



Football Fever

by Susan Thomas



German

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1 Introduction

About this book

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

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

You need look no further. This book:

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

How the book is organised

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

How to use the resources

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



2 Games and Activities

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

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

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

Using the Projector

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

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

Activities with the Projector

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

How to prepare the photocopiable resources

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

Suggested Activities and Games

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

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

Line Solitaire

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

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

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

Beat the Clock

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

I Spy...

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

Kim's Game

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

Matching Pairs (2 sets of cards)

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

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

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

Variation 2: Match players to teams/countries.

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

Snap (4 sets of cards)

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

Happy Families (4 sets of cards)

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

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

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

3 in a Row (Any picture board)

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

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

Bingo (Any picture board)

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

Charades (Any cards)

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

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

Simon Says (Selected cards)

The leader uses the pictures to prompt instructions.

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

I Went to Market...

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

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

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

Guessing Game (Any picture board)

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

True or False (Any picture board)

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

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

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

20 Questions

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

Battleship Buddies (9 selected cards)

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

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

Variation: Draw pictures instead of placing cards.

Variation: Put players in position in a Dream Team.

DIY Odd One Out

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

Storytelling

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

Dice Games

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

Other Activities**Songs/Chants/Poems**

• Find and listen to French Club Football Chants on the Internet. Or make up your own French chants/variations on existing chants. Examples:

Olé, olé, olé, olé, wir sind die Champions, olé

Hier regiert der BVB

Auf geht's Bayern, schieß ein Tor

Auf geht's Jungs, schießt ein Tor für uns

Olé, jetzt kommt der BVB

Steht auf, wenn ihr Schalker seid

Werdet zur Legende, kämpfen bis zum Ende!

- Or rhythm clap, say player's name at the end.
- Compose a Valentine's card or Christmas card to your favourite team.

TV/Videos

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

Video Cameras

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

Language Assistants

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

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

Coin Football/Fanzine Corner

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

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

Surf the Net

For information on players, teams, and events.

3 Football and Me

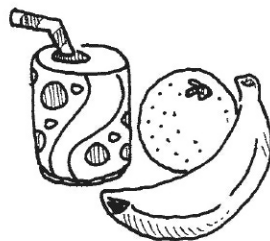
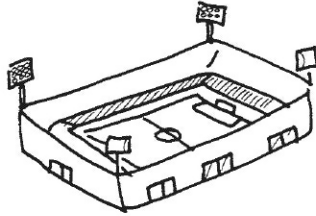
Fußball und ich

Do you like football?	• Magst du Fußball?
Do you play football?	• Spielst du Fußball?
Where?	• Wo?
In the garden?	• Im Garten?
At school?	• In der Schule?
At the stadium?	• Im Stadion?
In the park?	• Im Park?
On the beach?	• Am Strand?
When?	• Wann?
At the weekend?	• Am Wochenende?
On Saturdays?	• Samstags?
Every Saturday?	• Jeden Samstag?
On Saturday mornings?	• Jeden Samstagmorgen?
In winter?	• Im Winter?
In summer?	• Im Sommer?
In the holidays?	• In den Ferien?
When the weather's nice?	• Wenn es schön ist?
When it rains?	• Wenn es regnet?
When it snows?	• Wenn es schneit?
With whom?	• Mit wem?
With your friends?	• Mit deinen Freunden/ Freundinnen?
What do you wear?	• Was hast du an?
A football shirt?	• Ein Trikot/Hemd?
Football boots?	• Fußballschuhe/stiefel?
What do you drink?	• Was trinkst du?
Coke?	• Cola?
Lemonade?	• Limonade?
What do you eat?	• Was isst du?
An orange?	• Eine Orange?
A banana?	• Eine Banane?
Do you play in a team?	• Spielst du in einer Mannschaft/in einem Verein?
What position?	• Auf/In welcher Position?
Why do you like that position?	• Warum gefällt dir diese Position?
I like to... score goals!	• Ich schieße gerne Tore!
What are your team colours?	• Was sind deine Mannschaftsfarben?
Do you win often?	• Gewinnt ihr oft?
Which team do you support?	• Für welche Mannschaft bist du?
I support Newcastle United.	• Ich bin Newcastle United Fan.

Suggested Activities

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

Football and Me



4 My Favourite Player

Mein Lieblingsspieler

Name:	• Name:
Date of Birth:	• Geburtsdatum:
Place of Birth:	• Geburtsort:
Nationality:	• Staatsangehörigkeit:
Age:	• Alter:
Height:	• Größe:
Weight:	• Gewicht:
Colour of hair:	• Haarfarbe:
Colour of eyes:	• Augenfarbe:
Favourite music:	• Lieblingsmusik:
Favourite food:	• Lieblingsessen:
Favourite holidays:	• Lieblingsferien:
Favourite clothes:	• Lieblingskleidung:
Favourite sport:	• Lieblingssport:
Favourite pet:	• Lieblingstier:
Favourite car:	• Lieblingsauto:
Position:	• Position:
Club:	• Verein:
Stadium:	• Stadion:
Honours:	• Auszeichnungen:
I like:	• Ich mag:
I love:	• Ich liebe:
Verdict:	• Fazit:

Suggested Activities

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

My Favourite Player



5 Weather

Das Wetter

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

- | | |
|------------------|--------------------------------------|
| 1. it's hot | • 1. es ist warm/heiß |
| 2. it's cold | • 2. es ist kalt |
| 3. it's sunny | • 3. es ist sonnig/die Sonne scheint |
| 4. it's windy | • 4. es ist windig |
| 5. it's foggy | • 5. es ist neblig |
| 6. it's freezing | • 6. es friert/es ist eisig |
| 7. it's raining | • 7. es regnet |
| 8. it's snowing | • 8. es schneit |
| 9. it's cloudy | • 9. es ist bewölkt |

the weather forecast	• die Wettervorhersage
what's the weather like today?	• wie ist das Wetter heute?

it's fine, it's a nice day	• es ist schön/Es ist ein schöner Tag
the weather's bad	• das Wetter ist schlecht
it's going to be a nice day today	• es wird heute schön werden
it's going to rain this afternoon	• es wird heute Nachmittag regnen

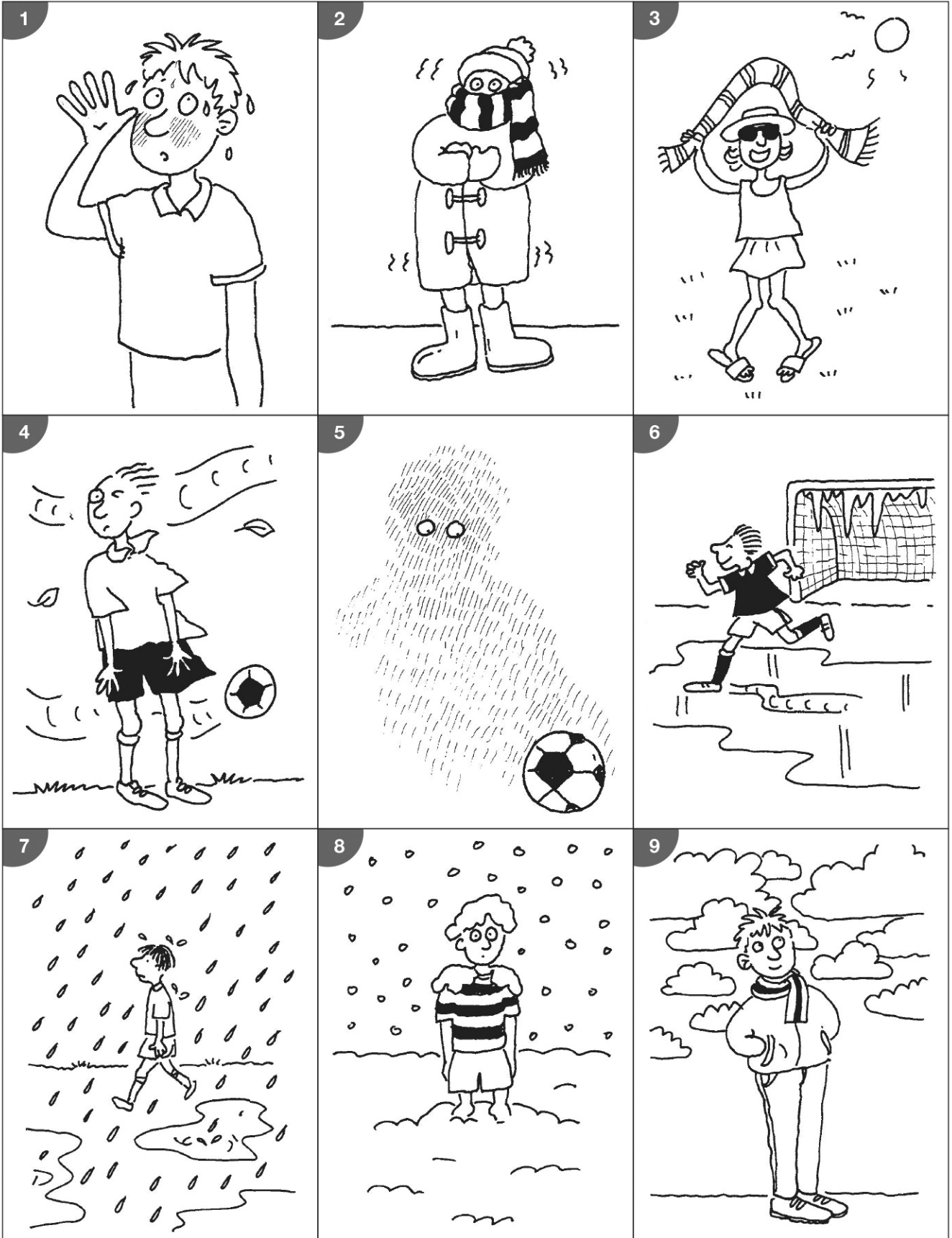
a downpour	• ein Platzregen
a storm	• ein Sturm
mud	• Matsch
which team will be worried? happy?	• welches Team wird sich Sorgen machen? sich freuen?

the referee can cancel a match if s/he considers that the ground is dangerous (potholes, ice, thick mud, snow)	• der Schiedsrichter kann ein Spiel absagen, wenn er der Meinung ist, dass der Fußballplatz unbespielbar ist (Löcher, Eis, dicker Matsch, Schnee)
--	---

Suggested Activities

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

Weather



6 Transport

Wie kommst du zum Spiel?

Getting to the match - often a problem!

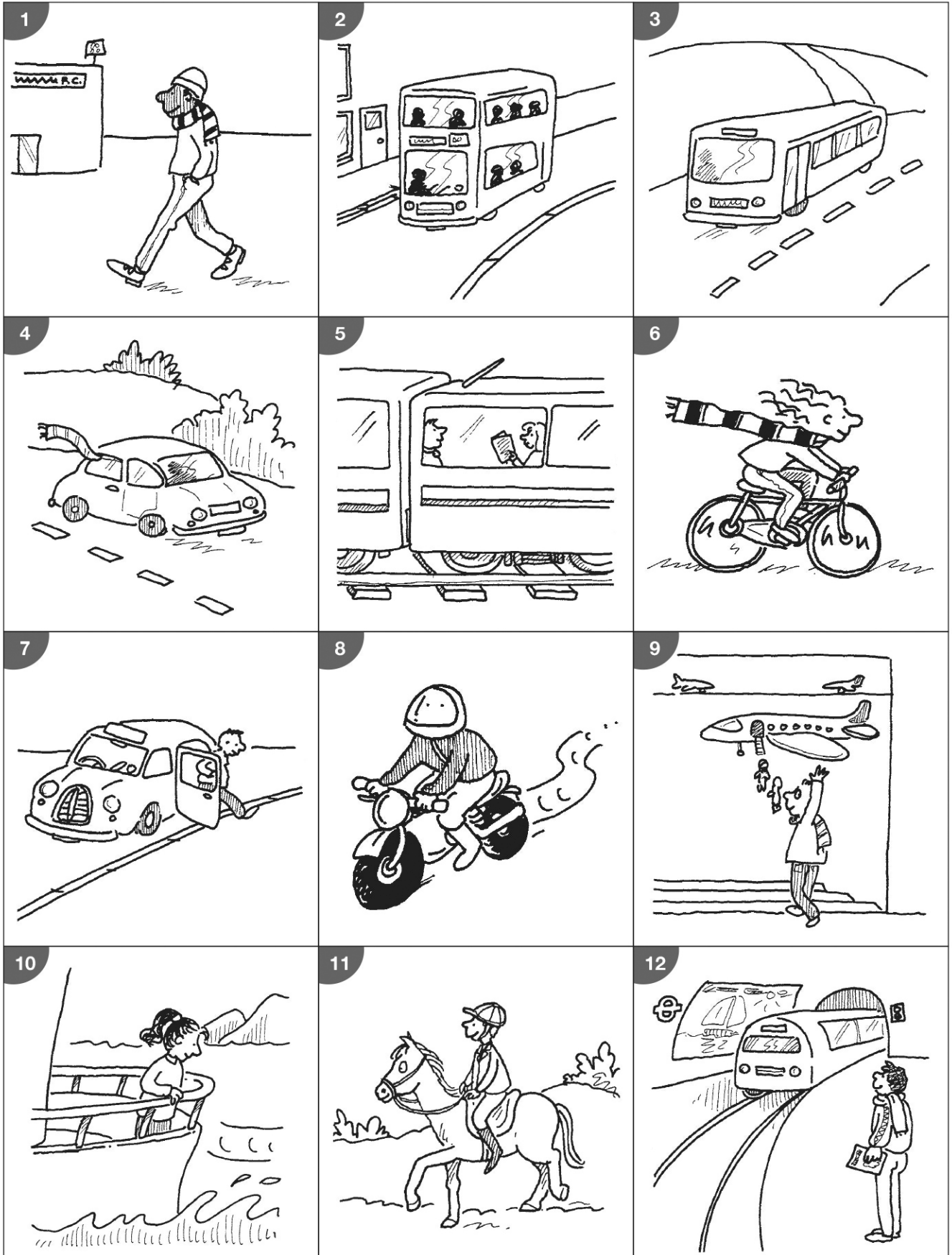
- | | |
|---|--|
| 1. I walk | • 1. ich gehe zu Fuß |
| 2. I go by bus/I get the bus | • 2. ich fahre mit dem Bus/nehme den Bus |
| 3. I go on the coach | • 3. ich fahre mit dem (Reise)bus/nehme den (Reise)bus |
| 4. I go by car/I take the car | • 4. ich fahre mit dem Auto/nehme das Auto |
| 5. I go by train/I get the train | • 5. ich fahre mit dem Zug/nehme den Zug |
| 6. I go on my bike/I take my bike | • 6. ich fahre mit dem Fahrrad |
| 7. I go by taxi/I get a taxi | • 7. ich fahre mit dem Taxi/nehme ein Taxi |
| 8. I go on my motorbike/I take my motorbike | • 8. ich fahre mit dem Motorrad/nehme das Motorrad |
| 9. I go by air/plane/I fly | • 9. ich fliege mit dem Flugzeug/nehme das Flugzeug |
| 10. I go by boat/on the ferry/I get the ferry | • 10. ich fahre mit der Fähre/ich nehme die Fähre |
| 11. I go on horseback | • 11. ich reite |
| 12. I get the underground/tube | • 12. ich nehme die U-Bahn |

- | | |
|------------------------------------|--|
| the players' coach | • der Spielerbus |
| an ambulance | • ein Krankenwagen |
| how do you get to the match? | • wie kommst du zum Spiel? |
| how much does it cost? | • wie viel kostet das? |
| the underground is packed | • die U-Bahn ist überfüllt |
| the bus/train is late | • der Bus/Zug hat Verspätung |
| there's a traffic jam | • es gibt Stau |
| the roads are jammed on match days | • an Spieltagen sind die Straßen verstopft |
| the car park isn't big enough | • der Parkplatz ist nicht groß genug |

Suggested Activities

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

Transport



7 At the Stadium

Im Stadion

- | | |
|---------------------|-----------------------------|
| 1. stadium | • 1. das Stadion |
| 2. car park | • 2. der Parkplatz |
| 3. ticket office | • 3. der Kartenverkauf |
| 4. turnstile | • 4. das Drehkreuz |
| 5. stairs/staircase | • 5. die Treppen (pl) |
| 6. seat | • 6. der Sitzplatz |
| 7. giant screen | • 7. die Riesenleinwand |
| 8. snack bar | • 8. die Snackbar/der Kiosk |
| 9. toilets | • 9. die Toiletten (pl) |
| 10. shop | • 10. der Laden/der Fanshop |
| 11. changing rooms | • 11. die Umkleieräume |
| 12. tunnel | • 12. der Tunnel |

- | | |
|------------------------------------|--|
| entrance | • der Eingang |
| exit | • der Ausgang |
| zone (North, South, East, West) | • Zone (Nord, Süd, Ost, West) |
| ambulances/emergency vehicles only | • Nur Krankenwagen/ Rettungsfahrzeuge |
| stand | • die Tribüne |
| private/corporate box | • die VIP-Loge/ Business-Loge |
| security cameras | • die Überwachungskameras |
| the security fence | • der Sicherheitszaun |
| scoreboard | • die Anzeigetafel |
| showers | • die Duschen |
| bar | • die Bar |
| lift | • der Aufzug |
| telephone box | • die Telefonzelle |
| floodlights | • das Flutlicht |
| medical room/sick bay | • der Erste-Hilfe-Bereich/die Krankenstation |

Suggested Activities

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

Stadion :	Old Trafford
Mannschaft:	Manchester United
Momentane Kapazität:	56 387 Zuschauer
Inbetriebnahme:	Am 22. Januar 1910
Zuschauerrekord:	76 962 (1939 FA-Cup-Halbfinale)
Wichtige Ereignisse:	Weltmeisterschaft 1966

- | | |
|---|--|
| Number of bars, snack bars, lifts, screens, shops? | • Anzahl der Bars/ Snackbars, Aufzüge, Stadionleinwände, Läden |
| Number of seats reserved for orange badge holders/the disabled, the press, number of spaces in the car parks? | • Anzahl der Plätze für Menschen mit Behinderungen, Plätze auf der Pressetribüne, Parkplätze |

At the Stadium

