



 **TEACHER RESOURCE PACK**



WORLD CUP ESL PROJECT

TEACHER RESOURCE PACK

 Vocabulary

 Reading

 Writing

 Speaking

 Listening



A1-A2
Core Level

B1 Extensions
Included

Grades 3-8
ESL / ELL



RESOURCE OVERVIEW

What's Included?

Student Pack

- ✓ **Vocabulary Flipbook** – Key soccer & country terms with illustrations
- ✓ **Countries & Nationalities** – 12 countries with flag activities
- ✓ **Match Day Reading** – A1/A2 leveled text with comprehension tasks
- ✓ **Speaking Cards** – 20 conversation prompt cards
- ✓ **Statistics Wheel** – Interactive data organizer
- ✓ **Match Report** – Guided writing template
- ✓ **Word Search** – 20 vocabulary words
- ✓ **Crossword Puzzle** – 15 clues across & down
- ✓ **Exit Ticket** – Quick formative assessment
- ✓ **Reflection Page** – Student self-assessment

Teacher Pack

- ✓ **1-Day Lesson Plan** – Full 60-minute session plan
- ✓ **3-Day Lesson Plan** – Extended unit with objectives
- ✓ **Answer Key** – Complete answers for all activities
- ✓ **Assessment Rubric** – 4-point scale, print-ready
- ✓ **Differentiation Guide** – Beginning through Advanced
- ✓ **Classroom Management Tips** – Large & multi-level classes
- ✓ **Extension Activities** – 5 ready-to-use bonus tasks
- ✓ **Certificate Guide** – How to use & customize
- ✓ **Materials Checklist** – Pre-class preparation guide

✓ **Certificate of Achievement** – Color & B&W versions

✓ **Sub Plans** – Ready for substitute teachers

✓ **Portfolio Suggestions** – Artifact selection ideas

💡 **How This Pack Works**

This Teacher Resource Pack is designed to be used **alongside the Student Pack**. Every student activity has a corresponding teacher guide, answer key, or teaching tip in this document. Both packs share the same visual identity and can be printed and used together as a complete unit.



LEARNING GOALS

Learning Objectives

Students Will Be Able To...

- ✓ Identify and use 20+ soccer and sports vocabulary words in context

- ✓ State country names and corresponding nationalities correctly

- ✓ Answer reading comprehension questions about a sports text

- ✓ Participate in structured conversations using sentence frames

- ✓ Read short informational texts at A1–A2 level with comprehension

- ✓ Write simple sentences and a guided paragraph about soccer

- ✓ Present ideas orally using basic sports language

- ✓ Complete a match report using writing scaffolds

Language Targets

Standards Alignment

WIDA / ELP Standards

Social & Instructional Language · Language of Language Arts · Grades 3–8 · Levels 1–3

CEFR Alignment

A1 Can Do: Identify familiar words in simple texts. A2 Can Do: Understand short, simple texts. B1 Extension: Express opinions and reasons.

Common Core ELA (ESL Adaptation)

RF.3.3 · RI.4.1 · W.5.2 · SL.3.1 · L.4.4

Domain	Key Vocabulary	Key Structures	Communication Function
Vocabulary	goal, team, player, match, stadium, coach, penalty, tournament, champion, trophy	It is a ____ / This is a ____.	Label and identify objects
Countries	Brazil, Argentina, France, Japan, Germany, Mexico, USA, Spain, England, Italy, Portugal, South Korea	He/She is from ____ / They are ____.	State nationality and origin
Reading	scored, defeated, qualified, final, semifinal, captain, referee	The team scored ____ goals. / The match ended ____.	Report past events
Speaking	I think..., In my opinion..., My favorite..., I prefer...	My favorite team is ____ / I think ____ will win because ____.	Express opinions and predictions
Writing	first, then, next, finally, because, so, and	First, ____ happened. Then, _____. The result was _____.	Sequence events in a match report



LESSON PLANS

1-Day Implementation Plan

Total Time: 60 minutes

Level: A1-A2

Grades 3-8

0:00
10 min

Warm-Up — World Cup Photo Walk

Display 4–6 World Cup images on the board. Ask: "What do you see? Where is this? Do you know this country?" Students share in pairs. Introduce the word "World Cup" and ask students how many countries participate. Collect ideas on the board.

Activate Prior Knowledge Whole Class

0:10
15 min

Vocabulary — Flipbook & Countries Activity

Distribute Student Pack. Students create the Vocabulary Flipbook (pre-fold or have them fold). Teacher models pronunciation of each word. Students repeat chorally. Then complete the Countries & Nationalities worksheet, matching flags to names and writing nationality forms (Brazilian, French, etc.).

Flipbook Countries Sheet

0:25
15 min

Reading — Match Day Text & Comprehension

Read the Match Day Reading text aloud together (or listen to teacher read). Model reading strategies: picture clues, key words, re-reading. Students answer the comprehension questions independently or with a partner. Use the Answer Key (p. 8) to review answers as a class.

Shared Reading Pair Work

0:40
10 min

Speaking — Card Activity

Distribute Speaking Cards face-down. Students take turns flipping a card and asking their partner the question. Model the activity first with a student. Sentence frames are printed on the cards.

Monitor pairs and prompt with vocabulary from the flipbook. Circulate and take note of language wins to share.

Partner Activity **Sentence Frames**

0:50
10 min



Reflection & Exit Ticket

Students complete the Exit Ticket and Reflection Page. Collect Exit Tickets to assess vocabulary retention. Share 2–3 student responses aloud (ask permission). Preview next steps: "Tomorrow we will write our own Match Report!" Optionally award stickers or verbal praise.

Formative Assessment **Reflection**

Time Flexibility Note

If you have only 45 minutes, skip the Word Search and assign it as homework. The core sequence (Warm-Up → Vocabulary → Reading → Exit Ticket) takes approximately 40 minutes.



LESSON PLANS

3-Day Lesson Plan

DAY 1 ~60 min

VOCABULARY & COUNTRIES

0-10 Photo Walk Warm-Up ·
KWL Chart

10-25 Vocabulary Flipbook –
fold, label, illustrate,
practice

25-45 Countries &
Nationalities
worksheet · flag
matching ·
pronunciation drill

45-55 Word Search (vocab
reinforcement)

55-60 Exit Ticket #1 – Name 5
vocabulary words

Vocabulary **Countries**

Word Search

DAY 2 ~60 min

READING & SPEAKING

0-8 Vocabulary review
game – "What's the
word?" flashcard
game

8-25 Match Day Reading –
shared reading,
annotation,
comprehension
questions

25-28 Review reading
answers as a class

28-50 Speaking Card Activity
– pair & share, rotate
partners

50-55 Crossword Puzzle (fast
finishers begin)

55-60 Exit Ticket #2 – Write 3
sentences about
soccer

DAY 3 ~60 min

WRITING, PRESENTATION & CELEBRATION

0-8 Review: share 3
student speaking
highlights from Day 2

8-30 Match Report writing –
complete guided
template with
scaffolds

30-40 Statistics Wheel –
collect and present
data

40-52 Mini presentations –
30 seconds each,
share Match Report

52-57 Reflection Page – self-
assessment

57-60 Certificate ceremony
& celebration 🏆

Reading Speaking

Crossword

Writing Presentation

Certificate

Day	Main Objective	Student Activities	Assessment	Materials
Day 1	Learn core soccer vocabulary and country/nationality forms	Flipbook, Countries sheet, Word Search	Exit Ticket #1	Student Pack pp. 1–4, scissors, colored pencils
Day 2	Develop reading comprehension and oral communication skills	Match Day Reading, Speaking Cards, Crossword	Exit Ticket #2 + Observation	Student Pack pp. 5–8, Speaking Card set
Day 3	Produce a written match report and present orally	Match Report, Statistics Wheel, Reflection	Rubric + Self-Assessment	Student Pack pp. 9–11, Rubric (this pack)



PREPARATION

Before You Begin

Materials Checklist

PRINT & COPY

- Student Pack – 1 copy per student (double-sided)
- Speaking Cards – 1 set per 2 students (cardstock recommended)
- Exit Tickets – cut apart or print 1 per student
- Certificates – print in color for best results
- Rubric – 1 per student OR 1 teacher copy

CLASSROOM SUPPLIES

- Scissors (1 per student or 1 per pair)
- Glue sticks (for flipbook assembly)
- Colored pencils or crayons (for flags and illustrations)
- Pencils / pens for all written activities

Setup Tips

Pre-Assemble Student Packs

Staple each student's pack before class. Pre-fold the Vocabulary Flipbook pages so students can dive straight into the content. This saves 3–5 minutes of class time.

Speaking Cards

Print Speaking Cards on cardstock and laminate for repeated use across classes. Store sets in small ziplock bags labeled by pair number.

Classroom Organization

Arrange desks in pairs for speaking activities. Create a "World Cup Corner" display with flags, vocabulary words, and student work as the project develops.

Time-Saving Strategies

Pre-cut Exit Tickets into individual strips. Write the date and class on each pack before distributing. Prepare a vocabulary word wall as you teach each day – students can reference it during writing tasks.

- Folders or binders to store student work

OPTIONAL / DIGITAL

- Projector or smartboard for photo walk warm-up
- World Cup background music for celebration
- World map poster or digital globe for geography reference

 **Printing Guide**



Student Pack
Double-sided
B&W or Color
US Letter



Speaking Cards
Single-sided
Cardstock
US Letter



Certificate
Single-sided
Color preferred
US Letter



Teacher Pack
Single-sided
B&W works
US Letter



DIFFERENTIATION

Differentiation Strategies

Learner Level	Vocabulary	Reading	Speaking	Writing
Beginning A1	Provide illustrated word bank; allow native language glossary; pre-teach top 10 words before class	Read text aloud; allow students to listen while following along; reduce comprehension questions to 3–4	Offer 3 sentence frame options; allow 1-word or gesture responses; pair with stronger peer	Provide fully scaffolded sentence frames with blanks; accept drawings + 1 label word
Intermediate A2	Use flashcard drills; partner quiz; self-check flipbook without word bank	Read independently; underline key words; answer all 5–6 questions in full sentences	Use sentence frames as starting point; encourage adding 1 extra sentence; rotate pairs	Use guided Match Report template with sentence starters; aim for 3–5 sentences per section
Advanced B1	Extend with compound words; use vocabulary in new original sentences; create their own clues for Crossword	Read independently; write a summary without prompts; create 2 additional comprehension questions	Debate: "Which team is the best?" – use argument language (I think / because / however)	Write a complete 2-paragraph Match Report without scaffolds; include an opinion paragraph

**Beginning Learners –
Extra Supports**

**Intermediate – Enrichment
Tasks**

**Advanced – Extension
Challenges**

- Picture dictionaries available at desks
- Bilingual glossary on request
- Pre-filled model answer shown on board
- Extra time on all written tasks
- Allow drawing to express meaning
- Reduce word search to 10 words

- Create sentences using 5 vocabulary words
- Write a caption for each Speaking Card image
- Complete Crossword without word bank
- Add statistics to Match Report
- Read to a Beginning peer as support
- Peer edit a classmate's Match Report

- Debate: Which team deserves to win?
- Write predictions with reasoning (B1)
- Research a real player and present
- Create a sports commentary script
- Design their own team (see Extensions)
- Mini presentation: 2 minutes without notes

Grouping Tip

Consider strategic heterogeneous grouping for speaking activities – pairing advanced and beginning learners benefits both groups. Advanced students develop academic language through explanation; beginning students gain comprehensible input from a peer. For writing, homogeneous grouping allows targeted scaffolding.



ANSWER KEY

Complete Answer Key

Countries & Nationalities

1. Brazil → **Brazilian**
2. Argentina → **Argentine / Argentinian**
3. USA → **American**
4. France → **French**
5. Japan → **Japanese**
6. Mexico → **Mexican**
7. Germany → **German**
8. Spain → **Spanish**
9. England → **English**
10. Italy → **Italian**
11. Portugal → **Portuguese**
12. South Korea → **South Korean**

Match Day Reading – Comprehension

1. The World Cup happens **every four years**.
2. **32 teams / countries** participate in the World Cup. *(Accept 48 for post-2026 format references)*

Crossword Puzzle – Answers

ACROSS

1. **GOAL** – when the ball enters the net
4. **TEAM** – a group of players
6. **CHAMPION** – the winner of the tournament
8. **REFEREE** – person who enforces the rules
10. **TROPHY** – the prize given to the winner
12. **STADIUM** – where matches are played
14. **PENALTY** – a free kick from 12 yards

DOWN

2. **PLAYER** – a person who plays on a team
3. **COACH** – the person who trains the team
5. **MATCH** – a game between two teams
7. **CAPTAIN** – the team leader
9. **SCORE** – the number of goals
11. **FINAL** – the last and deciding match
13. **NET** – where the ball must go to score

Writing – Sample Match Report

3. Players try to score **goals** by kicking the ball into the net.
4. The team with **the most goals** wins the match.
5. The World Cup trophy is made of **gold** and shaped like a **globe**.
6. *Open response – accept any reasonable answer.* Students should use "I think / because."

Word Search – Solution Words

GOAL **TEAM** **PLAYER** **MATCH** **STADIUM**
COACH **TROPHY** **FINAL** **REFEREE** **PENALTY**
CAPTAIN **KICK** **SCORE** **CHAMPION** **QUALIFY**
NET **TOURNAMENT** **WORLD** **CUP** **SOCCER**

Accept all reasonable responses that follow the guided template structure. Below is a model response at A2 level:

"The match was between Brazil and France. Brazil wore yellow and green. France wore blue and white. The match was in a big stadium. Brazil scored two goals. France scored one goal. The final score was 2–1. Brazil won the match. I think it was an exciting game!"

B1 Extension: Students should add an opinion paragraph with reasons and use connecting words: however, although, because, as a result.

Speaking Cards – Teacher Notes

All Accept all reasonable, contextually appropriate responses. Focus on communication over accuracy at A1–A2 level.

Tip Encourage full sentences. Prompt with: "Can you say a complete sentence?" if student gives 1-word answers.

Error Use recasting, not correction: if student says "He play good," respond naturally: "Yes! He plays very well!"




ASSESSMENT


Student Performance Rubric

1 **Beginning**
 2 **Developing**
 3 **Proficient**
 4 **Excellent**

Student: _____ Date: _____

Criterion	1 – Beginning	2 – Developing	3 – Proficient	4 – Excellent	Score
Vocabulary Use of target words	Knows 1–3 vocabulary words; uses with significant errors or support needed	Knows 4–8 words; uses some correctly with occasional errors	Knows 9–15 words; uses most correctly in context with minor errors	Knows 16+ words; uses accurately and independently in writing and speaking	—
Reading Comprehension	Answers 1–2 questions; responses are incomplete or unclear	Answers 3–4 questions; responses show basic understanding with errors	Answers 5 questions correctly; demonstrates clear comprehension	Answers all questions accurately; makes inferences; supports with text evidence	—
Writing Match Report	Writes 1–2 words or incomplete sentences; heavy reliance on L1 or scaffolds	Writes 2–3 simple sentences; uses template heavily; some vocabulary errors	Writes 4–6 sentences; uses vocabulary correctly; logical sequence; minor errors	Writes a complete, well-organized report; uses varied vocabulary; few or no errors	—
Speaking Card Activity	Responds with 1-word answers or gestures only;	Uses sentence frames with support;	Responds in full sentences; communicates	Speaks fluently and confidently; expands beyond	—

Criterion	1 – Beginning	2 – Developing	3 – Proficient	4 – Excellent	Score
	requires repeated prompting	communicates basic ideas; hesitant delivery	ideas clearly; uses some target vocabulary	prompts; uses varied vocabulary	
 Participation Engagement	Rarely participates; disengaged or off-task most of the time	Participates when prompted; sometimes engaged; completes most tasks partially	Participates actively in most activities; stays on task; completes all required tasks	Highly engaged; encourages peers; takes initiative; completes extensions voluntarily	---

 **Score Summary**

Total Score:
 _____ / 20

16–20 = Excellent | 11–15 = Proficient | 6–10 = Developing | 1–5 = Beginning

 **Teacher Comments**



CLASSROOM MANAGEMENT

Teaching Tips

Large Classes (25+ students)

- Use the Speaking Cards in groups of 3 instead of pairs to reduce noise and ensure participation
- Assign a "Team Captain" per table who monitors task completion and manages materials
- Stagger activity start times by table to reduce supply-grabbing chaos (Table 1 begins, then Table 2, etc.)
- Use a projected timer for each activity – gives students autonomy and reduces "are we done yet?" questions
- Collect Exit Tickets as students line up – fast, efficient, and no chasing papers after class

Multi-Level Classes

- Pre-mark student packs with a colored dot (● = Beginning, ● = Intermediate, ● = Advanced) to differentiate task expectations without stigma

Fast Finishers

- Crossword Puzzle – engage immediately without prep
- Create 5 new clues for the Crossword using words they know
- Write 5 sentences using vocabulary from the flipbook
- Draw and label their favorite soccer player or team
- Flip to Extension Activities (p. 11 of this pack) and choose one
- Peer-review a classmate's Match Report and write 1 compliment + 1 suggestion

Learning Centers Setup

- **Center A – Vocabulary:** Flashcard matching, flipbook work, word wall building
- **Center B – Reading:** Match Day text + comprehension questions + dictionary reference

- Provide word bank strips (separate printout) to Beginning learners only – hand directly, discreetly
- During reading, pair students to read aloud together – stronger readers support weaker ones naturally
- Allow Advanced students to self-select an Extension Activity while Beginning students finish core tasks
- Use "I Can" display on board: students mark their progress icons as they complete activities

- **Center C – Speaking:** Speaking Cards, conversation prompts, recording option
- **Center D – Writing:** Match Report template, word bank strip, sample answer card
- Rotate groups every 12–15 minutes using a visual timer and music cue

Substitute Teacher Plan – Self-Running Session

STEP 1 (15 min)

Distribute Student Packs. Sub reads the Match Day Reading text aloud, slowly and clearly. Students follow along and underline words they don't know.

STEP 2 (20 min)

Students complete the Word Search and Crossword independently. Sub circulates and helps with pronunciation. Answer Key is on page 8 of this Teacher Pack.

STEP 3 (15 min)

Students complete the Reflection Page and Exit Ticket. Sub collects Exit Tickets in the labeled folder. Student Packs go home in their folders.



BONUS

Extension Activities

These five activities are ready to use as fast-finisher tasks, homework assignments, or enrichment for Advanced learners. Each activity is fully independent – no additional materials required beyond the Student Pack.

1 My Dream Team

Level: A2–B1 | Time: 15–20 min | Skills: Writing + Creativity

Writing

Task: Students create their own ideal World Cup team using any players they know (real or fictional). They name the country, write the lineup (goalkeeper, defenders, midfielders, forwards), choose a captain, and explain *why* each player was selected in 1–2 sentences each. They give the team a motto or chant.

B1 Extension: Write a short press conference speech from the coach explaining team selections. Use "I believe... because..." and "Our strategy is to..."

2 World Cup Predictions

Level: A2–B1 | Time: 10–15 min | Skills: Speaking + Writing + Opinion

Speaking

Task: Students predict who will win the World Cup and write 3–5 reasons using sentence frames: "*I think [team] will win because...*" | "*I believe [player] will score because...*" | "*In my opinion, the hardest match will be...*" Students share predictions with a partner and vote on the most popular class pick.

B1 Extension: Write a mini op-ed: "Why [Team] Will Be 2026 World Cup Champions" – 2 paragraphs, using argument language.

3 Sports Debate

Level: B1 | Time: 15–20 min | Skills: Speaking + Argumentation

Advanced

Task: Students debate one of these statements in pairs or small groups: (a) "Soccer is the most exciting sport in the world." / (b) "Playing on a team is better than playing solo sports." / (c) "The World Cup brings countries together." Each student gets 2 minutes to argue their side. Language frames: "I agree because... / I disagree because... / On the other hand... / However..."

Scaffolded version for A2: Provide debate sentence frames as a printed strip. Allow 30-second turns only.

4

Create Your Own Team

Level: A1–A2 | Time: 20–25 min | Skills: Vocabulary + Art + Writing

Creative

Task: Students invent a fictional World Cup team. They design the team's jersey (draw and color), choose a country name (real or invented), write the team name, team motto, and list 3 team rules using "must" / "must not." They present their team using the sentence frame: "Our team is from _____. We are called _____. Our colors are _____ and _____. Our motto is _____."

This activity makes an excellent bulletin board display – collect and display all team posters together!

5

Mini Presentation: My World Cup Report

Level: A2–B1 | Time: 2–3 min per student | Skills: Speaking + Presentation

Presentation

Task: Students use their completed Match Report (from the Student Pack) as the basis for a 2-minute oral presentation. They stand, make eye contact, and follow this structure: (1) Introduction – "Today I will tell you about..." (2) The match summary – "The game was between... The score was..." (3) Opinion – "I think this match was... because..." (4) Conclusion – "Thank you. Do you have any questions?"

Assessment: Use the Speaking row of the Rubric (p. 9) to evaluate. Peer feedback option: each listener writes 1 positive comment on a sticky note.



CLOSING THE PROJECT

Celebrating Student Success

How to Use the Certificate

- 1 **Personalize:** Write each student's name on the Certificate of Achievement (included in the Student Pack). Use a dark pen or marker for visibility. You may also type names digitally before printing.

- 2 **Sign It:** Sign the certificate as the teacher. If your school has a stamp or principal's signature policy, add it for extra formality. Students value official-looking certificates.

- 3 **Present It:** Hold a brief "World Cup Ceremony" at the end of the project (Day 3, last 5–8 minutes). Call each student by name, shake their hand, and hand over their certificate.

Student Presentation Ideas

Gallery Walk

Display Match Reports and Dream Team posters around the classroom. Students walk around with sticky notes and leave compliments on classmates' work. Builds community and reading practice simultaneously.

Video Recording

Record student Mini Presentations (with parent permission) and compile into a class "World Cup Highlights" video. Share with families via school platform.

Virtual Sharing

Share student work on your class digital platform (Seesaw, Google Classroom, ClassDojo). Tag MyESLFriends on social media – we love seeing our resources in action!

Portfolio Suggestions

-  **Vocabulary Flipbook** – shows productive vocabulary knowledge

Optional: play the World Cup theme music!


4 Display or Send Home: Allow students to display certificates on desks during presentations, then take them home. Certificates are portfolio-ready and make great parent communication tools.

5 Digital Option: Save the Certificate page as a PNG and type student names digitally. Email to parents as a celebration of learning moment.

 **Match Report** – demonstrates writing development

 **Reflection Page** – shows metacognitive awareness

 **Exit Tickets** – formative assessment evidence

 **Scored Rubric** – summative assessment documentation

 **Certificate** – motivational artifact

About MyESLFriends



MyESLFriends

MyESLFriends creates **premium, print-ready ESL resources** for teachers working with English language learners around the world. Our materials are designed to be visually engaging, pedagogically sound, and immediately usable – so you can spend less time preparing and more time teaching. We believe every student deserves high-quality language learning experiences, regardless of resources available.

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