

## GOAALL!: Teachers' notes and tips

### 1 Pre-reading tasks

- a Fold the quiz lengthways first and ask students in pairs to have a try.
- b Then students open up the page and match the answers to the questions.
- c Quiz answers: 1.g, 2.d, 3.h, 4.j, 5.a, 6.e, 7.l, 8.b, 9.f, 10.i, 11.c, 12.k

**Tip: recognise students' different abilities and interests**

For those students who want to show off their football knowledge let them try the questions without looking for a while, but let those who haven't a clue look straightaway. The matching task (also a reading) can be done without being an expert on the game.

### 2 Reading tasks

- a Students read quickly to find out if the writer likes football or not (yes!)
- b The text contains both facts and the writer's opinions. Students read again more slowly and identify which are fact (only 1 and 7) and which are fiction.
- c During feedback make sure all the students realise why most are the writer's opinions.

**Tip: encourage students to interact with the writer**

Working out the writer's point of view, as well as being able to identify the difference between fact and fiction, is an important skill. Don't let students be passive readers!

### 3 Post-reading tasks

- a Ask students in small groups to look at the opinion statements only and decide whether or not they agree with them. Even those not interested in football should be happy to do this.

**Tip: post-reading tasks should be appropriate for the text**

We often talk about what we have read. Activities which link reading and speaking as in real life should be encouraged in the classroom.

- b When most of the students have finished ask:
  - How knowledgeable is the writer about football? (Not very!)
  - Do you think he or she likes the game? (Yes)
  - Is it a man or woman who has written the article? (It's a woman, can they tell? How?)
  - How would you describe the style of the writing? (Informal, like spoken English, colloquial - get examples from them.)
  - Who is it written for? (Perhaps a magazine? Which kind?)

**Tip: encourage students to recognise style**

If you have time ask students to look at how the text has been written (the use of alliteration, rhetorical questions for example).

- c Students may need to read again to answer the questions, try and get them to give evidence for their answers.

**Tip: train students to be aware of different text types**

In real life we know what we are reading (whether a recipe, advertisement or poem etc) so students should know this too.

- 4
  - a Tell students the article was for a magazine and that there is a 'letters to the editor' section. Readers are encouraged to write in and complain, criticise, agree or disagree with comments made by journalists. The students are going to do this too. Let them first decide their reactions (following on from the speaking) and then individually to write a letter. They should support their argument with examples.

**Tip: writing tasks should correspond with the text**

Avoiding comprehension questions about a text and replacing them with more meaningful, communicative activities is not only more interesting but more useful for the students.

- b Swap the letters (perhaps with another class) and encourage comments.

**Tip: create an audience**

Writing to be marked is less motivating to do than writing to be read by others and discussed.

**Tip: use the students knowledge and interest**

If you have an enthusiastic supporter in your class get them to explain the off-side rule to everyone! And also think about how you can involve the students in these kind of competitions - perhaps get them to choose a team and find out more about it from the internet (colour of strip / chances of winning / previous competitions etc); they can report back to the class, have a vote, make a poster, fill in the scores as they event progresses....use your imagination!