

Materialienpool englisch: tasks, activities, exercises

Engelbert Thaler

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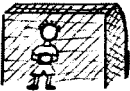










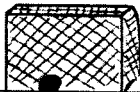




Yanna Reuschel
Football Domino

Level	elementary (Grundschule)
Aims	reading, listening, speaking, vocabulary
Time	20 – 30 min

1. Cut out the domino. The cards are shuffled, and every child gets the same amount of cards. One card is put on the table. Now cards and pictures must be matched, and the words are read out.

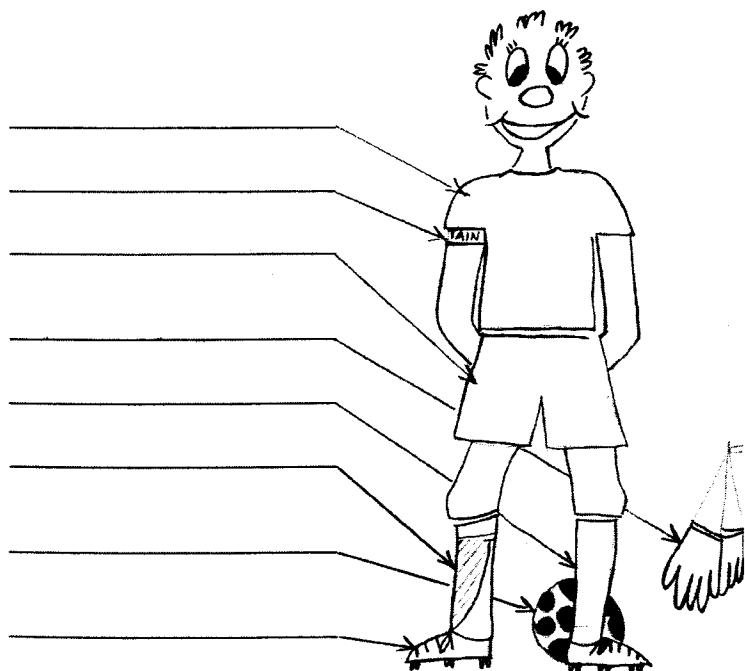
2. You can also play memory.

	player		socks
	goal		shoe
	ball		pitch
	fans		penalty area
	shin guard		red card
	jersey		gloves
	shorts		goal keeper

Yanna Reuschel
My Football Player

Level	elementary (Grundschule)
Aims	vocabulary, reading
Time	10 min

1. Match the words in the box to the football player.
2. Colour the player in the colours of your favourite team.



shin guard	shorts	shoes
jersey	socks	captain's armband
ball	goalkeeper's gloves	

Anika Gößmann

Shape Poems

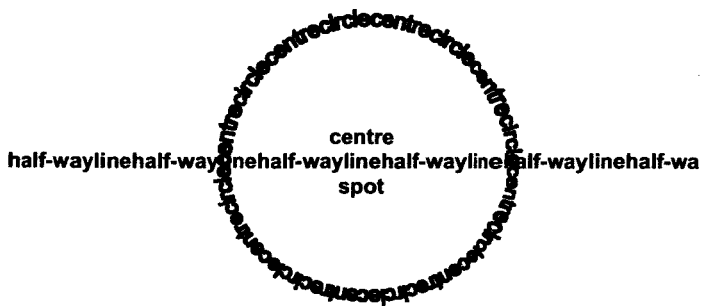
Level	elementary (Grundschule)
Aims	vocabulary, reading, writing, speaking, creativity
Time	15 min (tasks 1-3)

1. Look at the following two poems. What is different to other poems you know?
2. Read out the words. What do they mean?
3. Try to make the football field poem with the whole class. Every pupil can either hold up a slip of paper with their word on it (e.g. goal) or permanently say their word ("goal, goal, goal ..."). Draw it on the board. Show it to other classes, who have to guess what it is.
4. Create your own shape poem about football. You can use a dictionary.
5. Find other topics to create shape poems.
6. Try to build national flags with your bodies. Wear coloured clothes and take a photo of your class.

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Anika Gößmann

My Favourite Football Player

Level	elementary (Grundschule)
Aims	vocabulary, reading, writing, speaking
Time	45 minutes (or done at home)

1. Choose a football player, why not your favourite one.
2. Look for information about his/her life (e.g. internet, magazines, books). What is interesting about him/her? Think of triumphs, position, club, age. Why do you like him/her?
3. Create an information sheet (incl. a photo) and present it to your class.
4. Imagine being a famous football player. What would you like best?

My favourite football player

His/her name is : _____

His/her team: _____

His/her position: _____

His/her birthday: _____

His/her jersey's colours: _____

His/her triumphs: _____

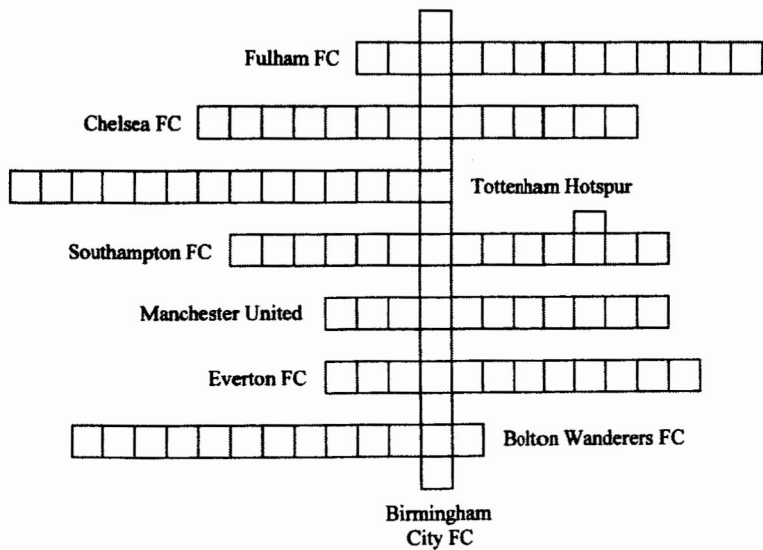
I like him/her because:

photo

Jan Schmider
Stadium Quiz

Level	from grade 6
Aims	vocabulary, web search
Time	20 min

Use the internet and fill in the names of these British football clubs' stadiums.



Ruth Eberlein
Football Survey

Level	grade 7
Aim	writing, creativity, analysis and presentation skills
Time	several lessons

For this task you have to get into groups of three to five pupils.

Step 1: Writing the questionnaire

Think of 5 – 10 questions you could ask other pupils about football (e.g. What is your favourite football club? Do you play football yourself? How often do you watch football on TV?)

Try to also think of questions that are interesting for pupils who don't like football too much (e.g. If a famous football club made you an offer to play for them would you accept it?).

Write down these questions (You may use a computer). Make sure you leave enough space in between the questions for the pupils to write down their answers.

Step 2: Doing the survey

Once your questions are all written down you can choose a class you want to give the questionnaire to. Make as many copies as you need for the class.

Don't forget to ask their teacher if it is alright for you to use up 10 minutes of his /her time for your survey. Then you can hand out the questionnaires and collect them again when the pupils have finished.

Step 3: Analysing the data

Next your group should take a look at the results. Try to find answers that are the same, surprising answers etc. You may put some data into the form of tables or graphs.

Step 4: Presenting your results

Then think of a way to present your results to the rest of your class. You may use a poster, a transparency or a multimedia presentation.

Ruth Eberlein
Football Pitch Crossword

Level

grades 5 – 8

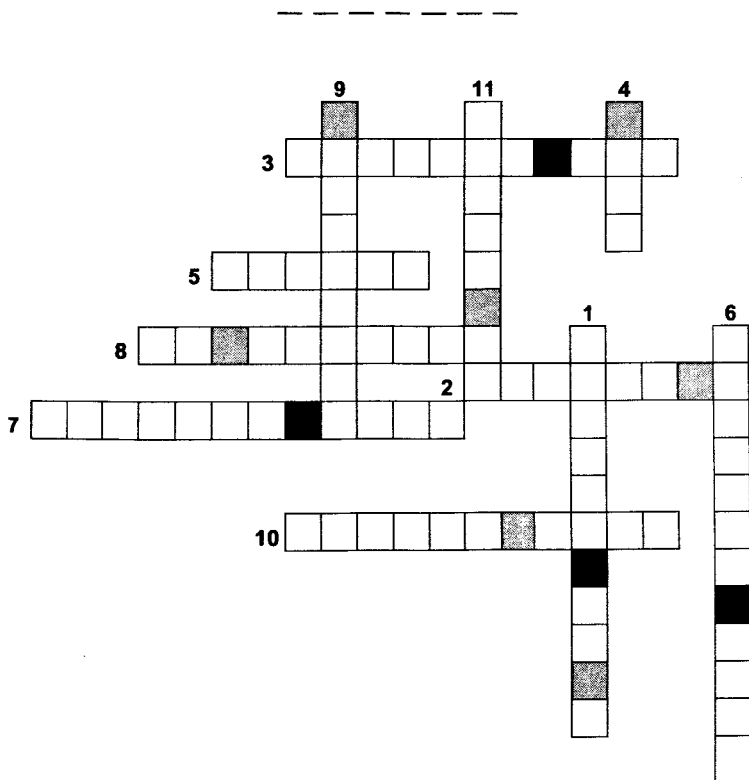
Aim

vocabulary, using a dictionary

Time

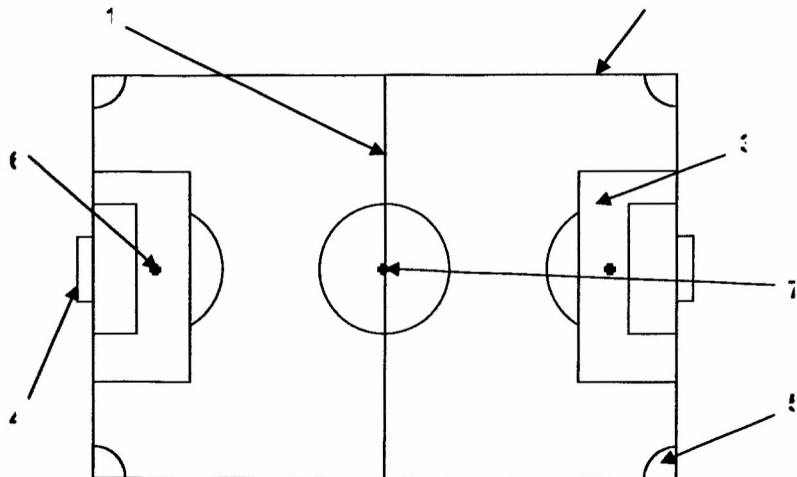
15 – 20 minutes

Try to find the right words for the crossword puzzle by using the pictures on the next page. You can work in pairs and if you don't know a word you may use the dictionary. When you have finished try to put the letters in the grey boxes into the right order to form a new word:

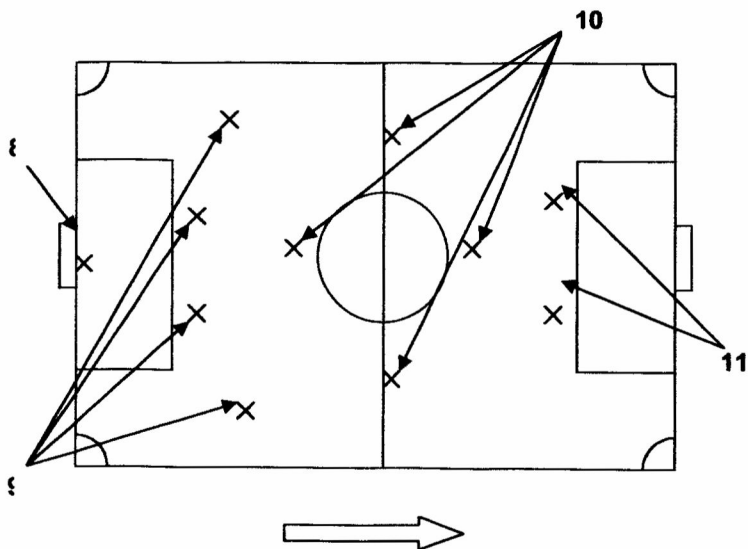


Solution: 1 centre line 2 side line 3 penalty box 4 goal 5 corner 6 penalty spot 7 central line 8 goal-keeper 9 defenders 10 midfielders 11 strikers – ENGLAND

Football Pitch



Players' Positions



The Manager League

Level	from grade 7
Aim	vocabulary, speaking, web research, presenting
Time	for a longer period of time (during the Premier League / Bundesliga season / Champions League), every week in the first English lesson after the weekend

1. The line-up

Every pupil has to find 15 of his/her most favourite soccer players (two goalies, 5 defenders, 5 midfield players and 3 attackers).

Then they write the names of their players on small cards, which give them the opportunity to switch or change their line-up later.

Next, the pupils have to draw a big football pitch on a paper (DIN A3 paper) where they have to name the important parts like corner, penalty spot etc. On this pitch, each pupil can now create his/her favourite line-up by attaching the cards, with the players' names on them, to the football pitch.

2. The task

In the first lesson of each week, two or three pupils have to present a report about their players. It is the task of the pupils to inform themselves about their personal team and their players over the weekend. Did they play well or not? How many goals did they score? How many yellow/red cards did they get? They also have to count their points (see 3/4). The class may elect two "referees" that control the evaluation of the teams.

3. The game

The Manager League works according to a point system. Over the school year, the pupils try to collect as many points as possible. They can use the „Kicker“ homepage (for the Bundesliga) (www.kicker.de) to give the players their points (or the teacher could do this, as mentioned below).

If you use the Premier League, the pupils have to research on the internet about the results and the best players etc. at www.premierleague.com.

4. The criteria

These are the possible rules for evaluating the teams:

Goal: 4 points, **Assist:** 2 points, **Yellow card:** -2 points, **Red card:** -5 points, **For each player of a winning team:** 1 point, **For each player of a losing team:** -1 point, **For each player of a team that won to nil:** 1 point, **Each player who is a member of the team of the week** (www.premierleague.com): 3 points

5. The lion

"The lion" is an informative programme about the Premier League (www.premierleague.com). It tells you about the next matches, results or any other important news concerning the Premier League.

Vanessa Comas

Two Young Football Players

Level	grades 7/8
Aim	reading comprehension, vocabulary extension, research
Time	2 x 45 min

José

José is a 13-year-old boy from Brazil. His family is poor and can't afford his education. But he can be really lucky being a member of one of the Don Bosco schools. These schools are financed by donations and other aid agencies. During the day José takes part in carpenter courses, which prepare him for his future job. Additionally, he is the best football player in the school team. Every month there is a football cup and other activities. These matches and meetings are meant to enable the kids to learn more about fairness and how to work as part of a team. José dreams about becoming a great football player and building more schools for poor kids.

Questions:

1. What is special about Don Bosco schools?
2. Find out more about Don Bosco and similar aid agencies. You can use the following websites (16.12.2005):
 - a) http://de.wikipedia.org/wiki/Don_Bosco
 - b) <http://www.jugend-dritte-welt.de>
 - c) <http://www.fussball-strassenkinder.org/Projektinfo/projektinfo.html>
 - d) <http://www.cafod.org.uk/var/storage/original/application/phphYlPdY.pdf>

Write a short newspaper article of about 150 words or – alternatively – prepare a powerpoint presentation on the topic.

Daniel

Daniel and his younger sister are living in a city in the UK. They are both quite good football players. Daniel is 14 years old and already plays for the youth team of a well-known football club. Football is his life, he is training very hard and sometimes he even misses classes when there is a great cup. He dreams about becoming a great, popular and rich football star.

Questions:

1. What does football mean to Daniel? What are his aims for the future?
2. Compare José and Daniel. List the parallels and differences in a grid.

Vanessa Comas

The Charity Match

Level	grades 7/8
Aim	vocabulary practice: defining, paraphrasing, role playing
Time	20 min

The football club Daniel plays for wants to collect money for the Don Bosco schools. For that reason they have organised a charity match and invited a group of young Don Bosco football players from Brazil to play against them. They hope to be able to attract attention and raise people's awareness of the situation of kids in other countries. José is one of the members of the Don Bosco group.

While Daniel and José are training together, Daniel tries to explain some football vocabulary to José.

Work in pairs. One of you is Daniel, the other is José. Daniel tries to explain the following words. Try and use confirmation checks and clarification requests (e.g. Did you get it? Do you know what I mean? Did I understand you correctly ...? Do you mean ...?).

1. goalkeeper
2. kick-off
3. centre circle
4. referee
5. penalty spot
6. striker
7. to tackle
8. to cheer

Martina Neher

Football Comic: Girls and Boys

Level

grades 8/9

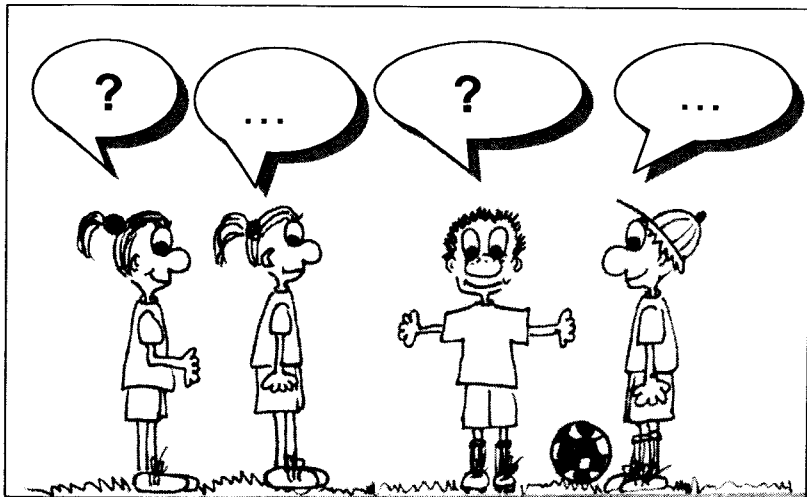
Aim

reading, writing, drawing, speaking

Time

one lesson





Look at the pictures:

1. What could happen next?
2. Think about a dialogue between the boys and the girls and write it down. You may use the last panel of the comic strip.
3. Read out your version and discuss it with your classmates.
4. Draw some more pictures for the comic. Also think of suitable speech or thought bubbles.
5. What do you think about girls playing football?

Martina Neher

Song: We Are The Champions

Level	grades 8/9
Aim	listening, speaking, vocabulary, interacting
Time	1 lesson

Freddy Mercury – Queen: We Are The Champions

I've paid my dues, time after time.
I've done my _____, but committed no crime.
And bad _____, I've made a few.
I've had my _____ of sand, kicked in my face,
But I've come through.

Refrain:

We are the champions - my friends
And we'll keep on _____ - till the end.
We are the champions, we are the champions
No time for losers,
'Cause we are the champions - of the _____

I've taken my _____, and my curtain calls.
You brought me fame and _____ and everything that goes with it -
I thank you all.
But it's been no bed of _____, no pleasure cruise.
I consider it a _____ before the whole human race,
And I ain't gonna lose.

Refrain

A. Pre-listening

1. Do you know any football songs?
2. Where and when have you heard *We Are The Champions*?

B. While-Listening

1. Listen to the song and fill in the gaps. Then check on them in class.
2. What is the message of the song?
3. Which words of the text are related to football or sports?
4. Is this song a football song? Why (not)?

C. Post-listening: Role Play

Imagine a situation where you could sing this song. Tell your partner why you are the champion of the world. Write a dialogue with at least 70 words and act it out.

Partner A: You are the winner, "the champion".

Partner B: You are the person that wants to know why your partner is the champion.

You could talk about the following things: friends, work, school, sports, football ...

Start like this.

A: "Hi Simon, how are you doing?"

B: "Hello Tina, I am fine – and you?"

A: "Well, I feel great, it is so wonderful that ..."

Ümit Adier & Bodo Hupfeld
Funny Players' Quotes

Level	Grades 8/9
Aim	repetition of grammar: reported speech
Time	10 – 20 min

Task 1

Transfer the following quotes by famous football players from direct speech into indirect (reported) speech.

Be careful with the tenses (back shift!), as the introductory verb is in past tense. Time adverbials and pronouns may also have to be changed. Vary the introductory verb, i.e. do not always use "said".

Task 2 (optional)

In each case try to find out what the person really meant to say.

1. David Beckham: "Pél  was a good player. I did not see him obviously, because I was not born."
David Beckham said that ...
2. David Beckham: "My parents have been there for me, since I was born."
David Beckham once remarked ...
3. Paul Gascoigne: "I never make predictions, and I never will."
Paul Gascoigne stated ...
4. Kevin Keegan: "I don't think there's anyone bigger or smaller than Maradona."
Kevin Keegan ...
5. Terry Venables: "It was never part of our plans not to play well, it just happened that way."
Terry Venables ...
5. Kevin Keegan: "England have the best fans in the world and Scotland's fans are second to none."
Kevin Keegan ...
6. Dave Bassett: "It's been two ends of the same coin."
Dave Bassett ...
7. Ron Atkinson: "Well, Clive, it's all about the two M's. Movement and positioning."
Ron Atkinson ...
8. Ron Atkinson: "I would not say David Ginola is the best left winger in the Premiership, but there are none better."
Ron Atkinson ...
9. Zinedine Zidane: "It is now for us to put that into practice."
Zinedine Zidane ...
10. Laurie McMenemy: "When you're 4-0 up you should never lose 7-1."
Laurie McMenemy ...

Alexandra Jakob

Football Ads

Level

grades 8 – 10

Aim

discussing, designing, creative writing

Time

one lesson

1. Introduction

An advertisement with a football player is shown (magazine, transparency).

- Which product or brand is advertised? How do you know?
- Do you like/dislike it? Explain why.

2. Analysis

Get together in small groups, discuss the following questions, and make notes.

- Why do many brands want football players to advertise their products?
- Which advertisements that are related to football can you think of?
- Are they entertaining, attractive, humorous, and effective? What makes you remember them?
- What are important features of a good slogan?

3. Creativity task

Choose a picture from one of the football magazines or newspapers that you have brought in for today. Design a slogan for a product that you can relate to football somehow. Then put the slogan into the picture.

4. Homework

Finish your poster and bring it to the next lesson.

Be prepared to present and justify your advertisement.

Web Research: Our Football Team

Level	from grade 9
Aim	internet research, presentation skills, team work
Time	several lessons

1. Get together in groups of 4-6, and choose one of the following football clubs:

- Chelsea London
- Liverpool F.C.
- Arsenal London
- Manchester United
- Glasgow Rangers.

2. Use the internet and/or magazines or books to find out as much as possible about your football club.

3. Each group member is supposed to be an expert about one aspect of the club, e.g.

- stadium
- finances/sponsors
- players
- history
- trophies/ achievements
- emblem

4. Your group has to present the results to the class. You may use posters, power point, video/DVD recorder, CDs to present your club.

Opponents and Friends – The World Cup Teams

Level	from grade 10
Aim	research, reading, writing, communicating
Time	2 lessons

1. Teacher's example

The teacher presents the English national football team using a poster. The presentation is used as an example for the following task done by the students. They are told that they must find information on the same aspects as in the example (see next page).

2. Research project

Every student draws a card each with the name of one country participating in the 2006 World Cup. Now the students are to search for information about 'their' teams using the following web-addresses: www.wikipedia.com, www.fifa.com, www.fifaworldcup.yahoo.com and www.google.com for further research. Students are free to consult other pages to do their tasks. They must use the English versions on the websites. Unknown vocabulary could be looked up at www.leo.org.

3. Presentation

Each student creates a poster following the example given by the teacher. Creative variations are welcome. Then the posters are pinned to a board or wall.

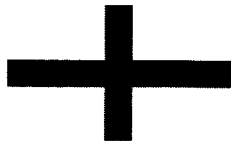
4. Game

At the beginning of the next lesson the class is split into groups of four – like the eight groups in the first round of the World Cup. The students have 10 – 15 minutes to study the posters of their group's four teams.

Then each student draws one of the four country cards and sticks it to his/her right neighbour's forehead, without the neighbour seeing what is written on it. The name of the country must be visible to the other players.

Now one player starts to ask his/her fellow players questions to find out about the word on his/her forehead. He/she can use what he/she has learnt from the posters. The other players of the group answer the question saying 'yes' or 'no'. If one question is answered with no, it is the next player's turn. If one player discovers his/her 'country card' he/she has scored one goal, and the next person carries on. The game may be played for several rounds, and after 20 minutes the student with most goals has won.

England



England, often regarded as the home of football, is located on the largest British Island in the Northwest of Europe. Approx. 59 million inhabitants are governed by Her Majesty Queen Elizabeth II. However, real political power lies in the hands of the Prime Minister, Tony Blair, and Parliament, both residing in the capital of London. England's form of government is a constitutional monarchy. The only official language is English and the British pound (sterling) is England's only valid currency.

The English football organisation called The Football Association is chaired by its president Prince Andrew, Duke of York. According to the official FIFA ranking, the English national football team is currently among the ten best national teams (8). They participated 11 times in a World Cup, which they won once in 1966.

The current coach of the team is Sven-Göran Eriksson, who led his team to the World Cup in Germany in 2006. There the team with the jersey colours blue and white (away matches) or red and white (home) is going to face Sweden, Trinidad and Tobago, and Paraguay during the group stage. In this stage you will see them playing in Nuremberg, Frankfurt and Cologne. Among the current English team you have many famous players, e.g. England's captain and midfielder David Beckham, who is presently playing in Spain's star club Real Madrid. Other famous players are the strikers Wayne Rooney and Michael Owen, the midfielders Steven Gerrard and Frank Lampard or the Defenders John Terry and Sol Campbell.

In my opinion the English team is one of the 12 best teams playing the World Cup 2006. I guess they will pass the group stage and move on to the quarter-finals or even the semi-finals. However, winner of the next World Cup is going to be somebody else – sorry David, Wayne and Michael.

Tobias Heitzmann
A New Star Is Born

Level	from grade 10
Aim	interacting, writing an article
Time	one lesson

Pair work:

A is the interviewer, and B a great new football talent.

A has to write a portrait about B for a pupil's magazine. The portrait should contain information on aspects like home country, residence, age, schooling, hobbies, when and where he started playing football, how he was detected, future plans etc.

First the interview is carried out, with A taking notes. Then the roles can be changed. After that the portraits are written. The finished products may be put on the wall, read and discussed.

Tobias Heitzmann
The Final And Me

Level	from grade 11
Aim	creative writing
Time	10 minutes

Imagine the following situation:

It is the final of the FIFA World Cup. After you have walked onto the field, you are standing beside your team-mates. 80,000 people have gathered in the stadium and are cheering on you and your team. The national anthem is being played and everybody is standing up to honour the players and the two countries. You know that several million people are watching you and your team on TV.

What do you feel and think in this situation?

Write a few sentences about your state of mind.

Oliver Weiss

"The Hand Of God"

Level	from grade 11
Aim	extensive reading, note taking, web research, presenting
Time	one lesson

Diego Armando Maradona scored a goal with his hand against England in the quarter-final match of the 1986 World Cup. Later he claimed it was the "Hand Of God". This was another moment in history that created some big rivalry between England and Argentina.

1. Web research

Find information on the following aspects and take notes:

- the historical background of the rivalry between England and Argentina
- the political relationship between England and Argentina before 1986
- the relationship between England and Argentina after 1986
- the 'football' relationship between them before and after 1986
- the most important matches

Use these sites for your research:

www.wikipedia.org -> English site

www.thefa.com

www.answers.com

and the links on these pages

2. Presentation

Prepare a short presentation of 3 – 5 minutes. Then present it to the class.

3. Imagine (optional)

Write a short text on one of the following three topics:

- What would have happened to the match without the irregular 1:0?
- What happened between English and Argentinean fans after the match?
- How did the English players behave towards Maradona after the goal?

4. God's goal (optional)

You may watch Maradona's goal at: www.fifa.com.

Oliver Weiss
Stadium Disasters

Level	from grade 11
Aim	extensive reading, writing, web research, presenting
Time	double lesson

To do these web tasks, go to the following websites:

www.stadiumguide.com

www.wikipedia.org -> English site

www.google.com

1. Collect the information you find about stadium disasters and put it into the following grid (note form):

Where	When	Why	Casualties

2. Select one disaster and write a few sentences about the consequences it had for the following aspects:

- the stadium
- the club
- the national league
- the international football

3. Think about ways and means to avoid such a disaster. What has to be done?
What has already been done?

4. (optional) Design your own stadium. Try to make it as safe as possible.

5. (optional) Build your own stadium during your handicraft lesson.