbol?
Do you play football?	• ¿Juegas al fútbol?
Where?	• ¿Dónde?
In the garden?	• ¿En el jardín?
At school?	• ¿En la escuela?
At the stadium?	• ¿En el estadio?
In the park?	• ¿En el parque?
On the beach?	• ¿En la playa?
When?	• ¿Cuándo?
At the weekend?	• ¿(En) el fin de semana?
On Saturdays?	• ¿Los sábados?
Every Saturday?	• ¿Cada sábado?
On Saturday mornings?	• ¿Los sábados por la mañana?
In winter?	• ¿En (el) invierno?
In summer?	• ¿En (el) verano?
In the holidays?	• ¿En (las) vacaciones?
When the weather's nice?	• ¿Cuando hace buen tiempo?
When it rains?	• ¿Cuando llueve?
When it snows?	• ¿Cuando nieva?
With whom?	• ¿Con quién?
With your friends?	• ¿Con tus amigos?
What do you wear?	• ¿Qué llevas puesto?
A football shirt?	• ¿Una camiseta de fútbol?
Football boots?	• ¿Botas de fútbol?
What do you drink?	• ¿Qué bebes?
Coke?	• ¿Coca cola?
Lemonade?	• ¿Limonada?
What do you eat?	• ¿Qué comes?
An orange?	• ¿Una naranja?
A banana?	• ¿Un plátano?
Do you play in a team?	• ¿Juegas en un equipo?
What position?	• ¿En que posición?/¿De qué juegas?
Why do you like that position?	• ¿Por qué te gusta esa posición?
I like to... score goals!	• ¡Me gusta marcar goles!
What are your team colours?	• ¿Cuáles son los colores de tu equipo?
Do you win often?	• ¿Ganáis a menudo?
Which team do you support?	• ¿Cuál es tu equipo?/¿De qué equipo eres?
I support Newcastle United.	• Soy aficionado(a) del Newcastle United.

#### Suggested Activities

- Selected activities from Unit 2, eg Kim's Game.
- Use pictures to prompt questions and answers. Number picture items and roll one or two six-sided dice to pinpoint a particular picture.



## Football and Me



## 4 My Favourite Player

### Mi jugador favorito

Name: • Nombre:  
 Date of Birth: • Fecha de nacimiento:  
 Place of Birth: • Lugar de nacimiento:  
 Nationality: • Nacionalidad:  
 Age: • Edad:

Height: • Altura:  
 Weight: • Peso:  
 Colour of hair: • Color del pelo:  
 Colour of eyes: • Color de ojos:

Favourite music: • Música favorita:  
 Favourite food: • Comida favorita:  
 Favourite holidays: • Vacaciones favoritas:  
 Favourite clothes: • Ropa favorita:  
 Favourite sport: • Deporte favorito:  
 Favourite pet: • Mascota favorita:  
 Favourite car: • Coche favorito:

Position: • Posición:  
 Club: • Club:  
 Stadium: • Estadio:  
 Honours: • Galardones/Trofeos:

I like: • Me gusta:  
 I love: • Me encanta:  
 Verdict: • Opinión/Veredicto:

### Suggested Activities

- Selected activities from Unit 2.
- Talk about your favourite player. Include the information suggested above, or anything else you'd like to say. You can make up any details you do not know!
- Link to the sections on favourite players in Units 51-53.

## My Favourite Player



## 5 Weather

### El tiempo

This is a very important factor in terms of its impact on the standard/style of play, clothing, and advantages to different teams used to playing in different climatic conditions and on different pitches! Fans, players, and managers look anxiously at the weather forecast .

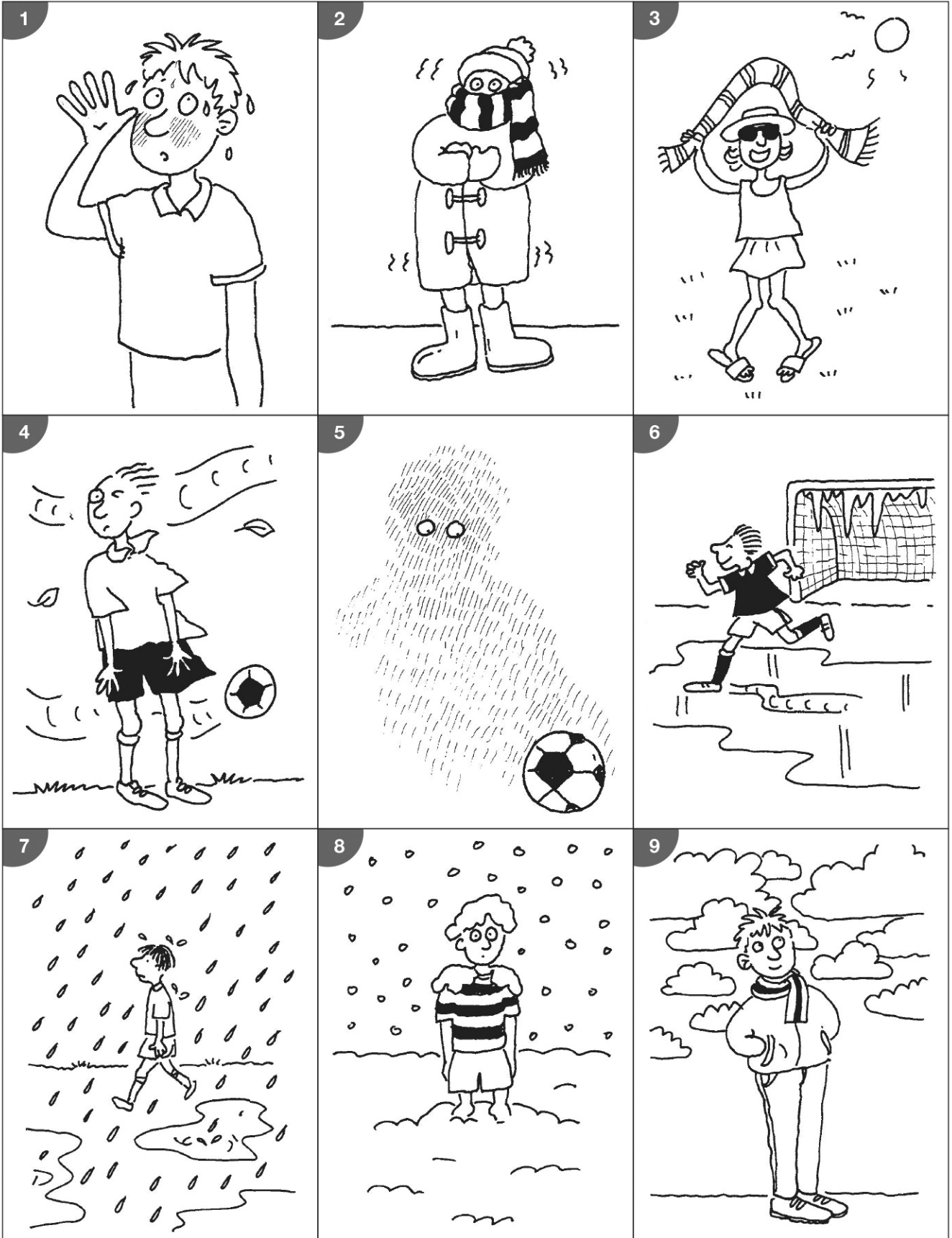
- |                  |                  |
|------------------|------------------|
| 1. it's hot      | • hace calor     |
| 2. it's cold     | • hace frío      |
| 3. it's sunny    | • hace sol       |
| 4. it's windy    | • hace viento    |
| 5. it's foggy    | • hay niebla     |
| 6. it's freezing | • está helando   |
| 7. it's raining  | • está lloviendo |
| 8. it's snowing  | • está nevando   |
| 9. it's cloudy   | • está nublado   |

- |  |   |
|--|---|
| the weather forecast   | • el pronóstico del tiempo  |
| what's the weather like today?   | • ¿qué tiempo hace hoy?   |
| it's fine, it's a nice day   | • hace bueno/hace buen día  |
| the weather's bad  | • hace mal tiempo   |
| it's going to be a nice day today  | • hoy va a hacer buen tiempo  |
| it's going to rain this afternoon  | • esta tarde va a llover  |
| a downpour   | • aguacero/chaparrón  |
| a storm  | • una tormenta  |
| mud  | • barro   |
| which team will be worried? happy?   | • ¿qué equipo se inquietará?/ se alegrará?  |
| the referee can cancel a match if s/he considers that the ground is dangerous (potholes, ice, thick mud, snow) | • el arbitro puede cancelar el partido si considera que el terreno es peligroso (baches, hielo, barro, nieve) |

### Suggested Activities

- Selected activities from Unit 2.
- Practise tenses.
- What's the weather like today - is it nice for playing football?
- Make up weather reports for match locations, including the temperature.  
Manchester:  
12 degrees                      • 12 grados  
It's sunny                        • Hace sol  
Paris:  
16 degrees                      • 16 grados  
It's raining                      • Está lloviendo
- What was the weather like for key matches last weekend?
- Weather chart for Coin Football.
- Link Weather - clothes - players and spectators.

## Weather



## 6 Transport

### El transporte

Getting to the match - often a problem!

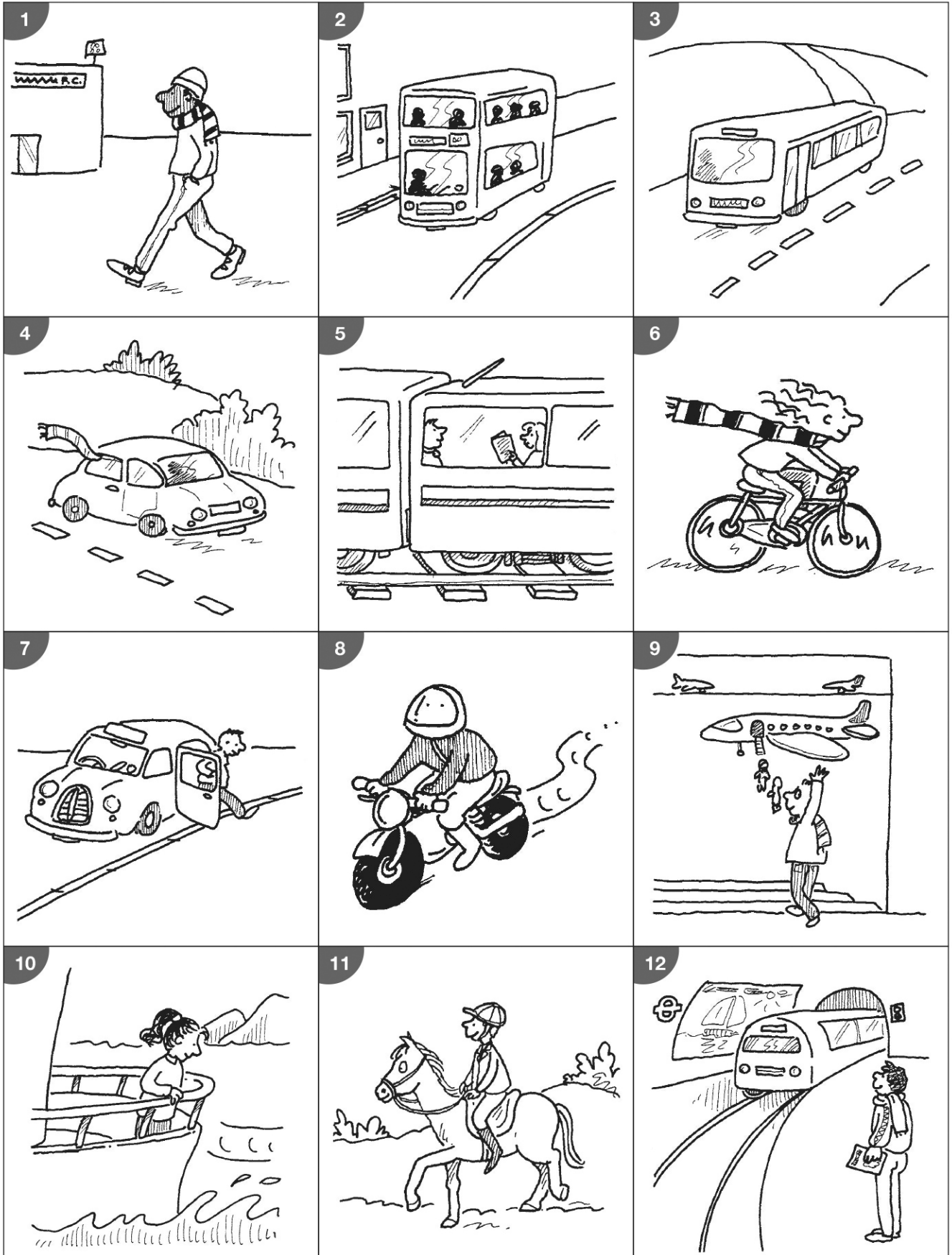
- |   |   |
|---|---|
| 1. I walk                                     | • 1. camino                               |
| 2. I go by bus/I get the bus                  | • 2. voy en autobús/cojo el autobús       |
| 3. I go on the coach                          | • 3. voy en autocar                       |
| 4. I go by car/I take the car                 | • 4. voy en coche/cojo el coche           |
| 5. I go by train/I get the train              | • 5. voy en tren/cojo el tren             |
| 6. I go on my bike/I take my bike             | • 6. voy en bici                          |
| 7. I go by taxi/I get a taxi                  | • 7. voy en taxi/cojo un taxi             |
| 8. I go on my motorbike/I take my motorbike   | • 8. voy en moto                          |
| 9. I go by air/plane/I fly                    | • 9. voy en avión/vuelo                   |
| 10. I go by boat/on the ferry/I get the ferry | • 10. voy en barco/en ferry/cojo el barco |
| 11. I go on horseback                         | • 11. voy/monto a caballo                 |
| 12. I get the underground/tube                | • 12. cojo el metro                       |

- |                                    |   |
|------------------------------------|---|
| the players' coach                 | • el entrenador de los jugadores                    |
| an ambulance                       | • una ambulancia                                    |
| how do you get to the match?       | • ¿cómo vas al partido?                             |
| how much does it cost?             | • ¿cuánto cuesta?                                   |
| the underground is packed          | • el metro va llenísimo                             |
| the bus/train is late              | • el autobús/tren va con retraso                    |
| there's a traffic jam              | • hay tráfico                                       |
| the roads are jammed on match days | • las carreteras están atascadas cuando hay partido |
| the car park isn't big enough      | • el aparcamiento no es lo suficientemente grande   |

### Suggested Activities

- Selected games from Unit 2.
- Practise tenses.
- Where do you play football - how do you get there?
- How do you travel to away matches for school/your local team?
- How do you get from where you live to your nearest football stadium?
- Imagine/Describe a journey to a recent away match. What time did you get up? How did you travel? What was the journey like? What time did you get home? How much did it cost?
- How will you get to a World Cup game from where you live?

## Transport



## 7 At the Stadium

### En el estadio

1. stadium	• 1. el estadio
2. car park	• 2. el aparcamiento
3. ticket office	• 3. la taquilla
4. turnstile	• 4. el torniquete
5. stairs/staircase	• 5. las escaleras
6. seat	• 6. una plaza/un asiento
7. giant screen	• 7. la pantalla gigante
8. snack bar	• 8. la cafetería
9. toilets	• 9. los servicios
10. shop	• 10. la tienda
11. changing rooms	• 11. los vestuarios
12. tunnel	• 12. el túnel

entrance	• entrada
exit	• salida
zone (North, South, East, West)	• zona (Norte, Sur, Este, Oeste)
entrance A-Z	• entradas A-Z
ambulances/emergency vehicles only	• ambulancias/urgencias sólo vehiculos
stand	• tribuna
security cameras	• cámaras de seguridad
the security fence	• valla de seguridad
scoreboard	• marcador
showers	• duchas
bar	• bar/cafetería
lift	• ascensor
telephone box	• cabina de teléfono
floodlights	• focos

### Suggested Activities

- Selected games from Unit 2.
- Research some information about a stadium.

Example:

<b>Estadio:</b>	<b>Old Trafford</b>
Club residente:	Manchester United
Capacidad:	56,387 espectadores
Fecha de entrada en servicio:	22 enero 1910
Récord de espectadores:	76,962 (1939, semifinal de FA Cup)
Acontecimientos importantes:	Mundial 1966

Number of bars, snack bars, lifts, screens, shops?	• Número de bares, ascensores, pantallas, tiendas?
Number of seats reserved for orange badge holders/the disabled, the press, number of spaces in the car parks?	• Número de asientos reservados para discapacitados, prensa, número de plazas en los aparcamientos.



## At the Stadium

