English for **Football**
Express Series

**TEACHING NOTES**

**About the notes**

The Teaching Notes for English for Football are designed to give additional help to teachers in an unfamiliar field. There are notes for each unit of *English for Football*. The notes are divided into three sections:

**Background**
This section contains some background information about the topic of the unit.

**Jargon buster**
This section gives definitions of some of the words and phrases used in the unit.

**Activity assistant**
This section provides follow-up activities that can be used during the unit.

**Introduction – A note from the authors**

We have taught English to some of the world’s best footballers over the past ten years. Although we have both been assisted greatly by the fact that we have grown up as football fans, we were determined that this book should be accessible to all teachers.

Even within the Premier League, we have encountered teachers who work at clubs who have admitted that they have absolutely no interest in or knowledge of football. So from the outset, we have been writing with the understanding that some of the teachers who pick up this book will care little for football.

Even though some teachers are not football fans, they all realise the benefit of using football in the classroom. As well as engaging students in learning English, football also provides a very clear platform for many aspects of grammar – often more direct than in a standard textbook. To explain the distinction between the past simple and present perfect tenses, you can write two sentences on the board and then ask the students to discuss them:

(i) Rooney scored 25 goals last season.

(ii) Rooney has scored 15 goals this season.
When students discuss football, most of what they say is subjective. One statement from one student about his/her favourite team can lead to a ten-minute discussion. Even for teachers who may be huge fans of football, the key here is to oversee the discussion. Often, there is no right or wrong answer, only opinion.

Sometimes in class, our students will briefly discuss video games. We have never really played video games, but that doesn’t stop us from using their interest in the subject to generate discussions and written pieces of work. We can still ask the following questions about video games: What’s it called? How do you play it? How does it compare to other games? How often do you play video games? Which games are your favourites? What is the worst game that you’ve played? What made it so bad? What type of video game would you like to create? Are video games too violent? Are video games better than television? And so on.

To help teachers in this facilitating role, we have provided a Jargon buster and Activity assistant for each unit that should help teachers to manage the class smoothly.

The book is, naturally, suitable for professional footballers and it has certainly simplified our jobs, as we no longer need to carry around a great stack of printed sheets from class to class. However, we feel strongly that the greatest asset of the book is its ability to engage students of all ages, and academic and social backgrounds.

We sincerely hope that the book provides a great classroom experience for both students and teachers.

Alan Redmond and Sean Warren