



KICKING OFF WITH ENGLISH LANGUAGE SKILLS

2017
edition

**A practical approach to improving English skills
for language tutors & soccer coaches**

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Introduction

Welcome to the FAI Kicking Off with English Language Skills (KOWELS) programme. KOWELS is an innovative programme whose aim is to promote integration in the community through a combination of English language and soccer skills.

KOWELS is designed as an 8-week module. Each module lasts for 90 minutes. Part 1 consists of a 45-minute language class delivered by trained tutors. Part 2 consists of a 45-minute soccer skills training session delivered by FAI trained coaches and mentors. The language programme has been designed within the context of soccer and sport. Each language class features content that is relevant to the playing field while building basic language competence. A shortlist of vocabulary and structures is provided in each lesson for the sports coaches so that the language acquired in the classroom can be directly applied to the playing field in the follow up skills training sessions.

The KOWELS language manual has been designed with the tutor and student in mind. Each of the 8 units is laid out with a lesson plan, tutor resource and student resource materials. Worksheets are provided for use during the session or after the session as homework or personal study aids.

The manual has extensive appendices with optional additional material. It is for the tutor to decide what will work best with the student participant group and to select from the appendices accordingly. The pace and extent of each lesson and of the overall module will be set by the tutor's judgement of the language ability levels in the student participant group. For a beginners' group it may be prudent to limit the content and to concentrate on effective learning and consolidation of each lesson. The measure of success will be the extent to which student participants can use their KOWELS acquired language skills effectively in the follow up skills training sessions with confidence and appropriate fluency. Once acquired, these skills should be transferrable to daily life.

How does KOWELS work?

Language is acquired progressively through the 4 key skills of: **Listening, Speaking, Reading** and **Writing**.

Our first exposure to language comes through **listening**. By listening, we understand that what we are hearing is language, is meaningful and is worth learning. Language is a medium of communication. We learn a language to communicate. We use a language because we have something to say and we want to understand what others are saying to us. Language is about dialogue between individuals and groups. Learners usually we understand more of the language they are learning through listening, even if they are quite limited in what they can speak. Listening is a passive activity though and places little burden on the learner beyond the need to pay attention to what he / she is hearing.

Listening is followed rapidly by **speaking**. We speak because we want to say something in the language we are learning. We speak because we want to use the language we have learned through listening, to see how it sounds, to see if we can make it work for us, to see if we can communicate successfully. Speaking is an active skill and requires the learner to take risks. Learning a new language requires learning new sounds and meanings, new pronunciations which can be difficult to achieve at first. It is important for the speaker-learner's efforts to be respected, corrected as necessary and most of all, encouraged.

Reading now follows. As soon as we start learning a language we become aware of that language in its written form. It may be through signs in public places, if we are abroad, or through the printed texts of books and learning support materials. Some languages are easier to read than others. Spanish, for example, is pronounced pretty much as it is written, making it easier to read and speak. English, by contrast, is renowned for words being pronounced differently to what their written form suggests. Think of words like: cough; rough; though to understand the learner's predicament. Reading, unless the texts are graded, is challenging for the learner as they may encounter too much new material in a piece of writing, which can be discouraging. Hence, teaching and learning texts should be graded by difficulty and chosen according to the learning level of the student.

Writing is the final achievement when learning a language. For many casual travellers, being able to listen and speak, even to a limited extent, is sufficient. For the more serious learner, reading and writing are essential. In modern society, the ability to read well is fundamental. How much information do we encounter in daily life through print media and the internet? Being able to write, by hand or keyboard, is also an essential skill.

Learners of English whose mother tongue already uses the Roman alphabet will have little difficulty in writing English, as the lettering will be familiar. Learners whose mother tongue uses a different script (e.g. Arabic, Amharic, Chinese etc.) may face their own challenges. English is written from left to right across the page and then from top to bottom from one completed line to the next. Arabic is written from right to left and then from top to bottom. It may be worth considering the use of handwriting copies to assist learners with their writing. These can be easily and freely generated using online resources.

Who is KOWELS designed for?

KOWELS is designed for ESOL¹ learners in Ireland. Irish society now contains a broad cross section of people who have migrated to Ireland from across Europe and from around the world. Many of the 'new Irish' are not native speakers of English. Each will need suitable language support and encouragement if they are to integrate successfully. If we acquire language to communicate, the soccer pitch provides an ideal setting for language acquisition and usage.

The language skills of learners are usually assessed at the start of a language programme. This will lead to the broad classifications of beginners, intermediate and advanced learners. KOWELS primarily targets the beginner and intermediate learner groups. Advanced learners can be catered for and can provide valuable support and encouragement for other learners. The focus of KOWELS is on the beginner and intermediate groups in that order. The rationale for this approach is that those with the least language skills are at greatest disadvantage. Once started, it becomes progressively easier for learners to operate in the target language, English. KOWELS encourages tutors to include the more competent learners to stimulate and motivate the beginners to become actively involved in the process of their own learning.

¹ESOL: English for Speakers of Other Languages

KOWELS Methodology

The KOWELS programme is designed to be delivered by tutors and community tutors alike. All tutors should have an introductory training and briefing session to enable them to exploit the full potential of the KOWELS programme.

The KOWELS programme draws inspiration from the Total Physical Response (TPR) methodology that was developed by James Asher, emeritus professor of psychology at San José State University (SJSU), California. The TPR approach requires students to learn by doing, to do the actions they are learning about through the new vocabulary which they are learning. Thus, when students learn the words, stand, squat, sit, they learn them by doing the actions, by standing, squatting and sitting. TPR is more concerned with promoting comprehension by internalising the meaning of the words through the accompanying actions. TPR stresses the primary role of listening in learning languages. Language structures are not focussed on explicitly but are absorbed through the combination of context and action, TPR. Ideally, a TPR based class focusses on repetitive drills where the key vocabulary is delivered as instructions in the imperative voice. This methodology is ideally suited to the sports skills sessions where the coach communicates through a series of commands followed by the required action: “at the whistle, stand; at the whistle, squat etc.”

KOWELS also focusses on the familiar routines of learning vocabulary alongside grammar and syntax. Each lesson is organised around a body of core content including vocabulary and tenses with associated syntax. The lesson encourages the use of progressive teaching, introducing new material in instalments and using exercises to drill and reinforce the learning. The appendices offer a range of materials for consolidating and extending each lesson. The tutor is encouraged to plan each lesson and to select material appropriate to each group in terms of suitability and quantity. A good guide is to remember that less is more. A good lesson will be based on a defined content set that is clearly presented and effectively reinforced. Using assessment for learning (AFL) techniques, the tutor should have a good sense of how well the lesson is going and how well the student participants have assimilated the learning of the day.

How do I plan a teaching session?

The KOWELS course comprises 8 units and a menu of options and resources for each one. The core task is given in the lesson planner for each session on the following pages. Each session should follow the core content laid out in the planner.

The appendices contain a lot of extra material and far too much for use in any one sessions. It for the tutor to decide what exactly to include.

Decide what level you are teaching (e.g. beginners, intermediate, a mixture of both)

1. Select the content for your lesson, starting always with the recommended core content in the planner.
2. Try to combine teaching with activity so that the lesson is not boring for the participants.
3. A useful sequence for each lesson would be:
4. Start with introductions: ask participants to sign the roll, or fill it in yourself. Ask for help with unfamiliar names to ensure the name is correctly registered.
5. Ensure that the participants have a copy and pen plus handouts for use during the session.
6. Pace the lesson so that you cover the content without rushing or leaving work undone. Adapt your planning if this becomes an issue.
7. Wrap up the session punctually. Collect up materials. It may be an idea to collect up all the copies and keep them for the next session. This will get around the problem of participants forgetting to bring their copies with them.
8. Hand over to the coaches. Give the coaches a copy of their prompt sheet for each session.

ENGLISH LANGUAGE LESSONS

Overview

There are eight units in the pack, each with a different football-related theme and each one focusing on different aspects of English language development.

Unit 1: The Football Stadium

Unit 2: People we find at a Football Game

Unit 3: Football Skills

Unit 4: Football Match Report

Unit 5: The World Cup

Unit 6: Life of a Football Star

Unit 7: The Football Supporter

Unit 8: FAI Tour of Ireland

Description

Each unit is divided into discrete sections and aims to cover a range of language teaching, from vocabulary development to functional language to the skills of language use.

Activities range from context-based visual exercises for participants who are new to English, to context-reduced higher-order activities for participants who have been learning English for some time.

Methodologies include a range of active learning opportunities for participants, enabling them to practise these language skills with their peers as much as possible.

The emphasis is on an active and fun-based approach, enabling participants to build on their basic conversational language while working towards the development of academic language proficiency.

Layout of the units: How to use this pack

The units are organised in a step-by-step format, with a menu of options available so that tutors can choose activities according to the language proficiency levels of the participants in the group. For example, some of the activities would be beneficial for participants in the very early stages of learning English, whilst others will require greater degrees of fluency and comprehension and will be more suitable for participants who have been learning English for a longer period.

Each unit contains the following:

A selection of key vocabulary, listed on sets of cards which are placed at the back of the unit and which need to be cut out beforehand.

A functional language section, in which an aspect of grammar is addressed (e.g. punctuation / use of alphabetical order).

Extension activities which offer challenges to participants with a more advanced level of language and which are aimed at the further development of academic language proficiency.

Some units contain key visuals in the form of A4 pictures of participants in football poses, a football supporter, a referee, and a manager. Unit 1 contains a set of picture cards which can be used to develop vocabulary and reading skills, and again, this resource can be used across a range of units in the pack.

Some units contain optional elements in which tutors can, if they wish, pre-record TV commentaries or match reports and use these in discussions with the participants. These optional elements are listed here so that tutors can plan ahead for the activities in question:

Unit 3:

Pre-tape (audio or video) part of a football game

Get fixtures for the following week's matches

Unit 4:

Pre-tape (audio or video) a match report

Gather a selection of match reports from newspapers and magazines

Unit 5:

Gather information about upcoming World Cup tournament

Extension activities suggest visiting the website of Show Racism the Red Card:
<http://www.theredcard.ie> .

It is recommended that tutors visit this website in advance and decide which materials they would like to focus on, as much of the material is aimed at older students.

"Sport has the power to unite people in a way that little else can. It can create hope where there one was only despair. It breaks down racial barriers. It laughs in the face of discrimination. Sports speaks to people in a language they can understand."

Nelson Mandela

Teaching participants who are learning English as a spoken other language

Key principles

The eight units in the pack are underpinned by basic principles of EAL teaching and learning. These include:

- **The use of key visuals**

Visual supports are very important in scaffolding learning with participants who are learning English as an additional language. According to Thwaite and Rivalland (2009)², visual cues mean that participants “can participate in interactions without having an extensive vocabulary”. Visual cues are particularly useful for participants in the early stages of English language learning. The pack contains a variety of visual supports to aid language development.

- **Importance of oral language skills**

This is a key element of learning English as an additional language as it represents a means of developing vocabulary, skills of expression, participants’ ability to think through ideas and their ability to construct dialogue. It has also been identified as crucial to literacy development.

- **Learning through collaboration and interaction**

When participants work collaboratively they speak more of the language, listen to more of it, and exchange ideas and information with each other. This joint thinking enables participants to internalise aspects of the language and to build their problem-solving capacities.

- **Learning through active methodologies**

“The best activities are those in which students are completely absorbed, in a sense forgetting that they are using another language”.

Active learning methodologies enable participants to become completely involved in a game or activity, and can sometimes involve physical responses as much as oral or written replies.

- **Accessing prior knowledge**

Students will engage more readily with topics when the learning connects with and builds upon their prior learning. Many participants already have in-depth knowledge of soccer in their countries of origin and will be bringing the richness of this previous experience to these units.

- **Recognising the importance of the child’s first language and heritage culture**

This is a critical factor in supporting participants who are learning English as an additional language, as participants can transfer previous knowledge and literacy skills to the new language. Recognising first languages and heritage cultures also conveys a strong message to participants of valuing and respecting those essential aspects of their identities. Many of the activities in the pack include reference to participants’ first languages. Some of the worksheets invite participants to identify vocabulary in their own languages – remember that some participants will be able to do this orally but may not have written skills in their heritage language.


Participants can also be encouraged to bring in the sports sections from newspapers in other languages / from their home countries and tell the stories to the participants in the group.

- **The importance of ‘discrete language skills’**

Cummins (2001) defines these as “specific phonological, literacy and grammatical knowledge that students acquire as a result of direct instruction and both formal and informal practice”. Discrete language skills include knowledge of the alphabet, letter/sound correspondence, and conventions about spelling, punctuation and grammar. Discrete language skills are a key dimension of language proficiency, and are a central feature of these eight units.

- **Building participants’ language awareness**

This refers to the growing understanding participants reach about the similarities and differences between languages as they engage in learning a language in addition to their first. Language awareness activities benefit all participants, as even those whose first language is English will appreciate the richness of the connections between different languages. Language awareness activities are integrated into the eight units of the pack.



UNIT LESSON PLANS

Units 1 - 8

The Track Approach to Lesson Planning using the 8 Unit Lesson Planners & Resources

Track 1 Basic	Track 2 Intermediate	Track 3 Oral / Aural	Track 4 Visual Stimulus	Track 5 “A la carte”
Follow Objectives and the “Beginner” strand	Follow Objectives and the “Intermediate” strand	Follow objectives on each unit’s lesson planner	Follow objectives on each unit’s lesson planner	Follow objectives on each unit’s lesson planner
Choose development activities selectively	Choose development activities selectively	Choose development activities selectively	Choose development activities selectively	Choose development activities selectively
Focus on TPR methodology with beginners	Focus on TPR and other suitable methodologies	Focus on TPR and other suitable methodologies	Focus on TPR and other suitable methodologies	Focus on TPR and other suitable methodologies
Minimise additional work in the interest of focusing on the basics	Include additional work subject to student ability	Select oral / aural materials	Select visual stimuli from appendix resources	Select activities and resource materials from the menu of options
Use and extension activity hand out for reference, homework and as a memory aid	Use and extension activity hand out for reference, homework and as a memory aid	Consider using the stories in each unit as ‘read aloud’ inputs. Focus on conversation especially. Use writing only in support. Consider downloading podcasts for use in classwork.	Consider using the visual stimuli to prompt student speaking activities. Follow up with written activities as desired	Consider suitable follow up / homework activities. Consider using a handout of choice from the available resources

Kicking Off with English Language Skills

	Unit 1	Beginners - Unit 1A	Intermediate - Unit 1B
1	Objectives	1. To introduce the 'KOWELS' concept of language and soccer 2. To make a group contract to comply with the KOWELS programme 3. To review previous learning prior to commencing the KOWELS programme 4. To introduce and consolidate new vocabulary, tenses and optional extension material 5. Identify areas of a football stadium using key vocabulary (listed below, on this page) 6. Use key vocabulary in oral, reading and written activities	
2	Theme	The Football Stadium Clubs: Bohemians & Benfica	
3	Tense	Present Simple	Present Simple & Past Simple
4	Vocabulary	Stand; Squat; Sit; Walk; Jog; Run Pitch; Goals; Side-Lines; Penalty Box, Coach; Referee	As for beginners Elicit more vocabulary stadium, stands, seating / capacity, floodlights, dressing room, net, goalpost, teams, bench, football
5	Introduction	Discuss and assess levels of English Complete first introductions of names of participants Discuss and agree the contract	
6	Development 1	Introduce Vocabulary Teach and drill the vocabulary using the TPR methodology	
7	Development 2	Introduce structures Stand; What are you doing? I am standing Are you sitting? No, I am standing.	
8	Development 3	Writing practice. Consider using handwriting pages where appropriate.	Challenge learners to construct their own sentences and stories.
9	Summary & Conclusion	Locate clubs on Irish & European maps Review and revise the session's work	
10	Extensions	Take away Worksheet unit 1A-1 Outline drawing of a soccer pitch – name the markings	Take away Worksheet unit 1B-1

Kicking Off with English Language Skills

	Unit 2	Beginners - Unit 2A	Intermediate - Unit 2B
1	Objectives	1. To review previous learning 2. To introduce and consolidate new material, vocabulary and structures 3. Identify the people we find at a football game 4. Read a selection of key vocabulary (listed below) 5. Compare / contrast the different positions / roles	
2	Theme	People we find at a football game Shelbourne FC & Manchester United	
3	Tense	Past Simple	Past Simple & Past Perfect
4	Vocabulary	Dribble; Pass; Shoot Tackle; Foul; Save	As for beginners - Elicit more vocabulary players, referee, coach, match officials, captain, mid-field players, forward, defence / defender, manager, substitute
5	Introduction	Greetings and welcome Briefly revise work from the previous session Ask for news of the week from the group	
6	Development 1	Introduce Vocabulary Teach and drill the vocabulary using the TPR methodology	
7	Development 2	Introduce structures Dribble. What did you do?; I dribbled the ball Did you dribble the ball? No, I passed the ball.	
8	Development 3	Writing practice Consider using handwriting pages where appropriate.	Challenge learners to construct their own sentences and stories
9	Summary & Conclusion	Locate clubs on Irish & European maps Review and revise the session's work Encourage free conversation on this session's theme and featured clubs	
10	Extensions	Take away Worksheet Unit 2A - 1	Take away Worksheet Unit 2B - 1

Kicking Off with English Language Skills

	Unit 3	Beginners - Unit 3A	Intermediate - Unit 3B
1	Objectives	<ol style="list-style-type: none"> 1. To review previous learning 2. To introduce and consolidate new material, vocabulary and structures 3. Identify location and key facts for 'Team of the Week' 4. Use key vocabulary (listed below) in oral and written activities, including role play with peers 5. Identify key vocabulary from a video or audio clip (optional activity) 	
2	Theme	Football Skills Featured Teams: Shamrock Rovers & Bayern Munich	
3	Tense	Future Simple	Future Simple Continuous
4	Vocabulary	Sprint; Swerve; Dodge Head; Bounce; Dive	passing, shooting, dribbling, tackling, saving, fouling, running, possessing, defending, attacking, fielding, scoring, diving, kicking, heading, challenging, marking
5	Introduction	Greetings and welcome Briefly revise work from the previous session Ask for news of the week from the group	
6	Development 1	Introduce Vocabulary Teach and drill the vocabulary using the TPR methodology	
7	Development 2	Introduce structures I will sprint. What will you do next time? I will sprint. I won't jog, I will sprint.	
8	Development 3	Include additional vocabulary Consider an additional activity to vary the focus and motivate learning	
9	Summary & Conclusion	Locate clubs on Irish & European maps Review and revise the session's work Encourage free conversation on this session's theme and featured clubs	
10	Extensions	Take away Worksheet Unit 3A - 1	Take away Worksheet Unit 3B - 1

Kicking Off with English Language Skills

	Unit 4	Beginners - Unit 4A	Intermediate - Unit 4B
1	Objectives	1. To review previous learning 2. To introduce and consolidate new material, vocabulary and structures 3. Analyse a written match report 4. Devise a match report based on a match (or part of a match) of their choosing, using the correct sequence: kick off, first half, half-time, second half, extra time etc.	
2	Theme	Football match report Featured teams: Cork City F.C & FC Barcelona	
3	Tense	Present Continuous & Present Simple	Present Continuous & Present Simple Question and negative forms of these tenses.
4	Vocabulary	Possess; Mark; Challenge Field; Throw In; Kick Off	first half, half-time, second half, half-time score, full-time score, injury-time, extra time, penalty shoot-out, victory, defeat, substitutions, disappointment, success, presentation of trophy, match report
5	Introduction	Greetings and welcome. Briefly revise work from the previous session. Ask for news of the week from the group.	
6	Development 1	Introduce Vocabulary Teach and drill the vocabulary using the TPR methodology	
7	Development 2	Introduce structures I jog every morning. In fact, I am jogging right now. Are you jogging right now? No I usually jog in the evenings	
8	Development 3	Include additional vocabulary Consider an additional activity to vary the focus and motivate learning	
9	Summary & Conclusion	Locate clubs on Irish & European maps Review and revise the session's work Encourage free conversation on this session's theme and featured clubs	
10	Extensions	Take away Worksheet Unit 4A - 1	Take away Worksheet Unit 4B - 1

Kicking Off with English Language Skills

	Unit 5	Beginners - Unit 5A	Intermediate - Unit 5B
1	Objectives	1. To review previous learning 2. To introduce and consolidate new material, vocabulary and structures. 3. Identify some countries involved in World Cup tournaments 4. Consolidate geographical skills and concepts through the use of maps and atlases 5. Identify a range of national symbols such as flags, crests or other symbols	
2	Theme	The world Cup Featured teams: UCD AFC & Liverpool FC	
3	Tense	Past Continuous & Past Simple	Past simple & Past Perfect
4	Vocabulary	Whisper; Talk; Shout Cheer; Heckle; Boo	names of countries chosen by tutor / group as the focus, qualifying campaign, competition, tournament, trophy, location, venue
5	Introduction	Greetings and welcome Briefly revise work from the previous session Ask for news of the week from the group	
6	Development 1	Introduce Vocabulary Teach and drill the vocabulary using the TPR methodology	
7	Development 2	Introduce structures I talked to her this morning. I was talking to her for half an hour. Did you tell her about the match when you were talking to her? - Yes I told her.	
8	Development 3	Include additional vocabulary Consider an additional activity to vary the focus and motivate learning	
9	Summary & Conclusion	Locate clubs on Irish & European maps Review and revise the session's work Encourage free conversation on this session's theme and featured clubs	
10	Extensions	Take away Worksheet Unit 5A - 1	Take away Worksheet Unit 5B - 1

Kicking Off with English Language Skills

	Unit 6	Beginners - Unit 6A	Intermediate - Unit 6B
1	Objectives	<ol style="list-style-type: none"> 1. To review previous learning 2. To introduce and consolidate new material, vocabulary and structures 3. Create a biography of a football star in correct chronology 4. Develop questioning skills 5. Compare and contrast information about well-known players 6. Practise using adjectives correctly 	
2	Theme	The life of a football star Featured teams: Galway United FC & Galatasaray FC	
3	Tense	Future Continuous & Future Simple	Simple conditional If I go to Barcelona I will visit the Barcelona FC Camp Nou stadium.
4	Vocabulary	Cheer; Wave; Clap Comment; Praise; Insult	biography, date of birth, childhood, apprentice, professional, signing-on fee, contract, training, training ground, first team, reserves, talent scout, football nursery, football academy, transfer, transfer fee, agent
5	Introduction	Greetings and welcome. Briefly revise work from the previous session Ask for news of the week from the group.	
6	Development 1	Introduce Vocabulary Teach and drill the vocabulary using the TPR methodology	
7	Development 2	Introduce structures I will cheer my team on. I will be cheering and clapping for the whole match. Will you cheer on your team? Will you be cheering and clapping for the whole 90 minutes?	
8	Development 3	Include additional vocabulary Consider an additional activity to vary the focus and motivate learning	
9	Summary & Conclusion	Locate clubs on Irish & European maps Review and revise the session's work Encourage free conversation on this session's theme and featured clubs	
10	Extensions	Take away Worksheet Unit 6A - 1	Take away Worksheet Unit 6B - 1

Kicking Off with English Language Skills

	Unit 7	Beginners - Unit 7A	Intermediate - Unit 7B
1	Objectives	1. To review previous learning 2. To introduce and consolidate new material, vocabulary and structures. 3. Identify items in a football supporter's 'kit' 4. Identify the contextual meaning of some idiomatic phrases 5. Identify the contextual meaning of words with multiple meanings	
2	Theme	The football supporter Featured teams: Dundalk FC & AC Milan	
3	Tense	Present Perfect & Past Simple	2nd Conditional If you queued for an hour you would get a ticket for the match.
4	Vocabulary	Queue; Push; Crush; Give; Take; Receive	supporter, fan, fan club, scarf, cap, season, season ticket, home games, away games, membership, loyalty, hooligan, following, travelling, league title
5	Introduction	Greetings and welcome Briefly revise work from the previous session Ask for news of the week from the group.	
6	Development 1	Introduce Vocabulary Teach and drill the vocabulary using the TPR methodology	
7	Development 2	Introduce structures I have queued for tickets. I once queued for 9 hours at the Aviva Stadium. What is the longest you have ever queued for tickets?	
8	Development 3	Include additional vocabulary Consider an additional activity to vary the focus and motivate learning	
9	Summary & Conclusion	Locate clubs on Irish & European maps Review and revise the session's work Encourage free conversation on this session's theme and featured clubs	
10	Extensions	Take away Worksheet Unit 7A - 1	Take away Worksheet Unit 7B - 1

Kicking Off with English Language Skills

	Unit 8	Beginners - Unit 8A	Intermediate - Unit 8B
1	Objectives	1. To review previous learning 2. To introduce and consolidate new material, vocabulary and structures. 3. identify a selection of FAI clubs and locate these clubs correctly on a map of Ireland 4. Compare and contrast key information about these teams 5. Practise using singular and plurals correctly	
2	Theme	FAI Tour of Ireland Featured team: Sligo Rovers FC 7 Peamount United FC	
3	Tense	Past Perfect & Past Simple	3rd Conditional If I had not slipped I would not have broken my leg.
4	Vocabulary	Slip; Trip, Slide Trip; Stumble; Fall	Injuries; bruise; scrape; blister; Achilles tendon; hamstring; groin-strain; torn ligament; pulled muscle; black eye; dehydration.
5	Introduction	Greetings and welcome Briefly revise work from the previous session Ask for news of the week from the group.	
6	Development 1	Introduce Vocabulary Teach and drill the vocabulary using the TPR methodology	
7	Development 2	Introduce structures I slipped on the path. I had not seen the ice. Had you seen the ice before you slipped? No I had not (hadn't)	
8	Development 3	Include additional vocabulary Consider an additional activity to vary the focus and motivate learning	
9	Summary & Conclusion	Locate clubs on Irish & European maps Review and revise the session's work Encourage free conversation on this session's theme and featured clubs	
10	Extensions	Take away Worksheet Unit 8A - 1	Take away Worksheet Unit 8B - 1

UNIT 1

The Football Stadium

Appendix 1

Additional
Resource Materials



UNIT 1: THE FOOTBALL STADIUM

Objectives

That participants will be enabled to:

1. Discuss and record three pieces of information for 'Soccer News of the Week'
2. Identify location and key facts for 'Team of the Week': **Bohemians & Benfica**
3. Identify areas of a football stadium using key vocabulary (listed below, on this page)
4. Use key vocabulary in oral, reading and written activities
5. Use capital letters correctly

Key vocabulary: stadium, pitch, stands, seating / capacity, floodlights, sideline, dressing room, net, goalpost, teams, bench, football

(Note: this list is not exhaustive – tutors are encouraged to extend / amend the list as appropriate to the language level in the group.)

Resources

- Maps of Ireland & Europe (see appendix for blank copies)
- Beach ball
- Flipchart, poster or news diary
- Functional language page: capital letters
- Key vocabulary cards (cut out beforehand)
- Story
- Four character cards (Pawel, Sinéad, Ling & Abdul) (see appendix for photocopy templates)
- Football pitch blank template showing line markings (See appendix for a blank copy)
- Information on the team of the week (see appendix)

Introduction

Step 1

Tutor introduces discussion about '**Soccer News of the Week**', based on news and information that the participants have about soccer events locally and globally. (The tutor may need to read up on some relevant soccer events prior to the lesson in order to stimulate the discussion and to support the participants).

The group then choose three pieces of information that have come up in the discussion and prioritise these for recording. These three items of 'Soccer News' can be recorded either in a news diary, on flipchart pages, or on posters. If appropriate, the task of 'recorder' can be given to one of the participants in the group.

Over the course of the eight lessons, this record of news items will develop, and the participants will be able to read back over the pages.

Step 2

Introduce participants to the idea of 'Team of the Week': **Bohemians FC & Benfica**. Participants locate Dublin on Maps of Ireland and Europe and place label on the map. Five key facts about Bohemians are discussed and written on whiteboard, flipchart or on template page. This can be done as individual, paired or group work.

Development

Step 1

Introducing theme of the week: ***The football stadium***.

Participants are presented with the A4 visual of a football stadium. Tutor uses this as a stimulus for brief discussion, drawing attention to key vocabulary.

Questions that could be used in order to encourage the participants to use this vocabulary in sentences:

- What are the stands used for? (This is where the supporters sit or stand during the football game)
- What is the purpose of the corner flag? (This is where the player taking the corner places the ball)
- Can you find the manager?
- Where does the manager stand during a football game? (The manager usually stands on the sideline)
- What objects can you see on the sideline?

- What people can you see on the sideline?
- What are the reasons for having floodlights?
- Can you name any stadium that has a set of floodlights?
- What is the capacity of the stadium in the picture?
- What teams are playing? Who is winning?

Step 2

Tutor and participants read the story based on the four characters: Pawel, Sinéad, Ling and Abdul. This story can be used as the basis to explain some of the key vocabulary in Unit 1.

Step 3

Option A

Tutor uses key visual showing football stadium. Tutor presents vocabulary cards (page 16) and, as a group, participants discuss the cards and place each one onto the key visual. Some words may need to be explained by the tutor.

Follow-up: Participants are divided into groups and receive key vocabulary cards. Participants discuss in their group where the words belong on the key visual and place them in the appropriate place. This activity can be repeated as required.

Option B

Guess the Word

- Purpose: Forces student to use verbal descriptions while maintaining word use.
- Directions:
 1. Tutor uses cards with word and drawing, and places them into a bag.
 2. Group is divided into teams.
 3. One student draws a card from bag.
 4. He/She describes the word to their team without using the word.
 5. Student's team will try to guess the word.
 6. If they can, they get the point. If not, the other team gets a chance

Option C

A3 visual showing football stadium, key vocabulary cards, and football. Words are placed face-down on a table. Child throws a ball to another child and this child picks up a card. If child knows the word and can place it correctly on chart, he/she receives one 'goal' and throws the ball on. If child is unsure, this provides tutor with opportunity to explain the word, and the ball is thrown on.

Step 4

Functional language work: capital letters (see page 14)

Tutor discusses use of capital letters, asking participants about their use.

Participants can fill in worksheet or the exercise can be conducted orally (individually or paired).

Closing activities

Option A

'Red Card Man':

The vocabulary used for this game can be drawn from the key vocabulary list for Unit 1, and/or the words listed on the photo-copiable cards.

In this game participants have to guess the letters of a word. In this case, the tutor draws eleven football 'players' on the board or on the flipchart (stick figures will suffice). Each time the participants guess a correct letter it is written onto the line. Each time the participants guess an incorrect letter one of the 'players' is sent off. The aim is to try and complete the word before all the players get a 'red card'.

Option B

Shannon's Game: this game is introduced to the participants. Again, the rationale is the same as "Stickman" but in this case the participants try to guess the letters of the word in sequence.

For example:

The word is 'penalty' (choose a word according to participants' proficiency level). The tutor begins by writing the letter 'p' on the board and represents all of the other letters with dashes:

P _ _ _ _ _

The participants are then allowed a certain number of guesses to identify the next letter in the word. If they don't guess the word in the allocated number of guesses, the tutor inserts that letter and the participants move on to try to guess the next letter in the sequence:

p e _ _ _ _

The idea is that participants use their knowledge of spelling patterns to predict the letters of words.

The tutor can also use the drawing of a stick-person on the board. If the drawing is completed before the students arrive at the correct spelling, that's one point to the tutor. Vary this by dividing the group into two or more teams and have them compete with each other to achieve the highest score.

A variation could involve the tutor having a list of items found at a football stadium beginning with a target letter, e.g. 's', and with a varying amount of letters, and using these as the basis for Shannon's Game: save, score, stadium, scarf, sideline, substitute, striker, soccer, etc.

Next week's 'Team of the Week': Shelbourne FC & Manchester United. Participants are encouraged to check in newspapers or sports magazines (in any language) for information about Benfica and bring it to the next lesson.

Note that there is a selection of Irish and international teams as well as teams catering for males and females. This variety is also reflected in the graphics which provide a variety of examples by gender and ethnicity. In this way the resource hopes to be inclusive and encouraging of all who are interested in promoting integration through sport.

Extension activities

- Design a new crest for Bohemians
- Use the internet to look up www.worldstadiums.com/ and design key facts poster / page, e.g. largest / oldest / number in Ireland /smallest in Ireland / oldest in Ireland
- Design a poster advertising a football stadium
- Design a match brochure

UNIT 1



Write these sentences using CAPITAL LETTERS where necessary:

wayne rooney scored a brilliant goal last wednesday.

the soccer season finishes every year in may.

my favourite player of all time was diego maradona.

fernando torres never played for shamrock rovers.

the nickname for bohemians is the gypsies.

manchester united play in old trafford football ground.

stadium

pitch

stands

seating/capacity

floodlights

sideline

dressing room

net

goalpost

teams

bench

football

AT THE FOOTBALL STADIUM

The four participants Pawel, Sinéad, Ling and Abdul are very good friends. They are all in the same class at school and enjoy playing football together in their local club, Wharf United. Abdul came to Ireland from Somalia three years ago. Ling was born in Ireland and her parents came to Ireland from China fifteen years ago. Pawel has lived here with his family for six years. Sinéad was born in Ireland.

Today the four participants are very excited because their team is visiting Carlton Rovers, who play in a **stadium** in a nearby town. This stadium has a big **capacity**. This means that it can hold a lot of supporters. "How many supporters can fit into this stadium?" Sinéad asks Pawel. "45,000 people can fit into these **stands**," he answers. "And the stadium also has **floodlights**. Look at the floodlights over the **pitch**," he says, pointing upwards at the big lights overhead. "This means that the teams can play after dark because the lights shine onto the pitch."

The eleven players from Wharf United change in the **dressing rooms** and come out onto the pitch. They are now wearing their jerseys, shorts and football boots. The participants see their manager, Des, on the **sideline**. He will stay on the sideline during the game, helping the team by cheering them on, so that they can kick the ball to the **goalposts** and into the **net**. Sometimes he will sit on the **bench**. On the grass beside him are some bottles of water for the players, a first aid box, and some extra footballs.

The participants see the flags around the sides of the pitch. All four corners of the pitch have red flags. This is where a player must place the ball if his or her team is given a corner kick.

The **referee** is in the middle of the pitch. He has a whistle in his hand. He will blow the whistle to let the players know that the match is starting.

The supporters are coming into the stadium and sitting in the stands. They wave their flags and scarves and shout to the players on the pitch.



Pawel is **dribbling** the ball

This means that he kicks the ball in small steps, keeping it in his control



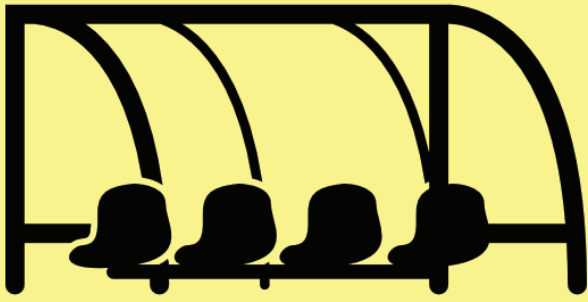
Sinéad is **passing** the ball

This means that she is kicking it to another player on her team.



Ling is going to take a **penalty**

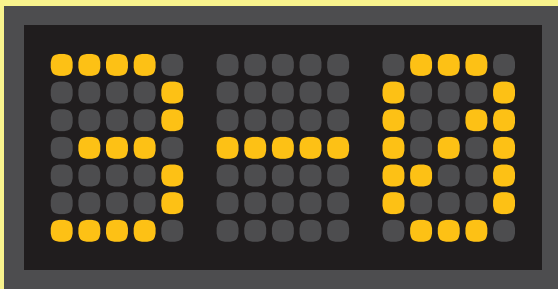
She can kick the ball from the penalty spot in front of the goal and only the goalkeeper can try to stop the ball.



bench



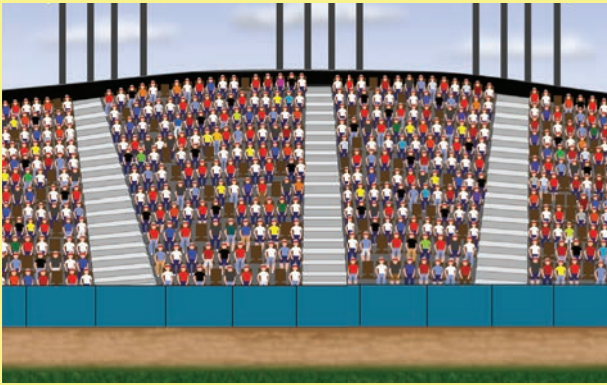
corner flag



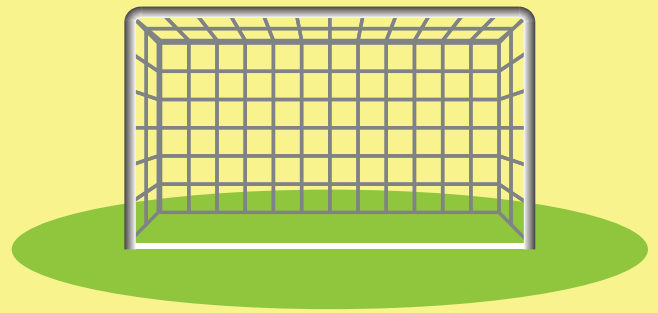
scoreboard



stadium



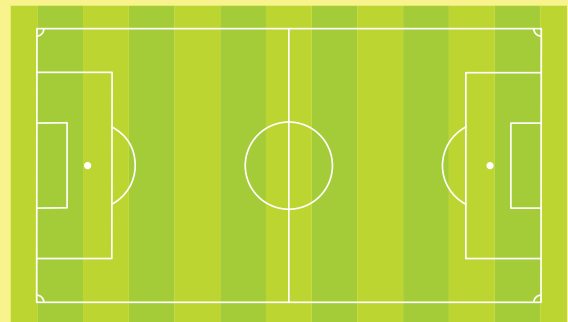
stands



goalpost



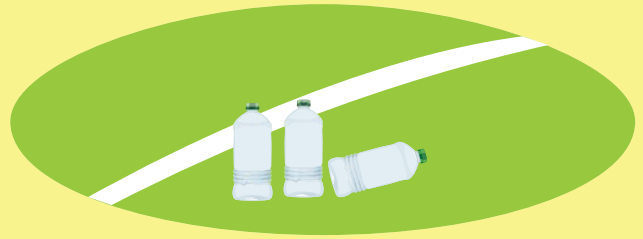
manager



pitch



referee



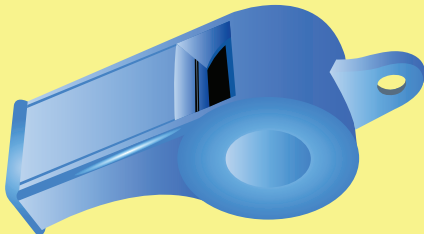
sideline



football



water bottle



whistle



supporter



football boots



jersey

UNIT 2

PEOPLE WE FIND AT A FOOTBALL GAME

Additional
Resource Materials



UNIT 2: PEOPLE WE FIND AT A FOOTBALL GAME

Objectives

That participants will be enabled to:

1. Discuss and record three pieces of information for 'Soccer News of the Week'
2. Identify location and key facts for 'Team of the Week': **Shelbourne FC & Manchester United**
3. Identify the people we find at a football game
4. Read a selection of key vocabulary (listed below)
5. Compare / contrast the different positions / roles
6. Practise using correct punctuation (full stops and question marks)

Key vocabulary: players, referee, assistant referee, coach, match officials, captain, mid-field players, forward, defence / defender, manager, substitute

(Note: this list is not exhaustive – tutors are encouraged to extend / amend the list as appropriate to the language level in the group.)

Resources

- Maps of Ireland and Europe (see appendix)
- Beachball
- Flipchart, poster or news diary
- Functional language page: full stops and question marks (see following worksheets)
- Key vocabulary cards (photocopy and cut out beforehand)
- Story
- Information on the team of the week (see appendix)

Introduction

Step 1

Tutor introduces discussion about '**Soccer News of the Week**', based on news and information from the participants about soccer events locally and globally. The group then choose three pieces of information that have come up in the discussion and prioritise these for recording. These three items of 'Soccer News' can be recorded either in a news diary, on flipchart pages, or on posters. If appropriate, the task of 'recorder' can be given to one of the participants in the group.

Over the course of the eight lessons, this record of news items will develop, and the participants will be able to read back over the pages.

Step 2

Introduce 'Teams of the Week': **Shelbourne FC & Manchester United**. Participants locate Dublin & Manchester on Maps of Ireland and Europe and place label on the map. Five key facts about either team are discussed and written on whiteboard, flipchart or on template page. This can be done as individual, paired or group work. Participants compare and contrast information from previous week.

Participants can add information and stories from other newspapers and magazines (in any language) that they have found over the previous week.

Development

Step 1

Introducing theme of the week: ***People we find at a football game.***

Participants are presented with the visual of a football stadium. Tutor uses this as a stimulus for brief discussion, drawing attention to key vocabulary.

Questions that could be used in order to encourage the participants to use this vocabulary in sentences:

- How many players are there on a soccer team? (Eleven)
- How many players on a football field during a game? (Twenty-two)
- What is the job of a defender / attacker? (Defender protects the goal and an attacker tries to score goals)
- Where do the substitutes sit during a game? (On the bench)

- How would you know that a substitute may be coming on soon? (The substitute would be warming up on the sideline)
- What would you find in a first aid box? (Bandages, plasters, cotton wool etc.)

Step 2

Tutor and participants read the story based on the four characters: Pawel, Sinéad, Ling and Abdul. This story can be used as the basis to explain some of the key vocabulary in Unit 2.

Step 3

Option A

Vocabulary cards are placed in a bag; participants pick out a word from the bag, read it and explain its meaning to the rest of the group. Cards are placed on the key visual in appropriate place.

Option B

Tutor pastes words onto the beach ball beforehand. Participants throw the ball to each other and receiving child has to read the word under his / her thumb, putting that word into a sentence. Tutor encourages the participants to use complete sentences and may model sentences as appropriate.

Option C

“Who am I?” / “What am I?” game

Tutor uses set of cards with words and pictures (from Unit 1). The cards are placed in a bag and a child picks out a card, not showing it to the rest of the group. He / she then has to speak as the person or item on the card:

‘Football supporter’: “I wear the team colours but I’m not a player. I go to the stands and cheer when my team is playing.....”

‘Whistle’: “I’m worn by the referee and used during a football match. The players listen out for me to tell them it’s half-time or when someone has been fouled. I make a very loud noise...”

Variations

- The participants in the group ask 'yes' / 'no' questions of the person holding the card. This allows for practice with formulating questions.
- Using the A4 visuals of the manager and referee, (pages 31 and 32), a child holds one of the cards and explains the work they do:

"I am Des the manager and I"

"I am Lucien the referee and I"

Option D

Participants work in teams (can take names of football clubs if desired). Tutor places all the cards onto football pitch in wrong places. Each team has to re-assemble in appropriate places. Teams are timed, and the winning team completes the task in the shortest time.

Step 4

Functional language work: full stops and question marks (see page 30)

Tutor discusses use of full stops and question marks, asking participants about their use.

Participants can fill in worksheet. Alternatively, this exercise can be conducted orally (individually or paired).

Closing activities

Red Card Man' (see Unit 1)

Shannon's Game using key vocabulary (see Unit 1)

Next week's 'Team of the Week': Manchester United FC. Participants are encouraged to check in newspapers or sports magazines (in any language) for information about Manchester United and bring it to the next lesson. Some participants may also have match programmes.

Extension activities

- If internet is available, participants can search for Shelbourne or Manchester United crest
- Design a new crest for Shelbourne or Manchester United
- Participants cut out photos from newspapers of defenders / forwards / managers etc., stick these onto large poster and write the words underneath in their heritage languages
- Participants bring in stories from sports sections in newspapers in other languages and explain the stories to the participants in the group. These stories could be made into a giant collage as the weeks go on
- Make a photo book about the school / local football team
- Create a team comprised of all the participants in the group, placing them in different positions
- Create the perfect Premiership composite team – who would you have on it?
- Discussion on roles of defenders and strikers
- Interview a manager about his team selection

UNIT 2

FULL STOPS & QUESTION

We use full stops at the end of a sentence.



We use full stops at the end of a sentence.



Write these sentences correctly – put in full stops or question marks

Don't forget capital letters. Can you write or say these sentences in your own language?

who is the best player on the chelsea team

the match played by manchester united last saturday was fantastic

did you see the great win by shamrock rovers

what time did the final start last Saturday

players

referee

assistant referee

coach

match officials

captain

**mid-field
players**

forward

defender

manager

substitute

defence

PEOPLE WE FIND AT A FOOTBALL GAME

The **referee** blows the whistle and the football game begins. Sinéad is a **forward**. This means that she plays up near the goalposts of Carlton Rovers, hoping that she can score a goal for her team, Wharf United. Ling is the **captain** of Wharf United. She plays in **mid-field** which is in the centre of the pitch and she hopes to pass the ball up to Sinéad so that Sinéad can score.

Pawel is playing in **defence** today so he is in front of the Wharf United goalposts, making sure that no-one scores a goal for Carlton Rovers. Des, the manager, says that Pawel is a great **defender**. "No-one gets past Pawel!", says Des. Des is the team **coach** as well as the manager. This means that he helps them to train and to improve their skills.

Abdul is the goalkeeper for Wharf United. "I'm hoping to save all the balls that are kicked towards the net today", he says. His friends Mohammed and Sean are **substitutes** today and they will sit on the bench until Des calls them into the team. Substitutes are extra players who come into the game when other players are tired or injured.

"I'm the manager", says Des. "I organise the players and help them to score goals."

"I am also the team coach," he says. "This means that I help them to train and to improve their football skills."



"I'm the referee and my name is Lucien. I make sure the game starts on time and that everyone plays fairly. I blow my whistle if I see any fouls. I award penalty kicks, free kicks and corners. I try to be as fair as I can."

UNIT 3

FOOTBALL SKILLS

Additional
Resource Materials



UNIT 3: FOOTBALL SKILLS

Objectives

That participants will be enabled to:

1. Discuss and record three pieces of information for 'Soccer News of the Week'
2. Identify location and key facts for 'Team of the Week' Shamrock Rovers & Bayern Munich
3. Use key vocabulary (listed below) in oral and written activities, including role play with peers
4. Identify key vocabulary from a video or audio clip (optional activity)
5. Arrange word lists in alphabetical order
6. Predict outcomes of games (extension activity)

Key vocabulary: passing, shooting, dribbling, tackling, saving, fouling, running, possessing, defending, attacking, fielding, scoring, diving, kicking, heading, challenging, marking

(Note: this list is not exhaustive – tutors are encouraged to extend / amend the list as appropriate to the language level in the group.)

Resources

- Maps of Ireland and Europe (see appendix)
- Flipchart, poster or news diary
- Information on the team of the week (see appendix)
- A4 visuals of four characters in various poses (from appendix)
- Functional language activities worksheets: alphabetical order
- Key vocabulary cards
- Optional: audio / video clip of football game; newspaper article about football game; fixtures for following week's matches

Introduction

Step 1

Tutor introduces discussion about '**Soccer News of the Week**', based on news and information from the participants about soccer events locally and globally.

The group then choose three pieces of information that have come up in the discussion and prioritise these for recording. These three items of 'Soccer News' can be recorded either in a news diary, on flipchart pages, or on posters. If appropriate, the task of 'recorder' can be given to one of the participants in the group.

Over the course of the eight lessons, this record of news items will develop, and the participants will be able to read back over the pages.

Step 2

Introduce 'Teams of the Week': **Shamrock Rovers & Bayern Munich** (You choose). Participants locate them on the Maps of Ireland and Europe and place label on the map. Five key facts about the chosen are discussed and written on whiteboard, flipchart or on template page. This can be done as individual, paired or group work.

Participants can add their own facts, and include any headlines and / or stories about Manchester United that they have found during the week in newspapers or magazines. These may be in a range of languages and participants can explain the stories to the group.

Alternative activities:

- Ask participants to invent their own headlines about Shamrock Rovers & Bayern Munich.
- Make a collage with all of the Shamrock Rovers & Bayern Munich pictures / photos / articles / match programmes that have been gathered over the past week.

Development

Step 1

Introducing theme of the week: *Football skills*.

Participants are presented with visuals from Unit 1, (characters in football poses: Pawel, Ling, Abdul and Sinéad). Tutor uses these as a stimulus for a brief discussion, drawing attention to key vocabulary.

Questions that could be used in order to encourage the participants to use this vocabulary in sentences:

- Describe what you think each of the characters is doing (Abdul is heading the ball; Pawel is dribbling the ball, Sinéad is passing the ball).
- Ling is holding the ball under her arm – what do you think she may be about to do? (Place the ball down for a free kick or a penalty; bring the ball to the sideline for a throw-in etc.)
- What skill are you best at in football?
- What skill do you think you need to develop?

Step 2

Option A

‘Which football skill is this?’

Tutor divides group into two teams. Tutor gives Team A vocabulary card (e.g. tackling, passing, dribbling etc.) Team A has to mime the activity for Team B, who has to try and guess the word. Some words may need to be explained and mimed by the tutor.

Option B

Tutor and participants read the story based on the four characters: Pawel, Sinéad, Ling and Abdul. This story can be used as the basis to explain some of the key vocabulary in Unit 3.

Option C

Participants are divided into 3 teams. Tutor has pre-taped an audio or video clip of a football game. This tape is played for the participants, who have to listen to the commentary and listen for any of the vocabulary that they can identify. The winning team is the one that has found most words.

If using a video clip, tutor can re-play with the sound turned off and participants are invited to take turns to commentate using as much of the vocabulary as possible.

Option D

Participants are divided into three groups and are invited to create a 1-minute commentary on a football match using as much of the vocabulary as possible.

Option E

The tutor cuts out and distributes the vocabulary and definition cards which follow. Participants match the vocabulary cards to their meanings.

- **Tackling:** trying to get the ball from another player
- **Passing:** kicking or heading the ball to another player
- **Challenging:** another word for tackling – trying to get the ball from another player
- **Heading:** striking the ball by using your head instead of your feet
- **Fouling:** breaking the rules in some way
- **Saving:** stopping the ball from going into the goal
- **Shooting:** kicking the ball towards the goal
- **Scoring:** getting the ball into the net
- **Attacking:** striking the ball, aiming at the goal,
- **Defending:** protecting your own goal
- **Fielding:** catching the ball over your head (goalkeeper)

Step 3

Functional language work: alphabetical order (choose worksheet according to level of ability).

Tutor explains rationale for using alphabetical order – means of searching for information in dictionaries, index, encyclopaedias, telephone directories etc. (Tutor should bring a sample of these to show the participants. Alternatively, the tutor could bring the group to the library and ask them to find as many lists or books in alphabetical order as they can).

Tutor then presents participants with lists of words (see following worksheets, and asks them to organise the words alphabetically).

Options:

Another activity for alphabetical order involves the participants creating a sentence, e.g. *Pawel is great at dribbling the ball.* The sentence is then re-arranged in alphabetical order as a nonsense sentence: *at ball dribbling great is Pawel the.*

Closing activities

Participants re-visit vocabulary cards of football skills, putting them into alphabetical order.

Tutor uses the set of cards + pictures from Unit 1, and participants arrange these in alphabetical order.

Next week's 'Team of the Week' Cork City FC & FC Barcelona. Participants are encouraged to check in newspapers or sports magazines (in any language) for information about FC Bayern Munich and bring it to the next lesson.

Extension activities

- Make a storyboard about a football game
- Predict the outcomes of games between two teams, e.g. Ireland vs. Manchester United / Inter Milan vs. Brazil
- Get fixtures for following week from the internet or from the newspaper (League of Ireland and/or Premiership) and predict scores. Note these and re-visit following week.
- Interview a famous player after a game – role play in pairs (participants choose player and game)

Write these team lists in alphabetical order

Underline the first letter of each word to help you, as shown in the example.

Everton, Fulham, Dundalk

Dundalk, Everton, Fulham

Portsmouth, Kildare, Falkirk

Plymouth, Cork, Shelbourne, Benfica

Tottenham, Schalke 04, Juventus, Celtic

Tranmere, West Ham, Bohemians,
Oporto

Liverpool, Galatasaray, Plymouth, Hearts

Preston, Rochdale, Sligo, Sunderland

France, Georgia, Haiti, Fulham, Galway

Manchester, Munich, Netherlands,
Norway

Barcelona, Bohemians, Bolton, Bari,
Barnsley

Tranmere, Soweto, Tramore,
Southampton, Trinidad

Chelsea, Cork, Courtown, Cobh, Cairo

passing

shooting

fielding

tackling

saving

fouling

running

possessing

defending

attacking

marking

scoring

diving

heading

kicking

challenging

CARLTON ROVERS vs WHARF UNITED

The match between Carlton Rovers and Wharf United is very close. Both teams have **scored** a goal each. Abdul has also made two great saves, **diving** to the left to stop the ball. "Well done Abdul", shouts Ling, the team captain, "You are great at **saving** the ball from going into the net!"

Pawel is **dribbling** the ball up the field, **kicking** it in small steps and not letting any other players take it from him. One of the forwards on the Carlton Rovers team, who is marking Pawel, tries to tackle him for the ball. **Tackling** means that one player tries to take ball away from the player who has it in **possession**, but has to make sure that there is no **fouling**. If the referee, Lucien, sees any fouls, he will blow the whistle and award a free kick or a penalty. A penalty can be given if the fouling happens inside the penalty box.

The players on both teams are getting tired because they have been **sprinting** for the first half of the game. Pawel passes the ball to Sean, who has come onto the pitch as a substitute after another player was injured. Sean then dribbles forward and passes to Sinéad who is an **attacking** player and is very near the goalposts. One of the Carlton Rovers defenders spots the danger and starts **challenging** Sinéad, tackling her to get possession of the ball. She is very skilful and holds onto the ball, turns quickly, **runs** across the front of the goal and shoots as hard as she can. The ball lands in the back of the net!

Now the scoreboard says:



Abdul says: "I'm a goalkeeper. My job is to stop the ball from going into the Wharf United net. Sometimes I save the ball with my hands, sometimes I kick it away. Last week I was able to head the ball away from the goalposts".

Ling says: "I'm the team captain. I make sure the players are marking Carlton Rovers and not fouling them. I play in mid-field and try to kick the ball up the pitch to the forwards."

Pawel says: "I'm good at dribbling and I can keep the ball under control. Even when someone is tackling me for it I don't let it go. I pass it up to Sinéad who is one of our best attacking players."

Sinéad says: "I love being a forward and kicking the ball into the net. I scored a goal today against Carlton Rovers. Pawel passed to Sean and he passed it on to me. I kicked as hard as I could and the ball went into the net. It was a great day!"

MATCHING THE WORD TO THE DEFINITION

Copy and cut out the cards on the following two pages.
Match the words with their definitions.
Consider laminating the cards for repeated use.

tackling

fielding

passing

challenging

heading

fouling

saving

shooting

scoring

attacking

**trying to get the ball
from another player**

**catching the ball over
your head**

**kicking or heading the
ball to another player**

**another word for
tackling: trying to get the
ball from another player**

**striking the ball by
using your head**

**breaking the rules
in some way**

**stopping the ball from
going into the goal**

**kicking the ball
towards the goal**

**getting the ball
into the net**

**striking the ball,
aiming at the goal**

**protecting your
own goal**

running very quickly

UNIT 4

FOOTBALL MATCH REPORT



UNIT 4: FOOTBALL MATCH REPORT

Objectives

That participants will be enabled to:

1. Discuss and record three pieces of information for 'Soccer News of the Week'
2. Identify location and key facts for 'team of the week'
3. Use key vocabulary (listed below) in oral and written activities
4. Analyse a written match report
5. Devise a match report based on a match (or part of a match) of their choosing, using the correct sequence: kick off, first half, half-time, second half, extra time etc.
6. Critically analyse a football game (extension activity)
7. Practise using nouns

Key vocabulary: first half, half-time, second half, half-time score, full-time score, injury-time, extra time, penalty shoot-out, victory, defeat, substitutions, disappointment, success, presentation of trophy, match report

(Note: this list is not exhaustive – tutors are encouraged to extend / amend the list as appropriate to the language level in the group.)

Resources

- Maps of Ireland and Europe (see appendix)
- Flipchart, poster or news diary
- Information on the team of the week (see appendix)
- Functional language activities worksheets
- Key vocabulary cards
- Audio / video tape of match report (optional)
- Label of **Cork City FC & FC Barcelona**

Introduction

Step 1

Tutor introduces discussion about '**Soccer News of the Week**', based on news and information from the participants about soccer events locally and globally.

The group then choose three pieces of information that have come up in the discussion and prioritise these for recording. These three items of 'Soccer News' can be recorded either in a news diary, on flipchart pages, or on posters. If appropriate, the task of 'recorder' can be given to one of the participants in the group.

Over the course of the eight lessons, this record of news items will develop, and the participants will be able to read back over the pages.

Step 2

Introduce 'Team of the Week': **Cork City FC & FC Barcelona**. Participants locate Cork & Barcelona on Maps of Ireland and Europe and place label on the map. Five key facts about **Cork City FC & FC Barcelona** are discussed and written on whiteboard, flipchart or on template page. This can be done as individual, paired or group work. Participants can add information and stories about this club from newspapers and magazines (in any language) that they have found over the previous week.

Development

Step 1

Introduce theme of the week: **Football Match Report**. Tutor reads the match report. (Alternatively, tutor can choose another report that has appeared in a recent newspaper. If participants have brought in their own match reports – as mentioned at the end of the last lesson – these can be used as the basis for this activity.)

Participants are divided into groups and are asked to list different things that happened in the game (within a given time-frame). Team that recalls most information wins.

Questions that could be used in order to explain some of the terms and to encourage the participants to use the vocabulary:

- How many minutes in each half of a football game? (45 minutes)
- How long is half-time? (15 minutes)
- If a cup final is level at full-time what happens next? (The teams play extra time)
- Why are substitutes introduced to games? (If a player is injured, or not playing well, or getting very tired)
- The play went 'from end to end': what does this mean?
- He sent 'a rocket' to the top corner of the net: what does this mean? (a very fast shot)

Step 2

Option A

Tutor divides group into two teams and each team is given time to devise their own match report, which they then can role play for the rest of the group in the form of a TV sports report. This can be based on the last five minutes of a game rather than the whole game, depending on the English proficiency levels of participants in the group.

Option B

Tutor and participants read the story: 'A Great Finish'. This story completes the account of the football game between Carlton Rovers and Wharf United that began in Unit 1. The participants can now re-read these stories, and then, with the tutor's input, devise a short report about the game, using time connectives to support chronology: first, then, after that, next, finally. This can be done on a flipchart, as a group.

Option C

Participants are divided into 3 teams. Tutor has pre-taped an audio or video clip of a football match report. This tape is played for the participants, who have to listen to the report and reproduce it orally for the other two teams. The rest of the participants are tasked with identifying any key aspects that have been left out of the report.

Step 2

Functional language: Nouns

Option A

Tutor discusses use of nouns and can use the worksheet to identify any cognates and false friends compared to participants' first languages.

Option B

Participants are presented with a football-related text and do a 'noun search', categorising them as appropriate: common nouns, proper nouns etc.

³Cognates = words that have similar pronunciation and spelling in both languages and frequently have the same meaning, e.g. chat (French) cat (English)

⁴False friends = word pairs that look like they mean the same thing in both languages, but don't, e.g. fast (English) fast (German, meaning 'almost')

Closing activities

'Red Card Man', using vocabulary that links the units covered so far.

Tutor prepares a quiz based on 'teams of the week' from Units 1-4.

Next week's 'Team of the Week': UCD AFC & Liverpool FC . Participants are encouraged to check in newspapers or sports magazines (in any language) for information about **UCD AFC & Liverpool FC** and bring it to the next lesson.

Extension activities:

- Ask the participants to explain one of the rules of soccer to someone who has no knowledge whatsoever of the game, e.g. rule about handling the ball, taking corners, awarding penalties
- Role-play the team coach in the dressing room at half-time: your team is losing 2-0; your team is at a nil-all draw; your star player was sent off for a foul
- Participants invent new soccer rules, giving the rationale for each one
- Explain the rules for awarding a corner / off-side (paired work)
- Participants could video-tape each other giving the match reports and then these can be played back for the class
- Participants analyse a newspaper article about a football game, checking for bias, neutrality etc. Do you agree / disagree with the writer? Why / Why not?

UNIT 4: NOUNS

01

the name
of a club (Derry City)

03

the name
of a place (Dublin)

**A
noun
is...**

02

the name
of an object (football)

04

the name
of a person (Abdul)

Write lists of nouns (include the word in your own language if you know it)

Names of football clubs	Names of players	Names of football kit or accessories

Draw a circle around the nouns

The footballer played very well in the match on Saturday.

Wayne sent some flowers to his manager.

A football is made of leather but a hurley is made of wood from the ash tree.

Fernando does not like the rain and wind in England.

Soccer, rugby, hurling, Gaelic football, basketball, netball, tennis and bocce are all examples of ball sports.

The referee, the linesman and three players were involved in an angry argument over the red card.



A beautiful night in romantic Roma was lit up last evening by a fantastic final between the young Irish team and the experienced Argentinean team.

A wonderful display of fireworks lit up the clear sky before the match began.

Mr Smith, the young referee, started the game when the local band finished playing some delightful music for the fans.

The game was exciting from the beginning and the huge crowd leaped to their feet when Seán O'Brien struck the right goalpost after two minutes.

The play went from end to end until Mr Smith blew his loud whistle for a penalty for Argentina just before half-time. Santos struck the ball to the left corner of the goal. Kelly, the brilliant goalkeeper, dived to his left and brilliantly tipped the ball over the crossbar.

This raised the Irish spirits and immediately they attacked the Argentine goal. Murphy placed an amazing pass to the feet of young Keane. He dribbled past two players and sent a rocket to the top corner of the Argentinean net.

The Irish supporters jumped to their feet and sang and shouted. The Argentinean fans sat in their blue jerseys and looked very sad.

A GREAT FINISH !

Half-time was over and Wharf United were still leading by a goal. The scoreboard still read: Carlton Rovers 1, Wharf United 2. The **second half** of the game continued and the players were getting tired and thirsty. Both teams had used all of their **substitutes** now. Wharf United knew that if Carlton scored another goal the **full-time** score would be a draw and they would have to play **extra time** at the end.

Ling called out: "Come on, Wharf United! We have only ten minutes left to play. Let's do the best we can!"

The supporters were cheering from the stands and Des was shouting to the players to keep going.

Ling passed the ball to Sean and he dribbled it up the field towards the Carlton Rovers goalposts. He was tackled by one of the defenders from Carlton Rovers, but was able to keep possession and kick the ball to Pawel, who headed it to Femi. Femi took a shot at goal, but the ball was saved and kicked back out into the field. It landed at the feet of the best Carlton player on the pitch, Enda, and he kicked the ball at great speed towards the goal. Would Abdul save this shot? All the supporters fell silent and watched the ball curl towards the left of the net. Abdul dived and just managed to punch it out to the feet of his defender, who cleared the ball to Ling in mid-field.

Just then, Lucien the referee blew loudly on his whistle. The crowd cheered and the players on Wharf United jumped for joy! They had won the game. The full-time score was 2-1 for Wharf. What a great **success!** The Carlton Rovers players left the pitch in **disappointment**, but for Wharf United, this was a great **victory**. They may even win the **trophy** this year!

MATCHING THE WORD TO THE DEFINITION

Photocopy and cut out the word-cards on the following two pages.
Ask students to arrange a number of cards in sequence to tell the story of a match.
See how many words can be strung together.
Consider laminating the cards for repeated use.

first-half

half-time

second-half

half-time score

full-time score

injury time

extra time

**penalty
shoot-out**

victory

defeat

disappointment

**presentation
of trophy**

match report

medals

substitutions

success

winning

losing

players

reserves

UNIT 5

THE WORLD CUP



UNIT 5: THE WORLD CUP

Objectives

That participants will be enabled to:

1. Discuss and record three pieces of information for 'Soccer News of the Week'
2. Identify location and key facts for 'team of the week' UCD AFC & Liverpool FC
3. Identify some countries involved in World Cup tournaments
4. Develop geographical skills and concepts through the use of maps and atlases
5. Identify a range of national symbols such as flags, crests or other symbols
6. Practise using verbs correctly

Key vocabulary: names of countries chosen by tutor / group as the focus, qualifying campaign, competition, tournament, trophy, location, venue

(Note: this list is not exhaustive – tutors are encouraged to extend / amend the list as appropriate to the language level in the group.)

Resources

- Maps of Ireland and Europe (not included)
- Map of the world (not included)
- Flipchart, poster or news diary
- Information on the team of the week (see appendix)
- Functional language activities worksheets
- World Cup information sheet

Introduction

Step 1

Tutor introduces discussion about 'Soccer News of the Week', based on news and information from the participants about soccer events locally and globally.

The group then choose three pieces of information that have come up in the discussion and prioritise these for recording. These three items of 'Soccer News' can be recorded either in a news diary, on flipchart pages, or on posters. If appropriate, the task of 'recorder' can be given to one of the participants in the group.

Over the course of the eight lessons, this record of news items will develop, and the participants will be able to read back over the pages.

Step 2

Tutor introduces 'Team of the Week': **UCD AFC & Liverpool FC** (you choose). Participants locate the clubs on maps of Ireland and Europe mark their maps. Five key facts about the team(s) are discussed and written on whiteboard, flipchart or on template page. This can be done as individual, paired or group work. Participants can add information and stories about this club from other newspapers and magazines (in any language) that they have found over the previous week.

Development

Step 1

Tutor introduces theme of the week: '**World Cup**'. Tutor shows fact file about previous World Cup tournaments which will include key facts about winners, venues, key players, leading scorers, managers and so on. Participants locate the venues and winning countries on the world map. Questions that could be used in order to encourage the participants to use this vocabulary:

- Who were the winners of the first ever World Cup? (Uruguay)
- Why did Geoff Hurst become famous in the 1966 World Cup final? (He scored three goals for England against Germany)
- When did Ireland first qualify for the finals of the World Cup? (1990)
- What is the World Cup trophy called? (FIFA World Cup Trophy)

Step 2

Participants are divided into two teams and have to design a quiz based on facts from the fact file and ask the other team the questions.

Focus on upcoming World Cup. Identify the qualifying countries and locate them on the world map. Participants can be invited to talk about whether their country of origin has qualified and to explain key facts about their team to the rest of the group, such as team strip, crest, best players, and so on.

Focus on current qualifying campaign. Identify countries in Ireland's group and locate them on world map. Update on current standings (if appropriate).

Option A

Participants are presented with a football-related text (select any of the stories in the previous units for use) and do a noun and verb search. Ask students to underline the nouns and draw a circle around the verbs.

Step 3

This unit contains two football-related passages, one of which is based on the four characters that were introduced in Unit 1. This passage has a list of questions underneath based on the text.

The second passage is a short extract from *'The Dreaming Tree'* by Eithne Massey published by The O'Brien Press Ltd, Dublin, © Copyright Eithne Massey 2009. (ISBN 9781847171252)

This story is part of the Bridges⁶ series, which is a new series of books for multicultural Ireland. The chosen passage introduces Roberto, a young Brazilian boy now living in Ireland. He loves playing football but is too shy to approach the boys who are playing in the park. (If appropriate, this passage can be used to explore feelings about being in a new country and trying to make friends.)

Closing activities

Participants are presented with a football-related passage (the Match Report from Unit 4 can be used for this purpose), and in groups have to replace the underlined verbs with others. Participants are encouraged to be either: humorous, serious, sad, angry etc.

Next week's 'Team of the Week': Galway United FC & Galatasaray FC. Participants are encouraged to check in newspapers or sports magazines (in any language) for information about Liverpool FC and bring it to the next lesson. Some participants may have match programmes.

Extension activities

Participants are presented with a football-related text (select any of the stories in the previous units for use) and do a noun and verb search. Ask students to underline the nouns and draw a circle around the verbs.

- Carry out internet research on flags and crests of countries, languages spoken, team strip, populations etc.
- Design 'passports' for each of the countries researched
- Visit the website for the upcoming World Cup and select five facts to share with the group
- Design a new Irish jersey
- Visit the website of *Show Racism the Red Card*: <http://www.theredcard.ie>. This project is part of Ireland's campaign against racism in sport and society and aims to harness the profile of sport to educate against racism.

⁶*Bridges* is the title of a new series of books for multicultural Ireland from The O'Brien Press Ltd, Dublin. The four titles include: *The Dreaming Tree, Olanna's Big Day, The Romanian Builder and I Won't Go to China*. Further details can be found on The O'Brien Press website: <http://www.obrien.ie>

Unit 5

VERBS

A verb is an action word.

Examples: run, swim, read, shoot
Abdul heads the ball into the back of the net.

I can **head** the ball
into the back
of the net



I can **kick** the ball
out of the defence



I can **dribble**
the ball past any
player



I can **hold**
the scarf
over my head



Write verbs for these sentences.

(Try writing or saying the sentences in your own language as well as writing them in English)

The defender _____ high to head the ball.

Robbie Keane _____ a brilliant goal in last minute.

The referee _____ his whistle at the end of the match.

The players _____ when the final whistle sounded.

The linesman _____ his flag above his head and _____ it about.

Finish these sentences using some of your own verbs

The skilful footballer _____

Kevin Doyle _____

The fans at the match _____

Thereferee _____

The food vendor _____

FOOTBALL IN THE PARK



Sinéad, Pawel, Ling and Abdul are playing football together after school in the local park, practising their football skills. They are still delighted with the success of Wharf United against Carlton Rovers last weekend.

Abdul likes to be the goalkeeper, so he is playing in goal today, practising his diving skills. Sinéad always prefers to be a forward, trying to score as many goals as she can.

Pawel dribbles the ball up the field and passes it to Ling, who heads the ball to Sinéad. Sinéad tries to score but Abdul is too fast! He dives to the left and punches the ball back out into the field. Pawel runs across and catches it with his left foot. With superb control he passes it back to Sinéad and she kicks it at great speed across the mouth of the goal. It seems to be drifting wide but Ling runs forward and just manages to get her head to it in the nick of time! Abdul groans as he sees it flying over his head and into the back of the net! Ling, Pawel and Sinéad start to cheer and clap.

“OK”, says Abdul, “It’s your turn in goal now Ling, I’m going to score the next goal!”

Extract from *The Dreaming Tree* (see below)

[Roberto is from Brazil and is now living in Ireland. He loves playing football and would really like to have a game with the other boys in the park....]

Roberto was walking as fast as he could. He wanted to get through the park quickly.

He did not want to see the boys playing football. They were always there. They never asked him to come and play.

The biggest boy was called Fergus. Fergus was telling the players what team they were on. Today it was the World Cup. Fergus was the Captain of the Irish team. He was always the Captain. He always got the best players. The goalie, Shane, was his brother. Shane was the same age as Roberto.

(From the Novel *The Dreaming Tree* by Eithne Massey published by The O'Brien Press Ltd, Dublin, © Copyright Eithne Massey 2009)

Questions:

- Why do you think Roberto was walking through the park as fast as he could?
- Do you think he would have liked to have been asked to play football with the other boys?
- Why did he not go and talk to the boys?
- What could he have said to them?
- What do you think Fergus would have replied?
- Describe Roberto.
- Describe Fergus.
- What do you think happens next in the story?
- Make up a title for this story.

WORLD CUP FACTS

Oldest player to play in World Cup tournament – Roger Milla (Cameroon)
42 years 38 days

Played every four years

Smallest attendance at a World Cup match – 300
Romania vs Peru (1930)

Did not take place in 1942 or 1946 because of World War 2

Biggest score in a match: 10 – 1
Hungary vs El Salvador (1932)

Scorer of most goals at a World Cup tournament is awarded the Golden Boot

Youngest player to play in World Cup tournament – Norman Whiteside (Northern Ireland)
17 years 42 days

The trophy is called the FIFA World Cup

Most successful country – Brazil (5 time winners)

Largest attendance at a World Cup match – 199,850
Brazil vs Uruguay (1950)

Geoff Hurst scored three goals in the final against West Germany in 1966

Lothar Matthaus (Germany) played in five World Cups
1982 / 1986 / 1990 / 1994 / 1998

First tournament held in 1930

Scorer of most World Cup tournament goals is Gerd Muller
14 goals

UNIT 6

THE LIFE OF A FOOTBALL STAR



UNIT 6: THE LIFE OF A FOOTBALL STAR

Objectives

That participants will be enabled to:

1. Discuss and record three pieces of information for 'Soccer News of the Week'
2. Identify location and key facts for 'Team of the Week' Galway United FC & Galatasaray FC
3. Create a biography of a football star in correct chronology
4. Develop questioning skills
5. Compare and contrast information about well-known players
6. Practise using adjectives correctly

Key vocabulary: biography, date of birth, childhood, apprentice, professional, signing-on fee, contract, training, training ground, first team, reserves, talent scout, football nursery, football academy, transfer, transfer fee, agent

(Note: this list is not exhaustive – tutors are encouraged to extend / amend the list as appropriate to the language level in the group.)

Resources

- Maps of Ireland and Europe (see appendix)
- Information on the team of the week (see appendix)
- Functional language activities worksheets: adjectives
- Biographies of Pele and Bobby Charlton Fictitious biography
- Set of cones or similar markers

Introduction

Step 1

Tutor introduces discussion about 'Soccer News of the Week', based on news and information from the participants about soccer events locally and globally.

The group then choose three pieces of information that have come up in the discussion and prioritise these for recording. These three items of 'Soccer News' can be recorded either in a news diary, on flipchart pages, or on posters. If appropriate, the task of 'recorder' can be given to one of the participants in the group.

Over the course of the eight lessons, this record of news items will develop, and the participants will be able to read back over the pages.

Step 2

Tutor introduces 'Teams of the Week': **Dundalk FC & AC Milan** (you choose). Participants locate clubs on maps of Ireland and Europe and mark the maps. Five key facts about the chosen clubs are discussed and written on whiteboard, flipchart or on template page. This can be done as individual, paired or group work.

Participants can add information and stories about this club from other newspapers and magazines (in any language) that they have found over the previous week.

Development

Step 1

Tutor introduces theme of the week: 'The Life of a Football Star', presenting the passage and reading it to the group. Participants can design a quiz sheet based on the facts in the passage and ask questions of each other to see how many pieces of information they can recall.

Tutor or participant read the passage again and participants check their information.

Option A

After going through the story, participants create a visual timeline and on this timeline, they mark in the key events of the player's life. This can be done as a group, using a flip-chart and with the tutor's support.

Step 2

In groups, participants devise their own fictitious player. Together they create a biography for this player – year he was born, where he grew up, the clubs he has played for, and so on.

Option A

Participants can volunteer to be a football star and be interviewed by the group about their life. A participant who volunteers is encouraged to use key vocabulary including the language of time and chronology.

Step 3

Functional language: Adjectives⁷

⁷Some languages other than English place the adjective after the noun. Gaeilge is one example of this: an doras buí. Other languages include Spanish: la puerta amarilla. The tutor can make the ordering of adjective and noun in English explicit by drawing participants' attention to this, especially if the order differs from participants' first languages. This can be reinforced through the use of the worksheets below.

Option A

Tutor discusses use of adjectives and can use the worksheet to identify any cognates and false friends compared to participants' first languages (see Unit 4).

Option B

Participants are presented with a football-related text and do an 'adjective search' (any of the stories in the pack can be used for this). Participants are encouraged to identify verbs and nouns in same passage as well.

Closing activities:

Participants are given a biography of Pele and a biography of Bobby Charlton and compare and contrast the information on the sheets.

Next week's 'Teams of the Week': Dundalk FC & AC Milan. Participants are encouraged to check in newspapers or sports magazines (in any language) for information about Dundalk FC & AC Milan and bring it to the next lesson.

Extension activities:

- Participants do internet research on famous players
- Together the group makes a dual-language book⁸ of famous players, incorporating their own first languages into the book
- Conducting a 'radio interview' with one of the players in the book.

⁸A dual language book is one written in English and in participants' first languages. Both languages are placed side-by-side thus given equal status. It also provides opportunities to increase language awareness as participants can be encouraged to note different scripts, as well as similarities and differences across languages.

Unit 6

ADJECTIVES

Adjectives are 'describing' words that tell us more about nouns

Examples: an angry tiger a huge giant a sly fox

Adjectives!

Suggested order for adjective use is: Feelings, Size, Age, Shape, Colour, Origin, Material, Purpose and then the noun or pronoun.

CATEGORIES

COLOUR	blue, red, green, brown, yellow, black, white, etc.
SIZE	big, small, little, long, tall, short, same as
SHAPE	round (a ball), circle (a door knob), triangle, rectangle (a flag), square (a block), oval (an egg)
DISTANCE	long, short, far, around, start, high, low.
FEELINGS OR QUALITIES	good, pretty, right, old, better, best, funny, light, clean, new, happy, sad, crooked, straight, noisy, quiet, full, empty, fast, slow, closed, open, soft, hard
QUANTITY	one, two, three, four, five, six, seven, eight, ten, many, few, all, some, every, any, first, once, much
TEMPERATURE	cold, warm, hot, cool,
TIME	late, early, bed, nap, dinner, lunch, day, morning, night,
NATIONALITY or ORIGIN	American, Mexican, Kashmiri, Pakistani
MATERIAL	wooden, sharp, paper, cloth,
AGE	new, old, young, child, adult, baby, teenage,
PURPOSE	These adjectives usually end in /ing/) sleeping bag, frying pan, swinging door,

Draw a circle around the adjectives in these sentences

The brilliant footballer scored an amazing goal.

The sad supporters cried when their team lost the exciting match.

Van Persie is a brilliant footballer for the talented Arsenal team.

My lovely Gran thought George Best was a terrific footballer.

The exhausted footballer fell to the mucky ground when the game finished.

Write an adjective for each noun below

The _____ footballer

The _____ referee

The _____ pitch

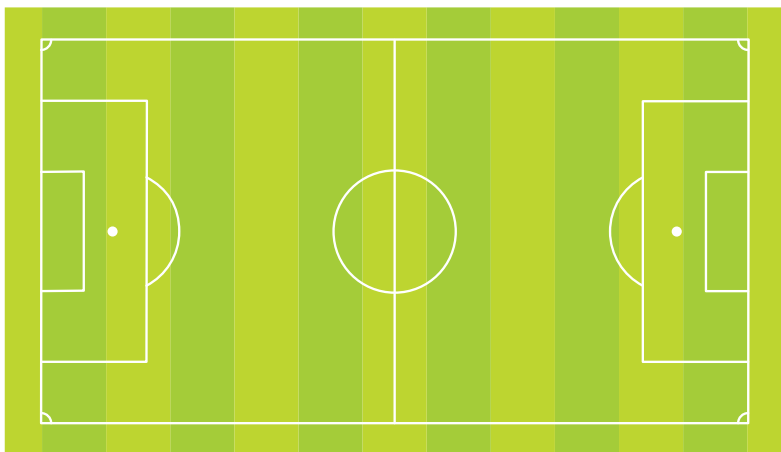
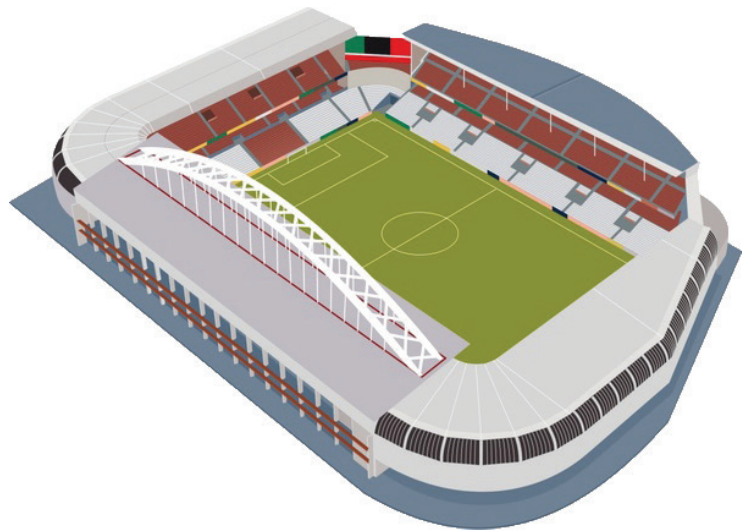
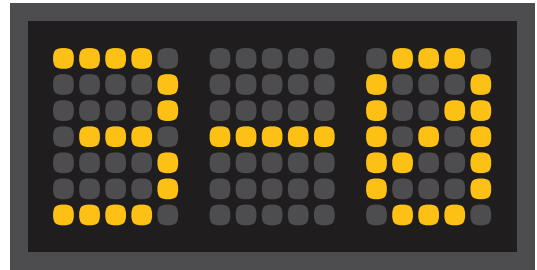
The _____ match

The _____ stadium

The _____ fan

The _____ trophy

Adjectives: Write sentences describing the pictures



Adjectives: Write sentences describing the pictures

Examples of adjectives you could use:

enormous	red	cheering	blue	raised
winning	green	happy	empty	big
white	losing	injury	full	three

PELE

FULL NAME - EDISON ARANTES DO MASCIMENT



- **Born to a poor family in 1940 in Tres Coracos, Brazil.**
- **As a boy he had to shine shoes for pennies when he wasn't playing football.**
- **He played his first game for Santos aged 16 and scored a goal.**
- **He played in four World Cup tournaments.**
- **He scored two goals in the final of his first World Cup in the final against Sweden. This was in 1958. He was only 17. Brazil won 5 – 2.**
- **He also scored in his last final in 1970. Brazil won 4 – 1.**
- **In his career he scored 1280 goals in 1360 games.**

BOBBY CHARLTON



- Born in 1937.
- Played his first game for Manchester United in 1956.
- He won his first League medal in 1965.
- He played in three World Cup tournaments.
- He was part of the victorious World Cup winning side in 1966. His brother Jack played on the same side.
- In 1966 he captained Manchester United when they won the European Cup in 1968. They beat Benfica in the final. Bobby scored twice.
- Many of his Manchester United colleagues died in a plane crash in Munich in 1958. His best friend Duncan Edwards was one of those who died.
- He always wore the No. 9 shirt for England.
- He played 106 internationals.

THE LIFE OF A FOOTBALL STAR

Hi, my name is Michael Keane. I am a professional footballer. I play for Tottenham Hotspur FC in London. I have been part of the first team squad since I arrived here three years ago.

I love being a professional footballer. I love everything that goes with my life as a footballer. We train every weekday and play matches at the weekend. We sometimes play a game midweek. I don't really like these matches because they take place in the evenings and I find it difficult to get to sleep afterwards.

I started playing football when I was a very young boy at home in Douglas in Cork. When I was fourteen I was asked to play for Cork City's youth team. We were very successful in my first year with City. We won the FAI Under-15 Cup. I also played twice for the Irish Under-15 team that year. I was really proud when we beat England and I scored the winning goal in injury time.

I played my first game for City's senior side three days before my seventeenth birthday. We beat Shamrock Rovers and I scored a hat trick! My name was in all the Irish newspapers the following day and my parents were really proud of me. Within a month I signed for Derby County for a big fee. I was nervous travelling to England and I felt homesick for the first few months.

I broke into the first team after six months and I scored fifteen goals in my first twenty games. At the end of my first full season with Derby a number of Premiership teams were interested in signing me. I finally agreed to sign for Spurs as I had some friends playing there. I also had great respect for the manager.

I have been here for three years and I am really happy. I have been lucky to have been free of any serious injuries and I have played one hundred times since arriving here. I have scored 82 goals.

I have now played fifteen matches for Ireland and I have scored five goals.

I am very lucky. I earn a very big salary. I own a big house in a London and another one at home in Cork. I bought a new home for my parents when my Dad retired.

I plan to get married next summer. My girlfriend, Sarah, is from London. Her Dad is on the coaching staff at Tottenham.

I hope my career continues happily for many years.

My advice to young footballers is to train hard and live a healthy life style. Listen to the advice given my managers and coaches. Never lose contact with your close friends at home and always remember that your family is really important.

I have to go to training now as we have a big cup game at the weekend against Manchester United.

UNIT 7

THE FOOTBALL SUPPORTER



UNIT 7: THE FOOTBALL SUPPORTER

Objectives

That participants will be enabled to:

1. Discuss and record three pieces of information for 'Soccer News of the Week'
2. Identify location and key facts for 'team of the week'
3. Identify items in a football supporter's 'kit'
4. Use key vocabulary (listed below) in oral and written language activities
5. Identify the contextual meaning of some idiomatic phrases
6. Identify the contextual meaning of words with multiple meanings

Key vocabulary: supporter, fan, fan club, scarf, cap, season, season ticket, home games, away games, membership, loyalty, hooligan, following, travelling, league title

(Note: this list is not exhaustive – tutors are encouraged to extend / amend the list as appropriate to the language level in the group.)

Resources

- Maps of Ireland and Europe / Middle East (see appendix)
- Flipchart, poster or news diary
- Information on the team of the week (see appendix)
- Key visual of supporter wearing kit

Introduction

Step 1

Tutor introduces discussion about 'Soccer News of the Week', based on news and information from the participants about soccer events locally and globally.

The group then choose three pieces of information that have come up in the discussion and prioritise these for recording. These three items of 'Soccer News' can be recorded either in a news diary, on flipchart pages, or on posters. If appropriate, the task of 'recorder' can be given to one of the participants in the group.

Over the course of the eight lessons, this record of news items will develop, and the participants will be able to read back over the pages.

Step 2

Tutor introduces 'Teams of the Week': **Dundalk FC & AC Milan** (you choose). Participants locate Istanbul on map of the world and place label on the map. Five key facts about Dundalk FC & AC Milan are discussed and written on whiteboard, flipchart or on template page. This can be done as individual, paired or group work. Participants can add information and stories about this club from other newspapers and magazines (in any language) that they have found over the previous week.

Development

Step 1

Tutor introduces theme of the week: 'The Football Supporter'. Participants talk about different football teams they support, and the football leagues of the countries of origin of the participants in the group.

The key visual can be used to talk about vocabulary related to supporter's kit: scarf, flag, etc.

Questions that could be used in order to encourage the participants to use this vocabulary:

- What is your favourite team?
- Tell us why you chose to support this team.
- Where does your team play its home matches?
- Describe your team's 'away strip': the colours the team wears away from home.

Step 2

Participants must come up with at least 5 key facts to present to the rest of the group about their favourite team.

Option A

If the participants' proficiency level allows, a variation in the activity can be that one of the facts must be untrue and the rest of the group have to try and identify which one it is.

Step 3

Participants read the extract from *17 Martin St*⁹ and discuss the passage. Questions can be posed on the material in the passage with some suggested follow-on activities also included.

Set in Dublin in the 1940s, its theme is cultural difference. Ben and Hetty are neighbours in Martin St in Portobello, a part of Dublin known at the time as 'Little Jerusalem', where Jews and Christians lived side by side. Ben is Christian and Hetty is Jewish, and the two participants become friends.

This extract from the book concerns a fictional football game between Shelbourne and Shamrock Rovers that takes place in Glenmalure Park, Milltown, Dublin, in the 1940s. Glenmalure Park was the home ground of Shamrock Rovers at that time. Ben and his friends are Rovers' supporters.

Along with questions based on comprehension of the text, the extract also gives tutors an opportunity to explore some idiomatic phrases¹⁰ with the participants: play was '*fast and furious*'; Ben was '*in seventh heaven*'.

One means of approaching idiomatic phrases is as follows:

- Ask the participants to **underline** the above phrases in the text.
- Explore with the participants what the **literal meaning** of these phrases would be: "What do you think of when you hear the word 'fast'? What do you think of when you hear the word 'furious'? 'Furious' means 'very angry'. Do you think the players were 'very angry'?"
- Then explore with the participants what the **intended meaning** of the phrase is, in this particular passage: "What do you think both 'fast and furious' mean together in this story? Another way of saying it might be: the ball was being kicked at great speed and the players were very serious about trying to score a goal."

Step 4

Functional language: words with multiple meanings¹¹ in a football context. Tutors can choose a worksheet according to the proficiency levels of the participants in the group.

⁹*17 Martin St* is a novel for participants aged 9-12, written by Marilyn Taylor and published by The O'Brien Press Ltd, Dublin, © Copyright Marilyn Taylor 2008. ISBN 9781847171252 (www.obrien.ie).

¹⁰Idiomatic phrases can be particularly challenging for students who are learning English as an additional language. These are phrases where the combination of words has a different meaning to the individual word meanings. Idiomatic phrases are embedded in the everyday speech of native language users, and need to be explained explicitly to additional language learners. The above suggested approach is adapted from Palmer, B.C., Shackelford, V.S., Miller, S.C., Leclere, J.T. (2007). Bridging Two Worlds. *Journal of Adolescent and Adult Literacy*, 50(4).

¹¹Words with multiple meanings also present particular challenges for EAL learners. These are words where the meaning is context-embedded. Again, it is helpful if these words are explicitly taught.

Closing activities

'Red Card Man': see Unit 1

Shannon's Game: see Unit 1

Next week's 'Team of the Week': Sligo Rovers FC & Peamount United FC. Participants are encouraged to check in newspapers or sports magazines (in any language) for information about Sligo Rovers FC & Peamount United FC and bring it to the next lesson.

Extension activities

- Spend €100 million transferring your choice of players to your favourite team, giving reasons for your decisions
- Visit fan clubs on-line (internet access required)
- Design a membership badge for the supporters' club for your favourite team
- Check 'You Tube' for movie clips of soccer games that could be used to stimulate discussion.

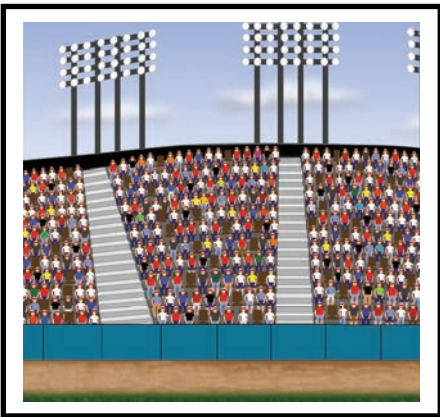
Unit 7

MULTIPLE MEANINGS

Some words have more than one meaning!



The players put on their football boots: where else might you find a 'boot'?
Can you put it into a sentence?



The supporters are in the football stands.
Think of another way of using the word 'stand'.
Can you put it into a sentence?



The ball went into the back of the net!
Think of another use of the word 'net'.
Can you put it into a sentence?

Multiple Meanings

Word in a football programme	Means in the programme	Other Meaning (O), Synonym (S), Antonym (A)	Other Words or Interesting Information
score	The result of the match e.g. the final score was Liverpool 2 Arsenal 0	O: twenty O: to get a goal A: miss	Music connection Marking connotation
defeated	Beaten, lose to e.g. Hull City were defeated by Newcastle	A: victorious S: beaten	
penalty	Free shot at goal Bolton were awarded a penalty in the first minute	O: punishment for an offence	
strike			
trip			
fan			
corner			

supporter

fan

fan club

scarf

cap

season ticket

home games

away games

membership

loyalty

hooligan

following

travelling

supporting



Extract from 17 Martin St (see below)

In the stand, supporters of both sides were crowded together on the terraces, music was playing, and, led by Sean, the boys squeezed and wriggled their way close to the pitch. The Rovers players, in their distinctive white jerseys with green hoops, ran from the corner pavilion through a gap made by the crowd. A deafening cheer went up, and everyone shouted, 'C'mon on, Jimmy!', 'Go for it Paddy'. The Shelbourne players followed, to a smaller cheer. This was Rovers' home ground after all.

Play was fast and furious, and as the referee blew his whistle for half-time, Ben, at his first match of the year, was in seventh heaven. The cheering, booing, insults and slagging were music to his ears. But Sean grumbled, 'No goals'.

'Still, great save by Larry Palmer,' replied Eddie, 'when he was at the edge of the box and the ball was lobbed over him and the other crowd all shouted "Goal!", but he got back and saved it!'

(From the Novel *17 Martin St*, by Marilyn Taylor, published by The O'Brien Press Ltd, Dublin, © Copyright Marilyn Taylor 2008.)

Questions:

- In this game, Shamrock Rovers are playing Shelbourne at home. What is the half-time score between the two teams?
- The boys are Shamrock Rovers' supporters and are very close to the pitch. How did they get there?
- Describe the Shamrock Rovers' strip.
- Which team had a shot at goal in the first half? Describe what happened next.
- Name the Shamrock Rovers' goalkeeper.
- What do these terms mean? "Play was fast and furious", "Ben...was in seventh heaven", "slagging", "the ball was lobbed over him".
- Describe what the boys might have been wearing to show their support for Shamrock Rovers.

UNIT 8

FAI TOUR OF IRELAND



UNIT 8: FAI TOUR OF IRELAND

Objectives

That participants will be enabled to:

1. Discuss and record three pieces of information for 'Soccer News of the Week'
2. Identify location and key facts for 'team of the week' Sligo Rovers FC & Peamount United FC
3. Identify a selection of FAI clubs around the country and locate these clubs correctly on a map of Ireland
4. Compare and contrast key information about these teams
5. Practise using singular and plurals correctly

Key vocabulary: see attached page with names of Premier Division and First Division teams (needs to be adapted as these lists change)

Resources

- Maps of Ireland and Europe (see appendix)
- Information on the team of the week (see appendix)
- Flipchart, poster or news diary
- Internet (if available)
- Functional language activities worksheets: singular and plural
- Key vocabulary cards

Introduction

Step 1

Tutor introduces discussion about 'Soccer News of the Week', based on news and information from the participants about soccer events locally and globally, prioritising three pieces of information for recording. This News can be recorded in a news diary, on flipchart, or on posters.

If appropriate, the task of 'recorder' can be given to one of the participants in the group.

As this is the last of the eight units, the participants can now see how the Soccer News has developed over the weeks. There may be stories that have continued throughout the lessons or the News may be a collection of different items each time. The tutor and participants now spend time reviewing the Soccer News.

Optional

Tutor reviews predictions from last week of scores for games in League of Ireland and / or Premiership.

Step 2

Introduce 'Team of the Week': **Sligo Rovers FC & Peamount United FC**. Participants locate Dundalk and Milan on Maps of Ireland and Europe and place label on the map. Five key facts about **Sligo Rovers FC & Peamount United FC** are discussed and written on whiteboard, flipchart or on template page. This can be done as individual, paired or group work. Participants can add information and stories about this club from other newspapers and magazines (in any language) that they have found over the previous week.

Development

Step 1

Tutor introduces theme of the week: FAI Tour of Ireland. Tutor shows map of Ireland. The names of the 22 teams are on key vocabulary cards, which are placed face down on the table. Participants take it in turns to place these on the map, helping each other to find the correct location.

Tutor shows the group a map of Ireland with the correct locations of each football team and participants compare their answers.

Questions that could be used in order to encourage the participants to use this vocabulary:

- Which club is nearest to where you live?
- Who plays their home matches at Flancare Park? (Longford Town)
- Which two teams on these lists were playing in the story in Unit 7? (Shamrock Rovers and Shelbourne)

Step 2

Option A

Using atlases or maps of Ireland, and the cards on pages 107 and 108 showing the names of the FAI clubs, the participants work out which counties have FAI teams and which ones do not.

Option B

Using an up-to-date League of Ireland table (available on www.fai.ie), the tutor and participants design a quiz based on the information.

For example:

How many goals have Shamrock Rovers conceded so far this season?

How many times have Cork City drawn this season?

How many more points have Derry City than Dundalk? (or vice versa)

Step 3

Functional language: singular and plural

Tutor discusses use of plurals and can, if appropriate, ask participants how plurals are written in their first languages.

Use the vocabulary cards which show the words + picture. Ask the participants to write the plurals of the words on the cards.

Closing activities

Participants invent alliterative names for teams in the counties that don't have them, e.g. Tullamore Town, Leitrim Livelies, Roscommon Rovers.

Unit Review

Participants are given Post-its and asked to write or draw their favourite activity from the eight lessons. All Post-its are stuck onto the football pitch (A3 visual).

Participants recall what they have learned over the programme and write this information on the board

Extension activities

- Using the league tables, participants create bar chart
- Participants write letters to clubs asking for information about the club – story behind the club crest or club nickname, interesting facts etc.
- Invite a player from a local League of Ireland club in to the school – participants write letter of invitation
- Devise a quiz based on key facts about the football clubs in League of Ireland.
- Visit the website of Show Racism the Red Card: <http://www.theredcard.ie> . League of Ireland posters incorporating the anti-racism message can be downloaded from the site. Participants can download the poster that depicts their local club.

Unit 8

SINGULAR / PLURAL

Singular means *one*
Plural means *more than one*

We usually add '**s**' to make plurals

We add '**es**' for words that end 'ch''sh''ss' and 'x'

Examples

girl	girls
bush	bushes
watch	watches
class	classes
box	boxes

Write the plurals of the following nouns

fox	
latch	
boy	
thrush	
star	
miss	
head	
man	
woman	
child	
fish	
loaf (of bread)	
country	

Cork City

Derry City

Galway United

Shamrock Rovers

Bohemians

Drogheda United

Sligo Rovers

Bray Wanderers

Dundalk FC

St Patrick's Athletic

Athlone Town

Longford Town

Sporting Fingal

Finn Harps

Mervue United

UCD

Kildare County

Monaghan United

Waterford United

Limerick 37 FC

Shelbourne

Wexford Youths

Coaches' Weekly Prompt Sheet

Unit	Key Vocabulary	Key Structures
1	<p>Stand; squat; sit; walk; jog; run</p> <p>Pitch; goals; side-lines; penalty box, coach; referee</p>	<p>Stand. What are you doing? I am standing.</p> <p>Are you standing? No, I'm squatting.</p>
2	<p>Dribble; pass; shoot Tackle; foul; save</p>	<p>Every day I pass the ball. Yesterday I passed the ball.</p> <p>Where are you on the pitch?</p>
3	<p>Sprint; swerve; dodge Head; bounce; dive</p>	<p>Will you sprint? Yes, I will sprint.</p> <p>Will you dive? No. I won't dive.</p>
4	<p>Possess; mark; challenge Field; throw in; kick off</p>	<p>What are you doing? I'm marking that player.</p> <p>While you are marking that player, look for a chance to tackle</p>

Coaches' Weekly Prompt Sheet

Unit	Key Vocabulary	Key Structures
5	Whisper; talk; shout Cheer; heckle; boo	I shouted at him because he had booed me. I shot for the goal after Abdul had passed the ball to me.
6	Cheer; wave; clap Comment; praise; insult	If you wave at me, I will wave back. If you train hard you will play better.
7	Queue; push; crush; Give; take; receive	If you queued for an hour you would get a ticket for the match. If you pushed in the crowd you would get crushed in the mob.
8	Slip; trip, slide Trip; stumble; fall	If I had not slipped I would not have broken my leg. If I had not stumbled I would not have fallen.

Kicking Off with Language Skills

Unit 1A

Worksheet 1A - 1

Venue: _____ Date: _____

Your name: _____

Finish these sentences, using the correct form of the verb given in brackets.

Example: *What are you doing? I am standing.*

- | | |
|-------------------------|--------------------|
| 1. What are you doing? | I am _____ (sit) |
| 2. What are you doing? | I am _____ (squat) |
| 3. What are you _____? | I am _____ (stand) |
| 4. What are you doing? | I am _____ (walk) |
| 5. What are you _____? | I am _____ (run) |
| 6. What are you doing? | I am _____ (eat) |
| 7. What are you _____? | I am _____ (jog) |
| 8. What are you doing? | I am _____ (talk) |
| 9. What are you _____? | I am _____ (open) |
| 10. What are you doing? | I am _____ (write) |

Example: *Are you sitting? No. I am not sitting. I am standing*

11. Are you _____? (stand) No. I am not _____. I am _____ (squat).
12. Are you _____? (squat) No. I am _____. I am _____ (sit).
13. Are you _____? (walk) No. I _____. I am _____ (jog).
14. Are you _____? (jog) No. I _____. I am _____ (run).
15. Are you _____? (write) No. I _____. I am _____ (read).

Kicking Off with Language Skills

Unit 1B

Worksheet 1B - 1

Venue: _____ Date: _____

Your name: _____

Finish these sentences, using the correct form of the verb given in brackets.

Example: *I like to play football. Last week I played football every day.*

1. I like to jog. Last week I _____ every day.
2. I like to walk. Last week I _____ every day.
3. I like to sprint. Last week I _____ every day.
4. I like to run. Last week I _____ every day.
5. I like to swim. Last week I _____ every day.
6. I like to write. Last week I _____ every day.
7. I like to sing. Last week I _____ every day.
8. I like to feel happy. Last week I _____ every day.
9. I like to eat couscous. Last week I _____ twice.
10. I like to drink tea. Last week I _____ every day.

Now write a short paragraph about things you like to do.
Use the examples above to guide your writing.

Kicking Off with Language Skills

Unit 2A

Worksheet 2A - 1

Venue: _____ Date: _____

Your name: _____

Finish these sentences, using the correct form of the verb given in brackets.

Example: *Yesterday I (play) played football.*

1. Yesterday I (dribble) _____ the ball during play.
2. Yesterday I (tackle) _____ during play.
3. Yesterday I (pass) _____ the ball during play.
4. Yesterday I (foul) _____ a player during play.
5. Yesterday I (save) _____ the ball during play.
6. Yesterday I (shoot) _____ the ball during play.
7. Yesterday I (hold) _____ the ball during play.
8. Yesterday I (win) _____ the ball during play.
9. Yesterday I (lose) _____ the ball during play.
10. Yesterday I (catch) _____ the ball during play.

Using the new words you have learned in today's lesson, write sentences about the players Pawel, Sinéad, Ling, and Abdul.

Kicking Off with Language Skills

Unit 2B

Worksheet 2B - 1

Venue: _____ Date: _____

Your name: _____

Finish these sentences, using the correct form of the verb given in brackets.

Example: *Yesterday I played football.
I had practised playing every day for a week before that.*

Write your answers in your copybook or on a sheet of paper.

1. I (dribble) the ball during the game. I (have) (practise) (dribble) beforehand.
2. I (tackle) the ball during the game. I (have) (practise) (pass) beforehand.
3. I (pass) the ball during the game. I (have) (practise) (pass) beforehand.
4. I (save) the ball during the game. I (have) (practise) (save) beforehand.
5. I (shoot) the ball during the game. I (have) (practise) (shoot) beforehand.
6. I (hold) the ball during the game. I (have) (practise) (hold) beforehand.
7. I (foul) the ball during the game. I (have) not (practise) (foul) beforehand.
8. I (win) the ball during the game. I (have) not (practise) (win) beforehand.
9. I (lose) the ball during the game. I (have) not (practise) (lose) beforehand.
10. I (catch) the ball during the game. I (have) (practise) (catch) beforehand.

Using the new words you have learned in today's lesson, write sentences about the players Pawel, Sinéad, Ling, and Abdul.

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Kicking Off with Language Skills

Unit 3A

Worksheet 3A - 1

Venue: _____ Date: _____

Your name: _____

TASK 1

The vocabulary for this session includes 6 verbs. These are:
to sprint; to swerve; to dodge; to head; to bounce; to dive

Using your copybook or a clean sheet of paper, write 3 sentences for each verb. Follow this example:

**Everyday I sprint during training.
Yesterday I sprinted 10 times during training.
Next week I will sprint 15 times during training.**

TASK 2

Now write a question and answer for each verb,
following this example:

Are you sprinting? No, I'm swerving.

TASK 3

Now write a question and answer for each verb,
following this example:

Did you swerve? Yes I swerved and I dodged.

TASK 4

Using the new words that you have learned in today's lesson,
write sentences about the players:
Pawel, Sinéad, Ling, and Abdul.

Use your copybook or a clean sheet of paper for this task.

Kicking Off with Language Skills

Unit 3B

Worksheet 3B - 1

Venue: _____ Date: _____

Your name: _____

TASK 1

The vocabulary for this session includes the verbs:
to sprint; to swerve; to dodge; to head; to bounce; to dive

Using your copy or a clean sheet of paper, write 3 sentences for each verb.
Follow this example:

**Everyday I sprint during training.
Yesterday I sprinted 10 times during training.
Next week I will sprint 15 times during training.**

TASK 2

Other vocabulary includes these words:

passing, shooting, dribbling, tackling, saving, fouling, running,
possessing, defending, attacking, fielding, scoring, diving,
kicking, heading, challenging, marking

Using your copy or a clean sheet of paper, write 3 sentences for each verb.
Follow this example:

Next week I will be passing and shooting during the training session.

TASK 3

Using the new words that you have learned in today's lesson,
write sentences about the players:
Pawel, Sinéad, Ling, and Abdul.

Use your copybook or a clean sheet of paper for this task.

Kicking Off with Language Skills

Unit 4A

Worksheet 4A - 1

Venue: _____ Date: _____

Your name: _____

TASK 1

The vocabulary for this session includes 6 verbs. These are:
to possess; to mark; to challenge
to field; to throw in; to kick off

Using your copybook or a clean sheet of paper, write 3 sentences for each verb. Follow this example:

I usually mark the centre forward. In fact I am marking him right now.

TASK 2

Now write a question and answer for each verb, following this example:

Who do you usually mark? I usually mark the right back.

TASK 3

Now write a question and answer for each verb, following this example:

Who is marking the right back today? I am not marking him today.

TASK 4

Using the new words that you have learned in today's lesson, write sentences about the players:
Pawel, Sinéad, Ling, and Abdul.

Use your copybook or a clean sheet of paper for this task.

Kicking Off with Language Skills

Unit 4B

Worksheet 4B - 1

Venue: _____ Date: _____

Your name: _____

TASK 1

The vocabulary for this session includes 6 verbs. These are:
to possess; to mark; to challenge
to field; to throw in; to kick off

Using your copybook or a clean sheet of paper, write 3 sentences for each verb. Follow this example:

I usually mark the centre forward. In fact, I am marking him right now. I don't usually throw in the ball but today I am doing it to practice my skills.

TASK 2

Other vocabulary includes these words:

first half, second half-time, half, half-time score, full time, full-time score, injury-time, extra time, , victory, defeat, substitutions, disappointment, success, presentation of trophy, match report, penalty shoot-out

TASK 2.1

Identify words from the list above which refer to time keeping during a match. Arrange them by order of time, from earliest to latest in a match.

TASK 2.2

Using your copybook or a clean sheet of paper, write sentences for each word on the list.

TASK 3

Using the new words that you have learned in today's lesson, write sentences about the players Pawel, Sinéad, Ling, and Abdul. Try to make up a story or match report about these characters.

Use your copybook or a clean sheet of paper for this task.

Kicking Off with Language Skills

Unit 5A

Worksheet 5A - 1

Venue: _____ Date: _____

Your name: _____

TASK 1

The vocabulary for this session includes 6 verbs. These are:

to whisper; to talk; to shout; to cheer; to heckle; to boo

Using your copybook or a clean sheet of paper, write 3 sentences for each verb. Follow this example:

I whispered to him during the match. I didn't shout at him.

TASK 2

Now write a question and answer for each verb, following this example:

**What were you whispering when you spoke to Pawel?
I was whispering to him to pass the ball.**

TASK 3

Now write a question and answer for each verb, following this example:

Why did you whisper? I whispered because I did not want to be overheard.

TASK 4

Using the new words that you have learned in today's lesson, write sentences about the players:
Pawel, Sinéad, Ling, and Abdul.

Use your copybook or a clean sheet of paper for this task.

Kicking Off with Language Skills

Unit 5B

Worksheet 5B - 1

Venue: _____ Date: _____

Your name: _____

TASK 1

The vocabulary for this session includes 6 verbs. These are:

to whisper; to talk; to shout; to cheer; to heckle; to boo

Using your copybook or a clean sheet of paper, write 3 sentences for each verb. Follow this example:

I shouted at Abdul to pass the ball. I had whispered to him earlier about my plan.

TASK 2

Other vocabulary includes these words:

league, knock-out, round robin, qualifying campaign, competition, tournament, trophy, location, venue, qualifiers, quarter final, semi-final, final.

TASK 2.1

Using your copybook or a clean sheet of paper, write sentences for each word on the list.

TASK 2.2

Write a simple paragraph about organising a soccer competition. Use some or all of the words above in your work.

TASK 3

Using the new words that you have learned in today's lesson, write sentences about the players Pawel, Sinéad, Ling, and Abdul. Try to make up a story or match report about these characters.

Use your copybook or a clean sheet of paper for this task.

Kicking Off with Language Skills

Unit 6A

Worksheet 6A - 1

Venue: _____ Date: _____

Your name: _____

TASK 1

The vocabulary for this session includes 6 verbs. These are:

to cheer; to wave; to clap; to comment; to praise; to insult

Using your copybook or a clean sheet of paper, write 3 sentences for each verb. Follow this example:

I will cheer my team during the match. I will be cheering from start to finish.

TASK 2

Now write a question and answer for each verb, following this example:

Will you insult the visiting team? No! I won't be insulting anyone during the match.

TASK 3

Using the new words that you have learned in today's lesson, write sentences about the players:
Pawel, Sinéad, Ling, and Abdul.

Use your copybook or a clean sheet of paper for this task.

Kicking Off with Language Skills

Unit 6B

Worksheet 6B - 1

Venue: _____ Date: _____

Your name: _____

TASK 1

The vocabulary for this session includes 6 verbs. These are:

to cheer; to wave; to clap; to comment; to praise; to insult

Using your copybook or a clean sheet of paper, write 3 sentences for each verb. Follow this example:

If I wave at the fans, they will wave back.

TASK 2

Other vocabulary includes these words:

biography, date of birth, childhood, apprentice, professional, signing-on fee, contract, training, training ground, first team, reserves, talent scout, football nursery, football academy, transfer, transfer fee, agent

TASK 2.1

Using your copy or a clean sheet of paper, write a paragraph using some or all of the words on the list.

TASK 2.2

Write a short biography for a player to be included in a match programme. Use the words listed above to guide your writing.

TASK 3

Now write a question and answer for each verb, following this example:

If I tell you my date of birth, will you tell me yours?

TASK 4

Using the new words that you have learned in today's lesson, write sentences about the players Pawel, Sinéad, Ling, and Abdul. Try to make up a story or match report about these characters.

Use your copybook or a clean sheet of paper for this task.

Kicking Off with Language Skills

Unit 7A

Worksheet 7A - 1

Venue: _____ Date: _____

Your name: _____

TASK 1

The vocabulary for this session includes 6 verbs. These are:

to queue; to push; to crush; to give; to take; to receive

Using your copybook or a clean sheet of paper, write 3 sentences for each verb. Follow this example:

I will cheer my team during the match. I will be cheering from start to finish.

TASK 2

Now write a question and answer for each verb, following this example:

**Who will you be cheering for at the match?
I will be cheering for Bohemians.**

TASK 3

Now write a question and answer for each verb, following this example:

**Will you be cheering for Bohemians?
No I won't. I will be cheering for Dundalk FC.**

TASK 4

Using the new words that you have learned in today's lesson, write sentences about the players:

Pawel, Sinéad, Ling, and Abdul.

Use your copybook or a clean sheet of paper for this task.

Kicking Off with Language Skills

Unit 7B

Worksheet 7B - 1

Venue: _____ Date: _____

Your name: _____

TASK 1

The vocabulary for this session includes 6 verbs. These are:

to queue; to push; to crush; to give; to take; to receive

Using your copybook or a clean sheet of paper, write 3 sentences for each verb. Follow this example:

If I queued for an hour, I would get a ticket for the match.

TASK 2

Other vocabulary includes these words:

supporter, fan, fan club, scarf, cap, season, season ticket, home games, away games, membership, loyalty, hooligan, following, travelling, league title

Using your copybook or a clean sheet of paper, write a paragraph using some or all of the words on the list. Try to include the conditional structure which you have learned about in this unit. For example:

If I joined the fan club I would buy cap and scarf as well as a season ticket.

TASK 3

Now write a question and answer for each verb, following this example:

**What would you get if you queued for an hour?
I would get a ticket for the match.**

TASK 4

Using the new words that you have learned in today's lesson, write sentences about the players Pawel, Sinéad, Ling, and Abdul. Try to make up a story or match report about these characters.

Use your copybook or a clean sheet of paper for this task.

Kicking Off with Language Skills

Unit 8A

Worksheet 8A - 1

Venue: _____ Date: _____

Your name: _____

TASK 1

The vocabulary for this session includes 6 verbs. These are:

to slip; to trip, to slide; to trip; to stumble; to fall

Now write 5 sentences about things you had done before you did something else, in the past.

Follow this example. Use the words listed above in your work.

I slipped on the path. I had not seen the ice.

TASK 2

Now write a question and answer for each verb, following this example:

Had you seen the ice? No I didn't see it before I slipped

TASK 3

Using the new words that you have learned in today's lesson, write sentences about the players:
Pawel, Sinéad, Ling, and Abdul.

Use your copybook or a clean sheet of paper for this task.

Kicking Off with Language Skills

Unit 8B

Worksheet 8B - 1

Venue: _____ Date: _____

Your name: _____

TASK 1

The vocabulary for this session includes 6 verbs. These are:

to slip; to trip, to slide; to trip; to stumble; to fall

Using your copybook or a clean sheet of paper, write a sentence for each verb. Follow this example:

If I had not slipped, I would not have broken my leg.

TASK 2

Other vocabulary includes these words:

injuries; bruise; scrape; blister; Achilles tendon; hamstring;
groin-strain; torn ligament; pulled muscle; black eye;
dehydration.

Combine words from the first and second lists to write sentences using today's conditional structure. Follow this example:

If I had not slipped, I would not have pulled my hamstring.

Using your copybook or a clean sheet of paper, write a paragraph using some or all of the words on the list.

TASK 3

Using the new words that you have learned in today's lesson, write sentences about the players:
Pawel, Sinéad, Ling, and Abdul.

Use your copybook or a clean sheet of paper for this task.

Appendix

PEOPLE OF THE MATCH



Pawel



Sinéad



Ling



Abdul



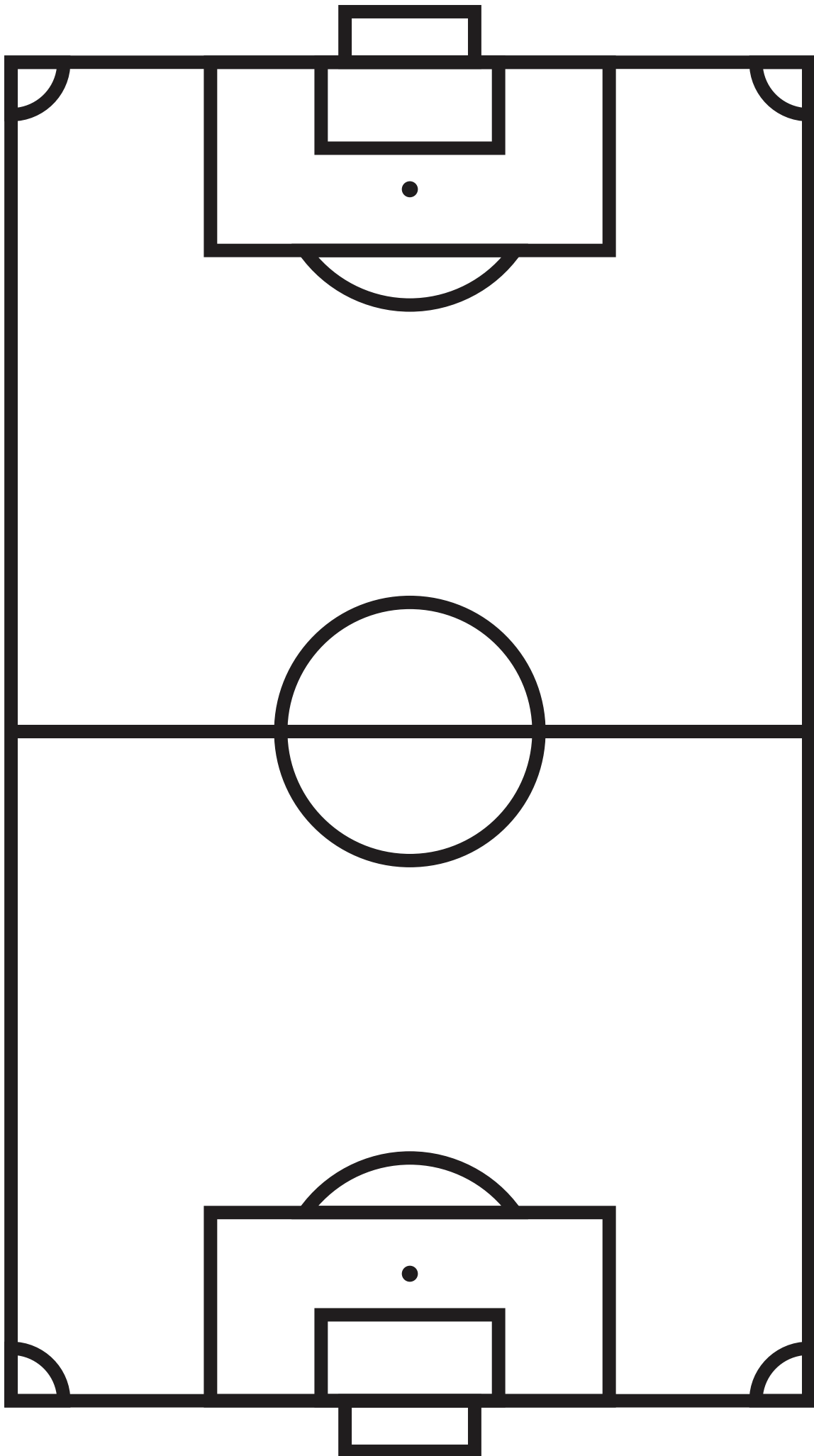
Manager

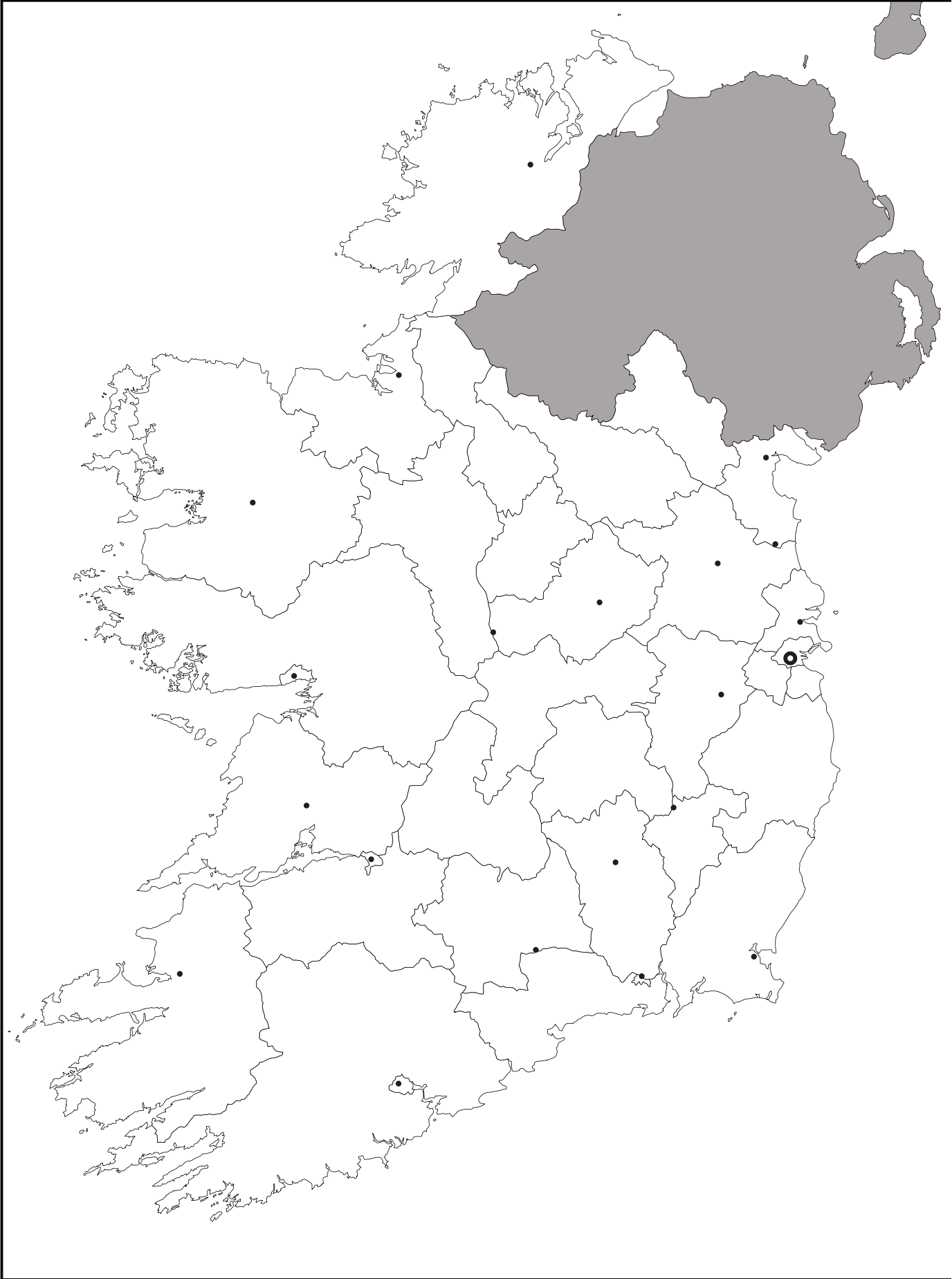


Referee

Appendix

BLANK TEMPLATES








Photocopy and cut out these characters. Use them to stimulate discussion and storytelling.




Clubs by Unit

Unit	Club 1	Club 2
1	Bohemians http://bohemianfc.com/	Benfica https://www.slbenfica.pt/en-us/home.aspx
2	Shelbourne FC https://www.shelbournefc.ie/	Manchester United http://www.manutd.com
3	Shamrock Rovers https://shamrockrovers.ie/	Bayern Munich https://fcbayern.com
4	Cork City FC http://www.corkcityfc.ie/	FC Barcelona https://www.fcbarcelona.com/
5	UCD AFC http://www.ucdsoccer.com/	Liverpool FC http://www.liverpoolfc.com
6	Galway United FC http://galwayunitedfc.ie	Galatasaray FC http://www.galatasaray.org/anasayfa
7	Dundalk FC http://www.dundalkfc.com/	AC Milan https://www.acmilan.com/en
8	Sligo Rovers FC http://www.sligorovers.com	Peamount United FC http://www.peamount.com/

Clubs Associated with Unit 1

1	Club	Bohemians http://bohemianfc.com/
2	Year of founding	1890
3	Stadium, City and Country	Dalymount Park, Phibsborough, Dublin 7, Ireland
4	Crest and Colours	 Black & Red
5	Famous players / managers	Stephen Ward / Pat Fenlon
6	Famous achievements	They share the record for most wins in European competition with archrivals Shamrock Rovers and hold the record for Leinster Senior Cup wins with 32 cups claimed.
7	Stories about the club	Bohemians compete in the Premier Division of the League of Ireland, and are the oldest League of Ireland club in continuous existence. Bohs are the third most successful club in League of Ireland football history, having won the League of Ireland title 11 times, the FAI Cup 7 times, the League of Ireland Shield 6 times and the League of Ireland Cup 3 times.


Clubs Associated with Unit 1

1	Club	Benfica https://www.slbenfica.pt/en-us/home.aspx
2	Year of founding	1904
3	Stadium, City and Country	Estádio da Luz (The Stadium of Light) Lisbon, Portugal
4	Crest and Colours	 Red & White
5	Famous players / managers	Eusebio, Coluna, Augusto, Aguas, Torres, Costa, Pereira.
6	Famous achievements	Benfica holds the European record for the most consecutive wins in domestic league (29), be- tween 1971–72 and 1972–73
7	Stories about the club	Officially known as Sport Lisboa e Benfica but popularly known as 'Benfica' for short.

Clubs Associated with Unit 2

1	Club	Shelbourne FC https://www.shelbournefc.ie/
2	Year of founding	1895
3	Stadium, City and Country	Tolka Park, Dublin, Ireland
4	Crest and Colours	 Red & White
5	Famous players / managers	Wes Hoolahan / Brian Kerr
6	Famous achievements	<p>In the 2004/2005 European season, Shelbourne became the first Irish club to reach the third qualifying round of the UEFA Champions League. Their performances in European competition and former striker Jason Byrne being capped for the Republic of Ireland whilst with the club, gained Shelbourne international exposure.</p>
7	Stories about the club	<p>Shelbourne Ladies FC. Their senior women's team currently plays in the Women's National League. They have also fielded teams in the Dublin Women's Soccer League, the Metropolitan Girls League and the North Dublin Schoolboys/ Girls League.</p>


Clubs Associated with Unit 2

1	Club	Manchester United http://www.manutd.com
2	Year of founding	1878
3	Stadium, City and Country	Old Trafford Manchester, England
4	Crest and Colours	 Red & White
5	Famous players / managers	George Best, Bobby Charlton, Mat Busby , Alex Ferguson
6	Famous achievements	Won their first European Cup in 1968 Won the "treble" in 1999 – Champions League, Premiership and FA Cup
7	Stories about the club	<p>Returning from a match in Belgrade in 1958 an air crash at Munich, killed 22 including 7 members of the team.</p> <p>One of the most famous soccer clubs with a global following of millions.</p> <p>Manchester united have struggles since the retirement of Alex Ferguson, their long serving manager, in 2013.</p>


Clubs Associated with Unit 3

1	Club	Shamrock Rovers F.C https://shamrockrovers.ie/
2	Year of founding	1899
3	Stadium, City and Country	Tallaght Stadium, Dublin, Ireland
4	Crest and Colours	 <p style="text-align: center;">Green & White</p>
5	Famous players / managers	Damien Duff / Michael O'Neill
6	Famous achievements	<p>The club's senior team competes in the League of Ireland Premier Division and it is the most successful club in the Republic of Ireland. The club has won the League of Ireland title a record 17 times and the FAI Cup a record 24 times. Shamrock Rovers have supplied more players to the Republic of Ireland national football team (62) than any other club.</p> <p style="text-align: center;">In All-Ireland competitions, such as the Intercity Cup, they hold the record for winning the most titles, having won seven cups overall.</p>
7	Stories about the club	<p>The club played at Glenmalure Park from 1926 to 1987, when the owners controversially sold the stadium to property developers. Shamrock Rovers spent the next 22 years playing home games at various venues around Dublin and on occasions, Ireland. They moved into Tallaght Stadium prior to the start of the 2009 season after years of delays and legal disputes, during which time the club's supporters saved them from extinction.</p>

Clubs Associated with Unit 3

1	Club	Bayern Munich https://fcbayern.com
2	Year of founding	1900 (Munich), 1906 (Bayern Munich)
3	Stadium, City and Country	Allianz Stadium Munich, Germany
4	Crest and Colours	 Red & White
5	Famous players / managers	Franz Beckenbauer, Karl-Heinz Rummenigge, Gerd Muller, Oliver Kahn, Lothar Matthaus
6	Famous achievements	One of their most famous players was Franz Beckenbauer, who later became President of the club
7	Stories about the club	There were six Bayern Munich players on the German side that won the World Cup in 1974. They were beaten by Manchester United in the Champions League final in 1999 but beat Valen- cia in the final in 2001. Bayern Munich was founded in 1900 by a gym- nastic club.


Clubs Associated with Unit 4

1	Club	Cork City F.C. http://www.corkcityfc.ie/
2	Year of founding	1984
3	Stadium, City and Country	Turners Cross, Cork, Ireland
4	Crest and Colours	 <p style="text-align: center;">Green & White</p>
5	Famous players / managers	Shane Long / Damien Richardson
6	Famous achievements	Cork City FC is now owned by its supporters through a supporters' trust – the Friends of the Rebel Army Society. This trust elects a Board of Management to run the football club, but the major decisions must be made at Annual General Meetings or Extraordinary General Meetings.
7	Stories about the club	It was one of the first clubs in Ireland (and the first in Cork) to field a team of professional footballers. With the progression of professionalism at the club, continued development of the Turners Cross stadium and the transition to summer football, the club became one of the biggest and best supported clubs in the country. Between 2008 and 2010 however, the club suffered financial and management issues and entered a period of examinership.
8	Additional Information	Senior women's team currently competes in the Women's National League. In 2014 they affiliated with FORAS, the supporters' trust who own Cork City FC, and relaunched as Cork City Women's FC. The club play their games at Bishopstown Stadium.


Clubs Associated with Unit 4

1	Club	FC Barcelona https://www.fcbarcelona.com/
2	Year of founding	1899
3	Stadium, City and Country	Camp Nou, Barcelona Catalonia, Spain
4	Crest and Colours	 Red & Blue
5	Famous players / managers	Lionel Messi, Pep Guardiola, Ronaldinho, Johan Cryff, Diego Maradona
6	Famous achievements	In 2009 they became known as the first Spanish club to win the "treble" – Champions League, La Liga and Copa del Rey.
7	Stories about the club	Never relegated from top division. They have a tradition of not allowing sponsors' logos on their famous shirts. In 2006 they announced a five-year deal with the charity Unicef to wear their logo. They give €2million a year to Unicef


Clubs Associated with Unit 5

1	Club	UCD AFC http://www.ucdsoccer.com/
2	Year of founding	1895
3	Stadium, City and Country	UCD Bowl, Belfield, Dublin 4, Ireland
4	Crest and Colours	 Sky Blue & White
5	Famous players / managers	Kevin Moran / Paul Doolin
6	Famous achievements	<p>Many famous players have played for UCD down the years. Former Irish international Kevin Moran, who would later play for Manchester United, Sporting de Gijón and Blackburn Rovers played in the League of Ireland B Division and was signed for Manchester United from UCD's graduate team, Pegasus. Moran also won an All-Ireland Gaelic football winner's medal with Dublin in 1976 while at UCD, as would Jason Sherlock nineteen years later.</p>
7	Stories about the club	<p>UCD A.F.C. is noted for its highly regarded scholarship scheme, which gives players the chance to combine senior football with the opportunity to earn a college degree.</p> <p>Its senior women's football team, UCD Waves are one of the oldest women's football clubs in the Republic of Ireland. The women's football team competes in national competitions, such as the Women's National League, the FAI Women's Cup, and intervarsity competitions. It has also represented the Republic of Ireland in Europe.</p>

Clubs Associated with Unit 5

1	Club	<p>Liverpool FC</p> <p>http://www.liverpoolfc.com</p>
2	Year of founding	1892
3	Stadium, City and Country	<p>Anfield</p> <p>Liverpool, England</p>
4	Crest and Colours	 <p>Red & Blue</p>
5	Famous players / managers	<p>Steven Gerrard, Kenny Dalglish, Graeme Souness, John Barnes, Ian Rush</p>
6	Famous achievements	<p>Won the European Cup in 1977, 1978, 1981 and 1984</p>
7	Stories about the club	<p>Nickname – The Reds</p> <p>They were founded after a disagreement with Everton FC.</p> <p>Their most successful managers were Bill Shank- ley and Bob Paisley.</p>


Clubs Associated with Unit 6

1	Club	Galway United FC http://galwayunitedfc.ie
2	Year of founding	1937
3	Stadium, City and Country	Eamonn Deacy Park, Galway, Ireland
4	Crest and Colours	 <p style="text-align: center;">Light Blue & Maroon</p>
5	Famous players / managers	David Forde / Tommy Dunne
6	Famous achievements	<p>In the 1981–82 season, Galway Rovers changed their name to Galway United and under their new name, the club reached two cup finals in successive seasons. United made their first appearance in an FAI Cup final in 1984–85 but lost 1–0 to Shamrock Rovers. In 1985–86 United became founder members of the League of Ireland Premier Division and finished second behind Shamrock Rovers in the new division's inaugural season. In 1985–86 United won its first major trophy after defeating Dundalk 2–0 in the League of Ireland Cup final.</p>
7	Stories about the club	<p>They play in the League of Ireland Premier Division. They were founded as Galway Rovers F.C. during the 1930s. They made their League of Ireland debut in 1977–78 and changed their name to Galway United in 1981–82. After suffering financial difficulties, the club dropped out of the League of Ireland after the 2011 season but in 2014 Galway United returned after initially playing as Galway F.C. for a season. Galway WFC, since 2013–14 the club has played in the Women's National League. The club is closely associated with both the Galway Ladies League and the Galway Football Association.</p>


Clubs Associated with Unit 6

1	Club	Galatasaray FC http://www.galatasaray.org/anasayfa
2	Year of founding	1905
3	Stadium, City and Country	Turk Telekom Arena Istanbul, Turkey
4	Crest and Colours	 Red & Yellow
5	Famous players / managers	Most successful manager: Fatih Term Mehmed Leblebi scored 14 goals in one match Also, Gündüz Kılıç, Metin Oktay, Turgay Şeren, Coşkun Özarı Gheorghe Hagi
6	Famous achievements	First Turkish club to win a European trophy UEFA Cup 1999
7	Stories about the club	Most successful club in Turkish history Founded in a classroom in an Istanbul high school


Clubs Associated with Unit 7

1	Club	<p>Dundalk FC http://www.dundalkfc.com/</p>
2	Year of founding	1903
3	Stadium, City and Country	Oriel Park, Dundalk, Ireland
4	Crest and Colours	 <p style="text-align: center;">White & Black</p>
5	Famous players / managers	Daryl Horgan / Stephen Kenny
6	Famous achievements	<p>In 2016, the club became the first Irish side to reach the play-off round of the UEFA Champions League after their 3–1 aggregate win over FC BATE Borisov. They were beaten by Legia Warsaw in the final play-off round and instead participated in the UEFA Europa League. They became the first Irish side to win a group stage game in European competition when they beat Maccabi Tel Aviv 1–0 at home.</p>
7	Stories about the club	<p>The club currently plays in the League of Ireland Premier Division and are the current reigning champions. Founded in 1903, it is the second most successful team, in terms of trophies won, in the history of the League of Ireland. Since 1999, and in conjunction with Irish League side Linfield of Belfast, the club has been engaged in a peace and reconciliation programme, known as the Dunfield Project, which through the medium of football is facilitating the coming together of young people from the Dundalk and Belfast communities.</p>


Clubs Associated with Unit 7

1	Club	AC Milan https://www.acmilan.com/en
2	Year of founding	1899
3	Stadium, City and Country	San Siro Milan, Italy
4	Crest and Colours	 Red & Black
5	Famous players / managers	Paolo Maldini played for AC Milan 1000 times. Also, Marco Van Basten, Franco Baresi, Gianni Rivera, Andriy Schevenko, Gunnar Nordahl.
6	Famous achievements	AC Milan is one of the best supported football clubs in Italy, according to research conducted by Italian newspaper <i>La Repubblica</i>
7	Stories about the club	They are known locally as the 'Rossoneri', the red and blacks. AC Milan were founded as Milan Cricket and Football Club by English expatriates. Their main rivals are Inter Milan

Clubs Associated with Unit 8

1	Club	Sligo Rovers FC http://www.sligorovers.com
2	Year of founding	1928
3	Stadium, City and Country	Showgrounds, Sligo, Ireland
4	Crest and Colours	 <p style="text-align: center;">Red & White</p>
5	Famous players / managers	Seamus Coleman / Paul Cook
6	Famous achievements	<p>They recently won a third FAI Cup in four years and in the season previous to this recent cup win became the 2012 Premier Division Champions, winning the title with two games to spare. In total they have won three league titles, five FAI Cups and two League cups. On 27 February 2012 Rovers had announced a major international sponsorship deal with local car dealers Connolly's Volkswagen.</p>
7	Stories about the club	<p>The club is a co-operative venture, owned by the people of Sligo.</p>

Clubs Associated with Unit 8

1	Club	Peamount United FC http://www.peamount.com/
2	Year of founding	1983
3	Stadium, City and Country	Clubhouse at Peamount, Newcastle, Co. Dublin
4	Crest and Colours	
5	Famous players / managers	Katie Taylor, Stephanie Roche, Louise Quinn, Aine O Gorman
6	Famous achievements	FAI Women's Cup in 2010 winners. Peamount United was one of seven founding teams in a Women's National League in 2011 and became the first ever Women's National League winners in 2012 and thus qualified for the 2012–13 UEFA Women's Champions League. They were drawn in Qualifying Group 5 alongside SFK 2000 Sarajevo, ASA Tel Aviv and Cardiff Met Ladies AFC.
7	Stories about the club	The women's senior team participated in the 2011–12 UEFA Women's Champions League. They were drawn alongside Rayo Vallecano de Madrid, ŽNK Krka and Pärnu FC, a group which they finished as runners-up. They were the first Irish team ever to qualify to the knockout stages of a European competition.

Sample Coaching and Training Sessions

1

Name of activity: Warm up 2: Dribbling with the ball

What is needed: Footballs for each player, cones to mark out the 20mX20m grid (size is just a guide can be adjusted).

Aim: Reinforcing the language learned in the class room in the session. Giving players commands – dribble with the ball, jump over the ball, sit on the ball, squat, run, walk, sprint.

Duration: 10-15mins

How to do it (step by step): Mark out a square, get the players with a ball each into the square dribbling a football. Then just give them the different commands. If players struggle to understand then a demonstration would help them, along with an explanation of what's going on.

2

Name of activity: Shooting practice

What is needed: 1 goal, goalkeeper (GK), 10/12 players, Cones and a good supply of footballs.

Aim: Reinforcing the language learned in the class room in the session. The words we are using here are – dribble, look up, shoot, score, pass and receive.

Duration: 20mins

How to do it (step by step): Use cones to mark out 3 areas approx. 40m out from the goal. The area on the left will have a cone for players to start on and cones to mark out the area they dribble with the ball through before shooting. This will be the exact same on the right side. The middle area will just have a cone to mark where the players start passing from and a cone where the player receiving the pass will stand. This player then just sets-up the shot. There will be a goal keeper in the goal.

Sample Coaching and Training Sessions

3

Name of activity: Small-sided game 5v5

What is needed: 10 players: 4 outfield and 1 GK on each team, balls, bibs, pitch marked out 70mx50m approx. and 2 goals

Aim: Reinforcing the language learned in the class room in the session. For as much as possible in this game we are looking for the players to communicate in English only.

Duration: 20/30mins Split the match up into 3x10mins or 2x15mins

How to do it (step by step): Mark out a pitch with 2 goals, pick 2 teams and give them different colours and let them play.

4

Name of activity: Warm up 1 Colours game.

What is needed: Footballs for each player, Different colour cones to mark out the 20mX20m grid (size is just a guide can be adjusted).

Aim: Reinforcing the language learned in the class room in the session. Giving players commands – dribble to the blue cone, sprint to the red cone.

Duration: 10-15mins

How to do it (step by step): Mark out a square with different colours, Get the players with a ball each into the square dribbling a football. Then just give them the different commands. If players struggle to understand then a demonstration would help them, along with an explanation of what's going on.

Learning Language skills through Football Warm-up 2



Objective:	A simple warm-up where the players carry out instructions given to them in English.
Description:	Warm up in a square with each player on a ball. Players dribble the football around getting lots of touches on the ball, using both feet and moving in different directions. Players then get instructions to sit, stand, squat, run, jump, sprint, jog and walk etc and they must carry these instructions out.
Coaching Points:	Use both feet Keep ball under control - soft touches Keep head up while dribbling - safety
Progression:	Introduce skills/turns Increase tempo

Learning Language through Football Shooting Practice



Objective:	Improve players shooting while using the English Language learned in the classroom ie. - dribble, shoot, score, change group, run, sprint.
Description:	A shooting practice for players. Players line up in 3 groups. The 2 side groups have to dribble through cones before getting a shot on the GK. The middle group pass to a server to set up for a shot.
Coaching Points:	Shooting Accuracy over power Access the GK's position Shoot across the GK
Progression:	Server follows in for rebounds.

Learning Language through Football - Small Sided game



Objective:	Small-sided game but using English to communicate to team-mates
Description:	5v5 Small-sided game. Players can only speak to each other in English. Looking to use the words learned in the classroom - run, pass, shoot, tackle, score, foul etc.
Coaching Points:	Create space Quality passing - accuracy, strength of pass Forward passing - penetration End product - shot, cross
Progression:	

Learning Language through Football Warm up



Objective:	The players are given an action i.e. dribbling and a colour i.e. blue. Players must then carry out that action with the ball to the blue cone and so on.
Description:	Warm up: Colours game
Coaching Points:	Demonstrate all the actions you want the players to do.
Progression:	Last one to the cone is out, find a winner !



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