SUMMARY

Football fans will not be disappointed with Football Clubs of South America, which gives a lot of information about football clubs from Brazil (Flamengo, São Paulo, Corinthians), Argentina (Boca Juniors, River Plate, Independiente), Uruguay (Nacional, Penarol), Paraguay (Olimpia), Chile (Colo Colo), Peru (Alianza Lima), Colombia (Atletico Nacional de Medellin), Bolivia (The Strongest), and Ecuador (El Nacional Quito). The best players, goalkeepers, coaches, and years are given, with lots of dates of important games, championships and scores. There is a quiz on page 7 to see how much the reader knows about these clubs. The “100 Years of Football Stories” highlights some of the strangest, funniest, and saddest events in the clubs’ history. The football clubs of South America have given the world some of the most exciting games and most talented players and this book will interest readers who are great fans as well as those who know very little about the game.

BACKGROUND THEMES

Football clubs around the world offer fans great entertainment and excitement, and they offer boys from poor families a chance to become rich and famous while playing their favorite sport. Football is very popular in South America, not only with boys, but with families, too. It is a game played by the rich and poor alike. Many of these clubs got their start in interesting or surprising ways. For example, Flamengo started out as a boat club, and Penarol was started by British railroad workers in 1891. It was British railroad workers who brought football to Bolivia in 1908. Many of these clubs started out with a group of young men who wanted to play football, and through lots of determination and practice went on to play in the World Cup. The fans love their teams, the coaches, the goalkeepers, at least when they’re playing well, and they strongly dislike their team’s opponents—it is a game of high passion, which ends in victory or defeat. But sometimes it can also end in tragedy, as it did for the Uruguayan club Nacional in 1918. After the game, one of the players, Abdon Porte, committed suicide in the middle of the stadium because his fans no longer loved him. When Alianza Lima lost all of their players in an airplane accident in 1987, the citizens of Peru were devastated. Football fans around the world shared in their grief. Football heroes from South America are world heroes, and many started out in life with very little. The world-famous football school in Santa Cruz, called Academia Tahuichi, gives the sons of poor Bolivian families a chance to learn the game and become World Cup players. With two feet, strength, and a lot of practice and teamwork, these young men have bounced onto the world stage.
The following teacher-led activities cover the same sections of text as the exercises at the back of the Reader, and supplement those exercises. For supplementary exercises covering shorter sections of the book, see the photocopiable Student’s Activities pages of the Factsheet. These are primarily for use with class readers but, with the exception of discussion and pair/group work questions, can also be used by students working alone in a self-access center.

ACTIVITIES BEFORE READING THE BOOK

1. Put the students into small groups and ask them to look at the Contents on page ii. Students should talk to each other and say what they know about these football clubs. Ask them to make a list of all the famous South American football players they can think of and the countries they come from.

2. Ask students to do the quiz on page 7, then check their answers on page 28. Put students into groups and tell them to talk about what they got wrong and right. Who got the most right in each group?

3. Ask students to work in pairs and discuss the life of famous football players. Do they think it is an easy or difficult life? Why (not)?

ACTIVITIES AFTER READING A SECTION

Pages 1–12

1. Divide the class into six teams: Flamengo, Sao Paolo, Corinthians, Boca Juniors, River Plate, and Independiente. Ask each team to read the pages about their team again and to remember important dates, championships, football players and how their team started. While the students are doing this, write four questions about each team. For example, to River Plate you can ask, “Your club came out of two clubs. What were they?” When everyone is ready, you will ask a question to each team in turn. If they get it right, they score a goal. If wrong, there’s a penalty, which gives the other team one point. Write the scores on the board. Give the winners a five-minute break—to go play football!

2. Put students into pairs and ask them to design a T-shirt for one of the teams. The T-shirt must have important dates, players names, championship titles, etc. on it. Then ask another teacher to judge the designs and choose the best T-shirt. The losers have to shake hands with the winners and congratulate them in English.

Pages 13–26

1. Put students in groups of three. Ask them to prepare a TV interview. One is the interviewer, the other two are Carlos Bilardo and Cesar Menotti (page 23). They can ask questions about the men and their teams. After students prepare questions and answers, ask them to role-play their interview for the class.

2. Time for teamwork! Tell the class you want a wall chart with information about the clubs Nacional, Penarol, Olimpia, Colo Colo, Alianza Lima, Atletico Nacional de Medellin, The Strongest, and El Nacional Quito. The chart should include famous players, coaches, goalkeepers, dates of championship titles, and names of the clubs’ stadiums. For any information not given in the book, they may be able to get off the Internet or from the library. Give the class about 30–40 minutes to make the chart. The next day, you can ask students to look at the chart and write sentences about one of the clubs.

Glossary

It will be useful for your students to know the following words. They are practiced in the ‘Before You Read’ sections at the back of the book. (Definitions are based on those in the Longman Active Study Dictionary.)

Pages 1–12

beat (v) to defeat someone or do better than they
champion (n) a person who has won competitions of strength or skill
cost (v) people who join together for a certain purpose
coach (n) a person who trains people for a sport
competition (n) an event to find out who is the best
fans (n) the people who support a team and watch its games
final (adj) the last and most important game in a competition
goal (n) the point you win when your ball goes between two posts in football
league (n) a group of sports clubs
opponents (n) the people on the opposite side in a game or competition
poor (adj) having very little money and therefore a low standard of living
score (n) the number of points gained in a competition
stadium (n) a large sports ground with a lot of seats for many people to watch
star (n) a famous person, especially in sports or movies
success (n) the act of getting the result you hoped for
team (n) a group of people who play a game or sport together
title (n) the position of the winner in a sports competition

Pages 13–26

goalkeeper (n) the player who tries to stop the ball before it goes into the goal
penalty (n) an advantage given to a team when the other team has broken the rules
railroad (n) a track for trains to go along

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Activities before reading the book

1 Find competition in your dictionary. Then read the Introduction on page iv and answer the questions below.
(a) How did football change the lives of Alfredo Di Stefano, Digo Maradona, Pele?
(b) What is the sport’s most famous competition?
(c) Which three countries in South America are the biggest winners of this competition?
(d) What is the Copa America?
(e) What is Boca Juniors?

2 Talk to another student. Do you like football? Would you like to meet a famous football player? Would you like to go to the World Cup? Is there one football club you like very much?

3 Using page iii of the Reader, arrange the countries in alphabetical order. For those countries which have more than one club put the clubs in order too.

Activities while reading the book

Pages 1–12
1 Write the right words below on the lines.

| club | team | championship | poor | successful | stadium | score | goals
|------|------|--------------|------|------------|---------|-------|-------|
| Flamengo | is the people’s (a)_____ because it was the first one for (b)_____ people. Brazilians love its (c)_____ . The (d)_____ played its first game in 1912 and two years later, they won the Rio’s Carioca (e)_____ . The 1980s were the clubs most (f)_____ years. In 1941, they won a famous game with a (g)_____ of 2–2. From 1936 to 1942 da Silva made 142 (h)_____ for Flamengo.

2 Write the answers. You get a “goal” for every right answer and there’s a penalty for every wrong answer.

(a) How many more goals did Uruguay score in the last game of the first World Cup against Argentina?
(b) Why did Abdón Porte’s fans shout bad words at him?
(c) Where did Porte die?
(d) Why did the Uruguayans play badly the day before their big win against Yugoslavia in the Paris Olympic games?
(e) Why didn’t the Brazilian goalkeeper stop Meazza’s ball in the 1938 World Cup?

Find the answers. Score _____ Penalties _____

Pages 13–26
1 Answer these questions. You score 1 goal for every right answer and there’s a penalty for every wrong answer.

(a) How many years did Uruguay Nacional win from 1939 to 1943?
(b) did Paraguay Olimpia win between 1956 and 1960?
(c) does Chile Colo Colo have?
(d) did Colombia Atletico Nacional de Medellin win between 1973 and 1981?
(e) did Ecuador El Nacional Quito win from 1976 to 1978 and between 1982 and 1984?

Find the answers. Score _____ Penalties _____

2 Talk to another student, or write the answer. Which story do you like the best from pages 13–15. Why?

3 How quickly can you find the answers? Look for the dates and write the answers.

(a) did Argentina win the Copa America in 1930?
(b) did Brazil win the Copa America in 1928?
(c) did Chile win the Copa America in 1924?
(d) did Peru win the Copa America in 1926?

Find the answers. Score _____ Penalties _____

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4 Put A with B to make good sentences.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) At seventeen, Pelé was all over the world.</td>
<td>Pelé scored more than 1,000 goals and</td>
</tr>
<tr>
<td>(b) Pelé scored more than in club football.</td>
<td>Di Stefano was more famous</td>
</tr>
<tr>
<td>(c) Di Stefano was more famous</td>
<td>the star of the 1958 World Cup.</td>
</tr>
<tr>
<td>(d) Maradona beat most of the English</td>
<td>had fans in every country.</td>
</tr>
<tr>
<td>(e) Academia Tahuichi students play</td>
<td>team.</td>
</tr>
</tbody>
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Activities after reading the book

1 Write about two teams, two players, or two coaches. How are they different? How are they the same?

2 You want to start a football school in your town. Write a letter to your town’s newspaper. Write about Academia Tahuichi in Bolivia. Write about how your football school will help poor people in your town.

3 Write a letter to Rod Smith, the writer of this book. Tell him what you like and don’t like about his book. Would you like him to write another book about football clubs in another part of the world? Would you like to help him?

4 Make your own shield for a football club of your choice. Design the shape, colours and any lettering. It must be bold and clear.