

## Football in the UK and in Ireland

### Pre-activity

Walk around the classroom and find classmates who are interested in football. Ask them what English football clubs or players they know? Present your results to the class.



### While-activity

1 Work in four groups. Each group reads one of the texts (Rooney/England, Hutton/Scotland, Keane/Ireland, Giggs/Wales). Make a profile of your player with the most important facts.

#### Wayne Rooney (England)

Wayne Rooney, who was born in 1985, is from Liverpool. His parents were Irish. Wayne started playing football at a very early age. When he was nine years old, he joined the Everton youth football club in Liverpool. In 2002 he started playing for the senior Everton club where he became one of the youngest players in the Premier League and the highest paid player under 20. He played for Everton until 2004. Then he went to Manchester United which is the club he still plays for today.

Wayne Rooney is a powerful striker<sup>1</sup> who has scored more than 170 goals for Manchester United. He doesn't like losing a match which is one of his weaknesses. He has become a very famous football player. Some even say he is one of the greatest British football players of all times.

#### Alan Hutton (Scotland)

Alan Hutton, who is from Glasgow, was born in 1984. He is a Scottish football player who plays for both Aston Villa in England and the Scottish national football team. He is 1.85 m tall. Hutton began his career<sup>2</sup> in 2002 when he started playing for Rangers which is one of the two biggest football clubs in Glasgow. After that he went to Tottenham Hotspur in London. Tottenham paid about £9 million for him. During his career he had to stop playing again and again because of problems with his knee and feet.

Since 2011 he plays for Aston Villa in Birmingham. His shirt number is 2 and his position is defender<sup>3</sup>. Hutton played against Austria in 2007 which was his first match for the Scottish national team. He has played 23 times for his national team, but hasn't scored any goals for Scotland yet.

<sup>1</sup> striker ['straɪkə] – Stürmer/-in, <sup>2</sup> career [kə'ɪəri] – Karriere, <sup>3</sup> defender [dɪ'fendə] – Verteidiger/-in

**Robbie Keane (Ireland)**


Robbie Keane, who was born in 1980, is from Dublin, Ireland. When he was 15, he joined the youth team of Wolverhampton Wanderers in England which was his first professional football club. In his first season he scored 16 goals. In 1999 he was sold to Coventry City for £6 million. At this time it was the highest price which had ever been paid for a teenager.

Keane is a football player who has played for many different football clubs like Inter Milan, Leeds United, Liverpool and even the American Soccer League. But for most of his career<sup>1</sup> he played for Tottenham Hotspur in London which he joined in 2002 and where he played for six years. Now Keane is a top striker<sup>2</sup> for Aston Villa. He has also played more than a hundred times for Ireland. Nobody has scored more goals for Ireland than him.

**Ryan Giggs (Wales)**


Ryan Giggs, who is from Cardiff, was born in 1973. He moved to Manchester when he was seven years old. Giggs plays on the left wing<sup>3</sup> for Manchester United which he joined in 1990. With Manchester United he has won 12 Premier League<sup>4</sup> titles and two Champions League finals.

As a young player in the early 1990s Giggs was as popular as a pop star. His fans bought every football magazine which had his face on its cover. His first match for the Welsh national team was against Germany in 1991. In 2004 he became the team captain. Giggs was once the youngest player who played for the Welsh team. He never wanted to play for England and his parents always said, "Boy, you must play for Wales." Then in 2007 he stopped playing for Wales. He now only plays for Manchester United.

-  **2** Underline the relative pronouns in the text and explain to a partner when you use 'who' and when you use 'which'. If you need help, read G22 on page 142 in the pupil's book.


**Post-activity**

Imagine it is the Saturday night football show on television.

-  **1** Form new groups so that you have one presenter and one of each football stars in your group. Present the four different profiles to your group and work out questions which you can ask each player. (If you need help, read G14 on page 135 in the pupil's book.)

- 2** Now get into your different roles. Use the profiles and the interview questions to do your show.

**Task**

-  Choose a football player from the English Premier League that you like and collect information about him from the Internet. Write a profile and present it to the class or a group.

<sup>1</sup> career [kə'ri:ə] - Karriere, <sup>2</sup> striker [straɪkə] - Stürmer/-in, <sup>3</sup> on the left wing [wɪŋ] - Linksaußen, <sup>4</sup> league [li:g] - Liga

## Lehrerhinweise

### Niveau

7. Schuljahr

### Einsatzort

Red Line 3 Unit 4, Seite 68

### Übungsdauer

1–2 Unterrichtsstunden

### Aufgabenschwerpunkt

- Auseinandersetzung mit dem Thema *United Kingdom and Football*
- Anwenden der Relativpronomen *who* und *which*
- Wiederholung von Fragesätzen

### Kompetenzen

Leseverstehen, Hörverstehen, Sprechen, Schreiben, Verfügen über sprachliche Mittel

### Anmerkungen für Lehrerinnen und Lehrer

Diese Lernaufgabe soll den Schülerinnen und Schülern verdeutlichen, dass sich das *United Kingdom* aus verschiedenen Nationalitäten zusammensetzt. Am Beispiel des Themas *Football*, das zwar vor allem die Jungen interessieren dürfte, aber in zunehmendem Maße auch für Mädchen interessant ist, lässt sich dieser Aspekt sehr gut veranschaulichen. In England ist es üblich, dass Fußballspieler sowohl für einen englischen Club als auch für die englische, walisische, schottische oder nordirische sowie die irische Nationalmannschaft spielen, wobei die Republik Irland nicht zum *United Kingdom* gehört. Die *pre-activity* besteht aus zwei Teilen: Zunächst sollen sich die S nur dazu äußern, ob sie sich generell für Fußball interessieren. Diejenigen S, die sich nicht für Fußball interessieren, befragen ihre Mitschüler zu britischen Fußballclubs und -spielern und präsentieren ihre Ergebnisse.

In der *while-activity* wird die Klasse in vier Gruppen aufgeteilt. Jede Gruppe liest einen Text und erstellt ein Spielerprofil. Als Hilfestellung kann die Lehrkraft einige Profilpunkte an der Tafel (OHP, Whiteboard) vorgeben, z. B. *Name, Age, Club, National Team, Position, Extra information*. Im Anschluss daran beschäftigen sich die S in Partnerarbeit näher mit der Verwendung der Relativpronomen *who* oder *which*.

In der *post-activity* werden neue Gruppen gebildet. Jede Gruppe besteht aus fünf Mitgliedern: dem Moderator der Fußballshow und den vier verschiedenen Fußballspielern. Auf der Grundlage der Spielerprofile schreiben die S passende Fragen auf, die den Spielern im Interview gestellt werden können. Die Präsentation in Form einer Talkshow (siehe auch BBC Sport, *Match of the Day*) sollte möglichst spontan erfolgen. Der Moderator stellt den einzelnen Spielern passende Fragen, und die Spieler antworten anhand ihrer Spielerprofile. Je nach Leistungsstand der Klasse gibt die Lehrkraft Hilfestellung bei der Formulierung der Fragen.

Als Differenzierung für lernstärkere S kann die Lehrkraft den Hinweis geben, dass bei den Antworten auch Relativpronomen verwendet werden können, z. B. *I was the youngest player who played for the Welsh team*.

In der *task* erstellen die S ein eigenes Profil von einem Fußballspieler aus der *Premier League*. Dies kann auch in Partnerarbeit geschehen. Hierbei können sich auch jeweils Fußballinteressierte mit -uninteressierten zusammenschließen. Sollten die S im Unterricht nicht die Möglichkeit haben, das Internet zur Recherche zu nutzen, müssten die Profile zu Hause erstellt werden. Bei der Präsentation ihrer Spielerprofile sollen die S möglichst in ganzen Sätzen reden. Hierbei können sie sich an den Texten aus der *while-activity* orientieren.

In den verschiedenen *activities* kommen neben den gängigen Methoden der Textarbeit vor allem kooperative Formen des Lernens zur Anwendung (siehe hierzu Service-CD zu Red Line 1–6). Selbstständiges und individualisiertes Lernen der S wird durch diese Art von Lernaufgaben gefördert.