



This is a warm up to the soccer World Cup which begins May 31, 2002.

Please Note: There is also an accompanying *InstantWorkbook* exercise.

Language Aims: To practice reading world maps.
To use agreement / disagreement language.
To practice making and asking Yes / No questions.

Time: 20 - 30 minutes

Preparation: Make enough photocopies of the map below for each pair of students.

Procedure:

1. Put students in pairs.
2. Tell them that the countries listed at the bottom of the map are all participating in the soccer World Cup, which begins 31 May.
3. The students' goal is to match the names of the countries to the places on the map.
4. The first team to finish without any mistakes is the winner.



World Cup 2002

- **Group A**
France, Denmark, Uruguay, Senegal
- **Group B**
Spain, Paraguay, Slovenia, South Africa
- **Group C**
Brazil, Turkey, Costa Rica, China

- **Group D**
Portugal, Poland, South Korea, USA
- **Group E**
Germany, Cameroon, Ireland, Saudi Arabia
- **Group F**
Argentina, England, Sweden, Nigeria
- **Group G**
Italy, Croatia, Ecuador, Mexico
- **Group H**
Japan, Russia, Belgium, Tunisia

Additional Activity: Write the names of the countries on little pieces of paper and put them in a hat. Divide the class into two teams. Select a student to sit in front of the class and pick a piece of paper from the hat. The other students try to guess the country on the piece of paper by asking the student Yes / No questions (e.g. *Is this country in Europe? Is it a small country?* etc.). If the student answers 'Yes' to a question, that team gets to continue asking questions. If the student answers 'No,' then the other team gets to ask the next question. (Do this in a rotating fashion so all of the students in a group get a chance to ask a question.) The team that guesses the correct answer in question form (e.g. *Is it Poland?*) is the winner. Pick a student from the other team to sit in front of the class and repeat the procedure for as long as you like. You can keep score to give the game a more competitive feel to it.