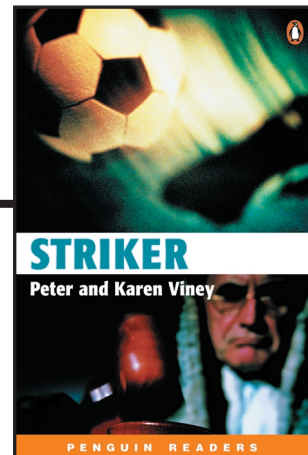


# Penguin Readers Factsheets

## Teacher's Notes

# Striker

by Peter and Karen Viney



Level 3 – Pre-Intermediate Striker

## Summary

A professional goalkeeper in top league football suffers a terrible injury. At a difficult moment in a match, in the penalty area, he fouls a striker. The striker kicks him between the eyes. He is blinded. Doctors later tell him he will never see again.

The play is set in a courtroom. The goalkeeper's lawyer is trying to prove that the striker's action was dangerous. She wants to show that he was to blame for her client's injury. They want twenty million pounds in compensation.

The striker's lawyer argues that it was an accident – nobody was to blame. He says that footballers earn very high salaries *because* it is a dangerous sport. Both sides call witnesses – the referee, a police officer, a sports commentator, the managers of both clubs.

The play ends at the moment the jury leaves the courtroom to decide on the case. The readers or the actors can make up the ending for themselves, judging the evidence they have heard as if they were a real jury.

## Background and themes

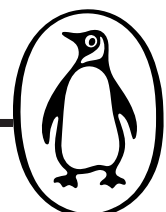
The central question of the play is whether someone is to blame for an accidental injury. In many countries around the world there is an increasing tendency to find someone to blame for an event and take them to court. If someone slips over on the pavement, for example, they might try to sue the council in charge of pavement maintenance. If something goes wrong during a hospital operation, the patient may choose to sue the hospital for whatever extra suffering he or she has experienced. A few years ago this would not have happened. People would have said it was an accident or bad luck, and would not have expected money. There are legal firms that specialize in "ambulance chasing". They look for clients who have suffered injury and encourage them to take the person who might be responsible to court.

The two footballers at the centre of this play earn very high salaries. They play for top league clubs (the names are invented). League football is big business today. Clubs have huge turnovers, which include fees from television rights for showing their games, sale of football shirts and other merchandise as well as the money the fans pay to come into the ground. But clubs have to compete for top players and pay very high wages, and these are often more than they can afford. Several UK football teams are in deep financial trouble. International European matches are very important not just for the glory and reputation of the club, but for income as well.

Top football earner in the UK in 2002 was David Beckham of Manchester United and England, who collects millions of pounds for advertising as well as his wages. An average footballer's wages are £500,000 a year, making them among the country's highest earners. Players may have a relatively short career, but of course there are many jobs in football off the field that they can move into when they retire from playing – as manager, coach, on sports governing bodies, in the media and marketing. In today's more flexible job market, many people have to re-train halfway through their working lives.

The courtroom has been a popular place for drama for centuries, going right back to Shakespeare's *Merchant of Venice*. It provides a good opportunity to build up suspense and tension. There can be sudden twists provided by new evidence or surprise witnesses, as in this play. There are opportunities for close psychological and emotional studies of character. Witnesses can be tricked into saying the wrong thing by clever lawyers. The resolution of the story often comes suddenly and dramatically at the very end in the verdict of the jury – guilty or not guilty.

You don't need a great knowledge of football to understand *Striker*. The authors have deliberately used a judge who knows nothing of the game and has to have all the rules explained. He doesn't even seem to know how many players are in a football team, despite the fact that football is Britain's most popular sport. As well as making the judge a useful device for explaining the rules, the authors are making the political point that judges are very often removed from popular culture and the things that are important in ordinary people's lives.



# Penguin Readers Factsheets

## Teacher's Notes

### Communicative activities

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 this Factsheet. These are primarily for use with class readers but, with the exception of discussion and pair/groupwork questions, can also be used by students working alone in a self-access centre.

#### ACTIVITIES BEFORE READING THE BOOK

Discussion. Why do courtroom dramas make good films and plays? Ask students for their ideas (see Themes section above for ideas if you need them). Elicit examples of courtroom scenes in film, plays and books they know.

#### ACTIVITIES AFTER READING A SECTION

##### Act 1

Debate. 'Footballers should not earn more than £100,000 a year.' Divide the class in two. One half argues for. The other half argues against. Give them time to prepare arguments. After the debate, take a free vote.

##### Acts 2 and 3

Quiz. Divide the class into teams of three or four. Each team prepares five questions based on these sections of the play. Teams ask their questions in turn. The other teams answer in turn. Only one attempt to answer each question is allowed. Teams score points for questions that no one can answer. Students who answer the questions correctly score points for their team.

##### Act 4

Write the names of the characters on slips of paper. Hand them out to students at random. Students hide their identity. Each student has to say something in the style of his/her character that contains a clue to his/her identity. The rest of the class have to guess who the student is. Repeat the activity until all students have had a turn.

#### ACTIVITIES AFTER READING THE BOOK

Debate. Today it is much more common to try to sue somebody if you have an accident. Is this a good thing or a bad thing? Should people have to accept bad luck? Should they always get money for their injuries?

### Glossary

It will be useful for your students to know these new words. They are practised in the exercises at the back of the book. (The definitions are based on those in the Longman Active Study Dictionary.)

#### Act 1

**act** (n) this play has four main parts or acts; each act has several scenes

**blind** (adj) someone who can't see is blind

**case** (n) here, a court case; facts that the police put together to say that somebody has done something against the law

**evidence** (n) facts that lawyers use in court to show that something is true or untrue

**goalkeeper** (n) a position in a football team: the goalkeeper stands in front of his or her team's goal and tries to stop the ball going in; he can use head, hands, body and feet to stop the ball

**injure** (v) when a player is injured, it means that they are hurt; they get an injury (n)

**knock out** (v) to kick or hit someone very hard so that they cannot get up from the ground and their eyes are closed

**penalty** (n) in football, if a player breaks the rules in their own goal area, a player from the other team can try to kick the ball into their net with only the goalkeeper to stop him or her

**referee** (n) the person who controls a game of football and makes sure the rules are followed

**save** (v) in football, if the goalkeeper saves the ball, he or she stops the ball going into the net

**scene** (n) a small part of a play: Act 1 of this play has three scenes

**score** (v) to get the ball in the other team's goal

**sue** (v) to take someone to court to get money from them because they have hurt you in some way

**truth** (n) the true facts about something

#### Acts 2 and 3

**deliberate** (adj) something that is planned, that is not an accident

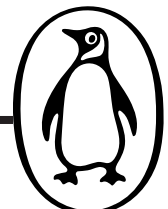
**foul** (n) in football, something that is against the rules

**league** (n) a group of football teams who all play each other twice in one football season, once at their own ground and once at the other team's ground

**manager** (n) a manager is employed by a football club to look after the team; he or she chooses the players for each game and tells them where to go and how to play

**striker** (n) a member of a football team; the striker's job is to score goals

**whistle** (n) the referee makes a high sound with his whistle to stop and start the game

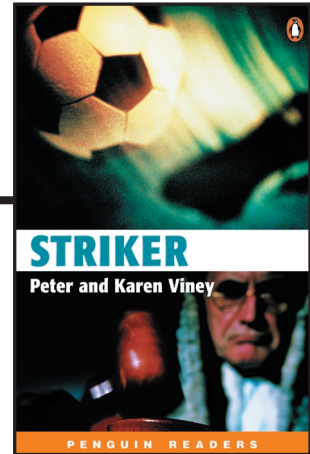


# Penguin Readers Factsheets

## Student's activities

# Striker

by Peter and Karen Viney



Level 3 – Pre-Intermediate Striker Photocopiable

These activities can be done alone or with one or more other students. Pair/group-only activities are marked.

### ACTIVITIES BEFORE READING THE BOOK

1 Read page iv of the book. Complete these sentences.

- |                           |                                      |
|---------------------------|--------------------------------------|
| (a) Joe Norris plays for  | (i) European footballer of the year. |
| (b) Pat Godwin played for | (ii) blind.                          |
| (c) Joe Norris is a       | (iii) goalkeeper.                    |
| (d) Pat Godwin was a      | (iv) Melchester United.              |
| (e) Joe Norris is         | (v) striker.                         |
| (f) Pat Godwin is         | (vi) England.                        |
| (g) Both played for       | (vii) Newcastle City.                |

2 Work in small groups. Can you find and then explain any football rules in English? Use a dictionary if you need extra words.

3 Look at the picture on pages vi and vii.

Who ...

- (a) watch but do not take part?
- (b) watch and decide the case at the end?
- (c) gives evidence to the court?
- (d) controls the court?
- (e) make the cases for Pat and Joe?
- (f) takes notes during the case?

### ACTIVITIES WHILE READING THE BOOK

#### Act 1

##### Scene 1

- 1 Mr Barrymore says, "My Lord, Ms Ferguson wants the jury to feel sorry for Pat Godwin." In what three ways does she do this in Scene 1?
- 2 Answer these questions.
  - (a) What do people in court call the judge?
  - (b) Who helps to look after the witnesses in court?
  - (c) What word could Ms Ferguson use instead of 'attack' at the top of page 2?
  - (d) Full time in a football match is 90 minutes. How long before the end of the game did the foul take place?
  - (e) Where did the foul take place – in Newcastle's penalty area or in Melchester's penalty area?
  - (f) What could Pat Godwin see after the kick?

##### Scene 2

1 Make pairs.

- |              |              |
|--------------|--------------|
| (a) playing  | (i) injuries |
| (b) early    | (ii) teeth   |
| (c) serious  | (iii) match  |
| (d) front    | (iv) days    |
| (e) football | (v) forties  |

2 Correct these sentences.

- (a) Pat Godwin is forty-one.
- (b) Dino Zoff was goalkeeper for England.
- (c) Pat has had four serious injuries.
- (d) He broke his front teeth and lost his leg.
- (e) He has sued someone for each injury.

##### Scene 3

1 Put prepositions in the spaces.

- (a) Two years ago Pat was kicked ... the teeth.
- (b) There was a lot of blood ... his mouth.
- (c) People read about the fight ... all the newspapers.
- (d) Photographers took pictures ... the fight.
- (e) There was a penalty ... the twelfth minute.
- (f) Joe always kicks penalties ... the left of the goalkeeper.
- (g) The court will return ... lunch ... two o'clock.

2 Work with a partner. One of you is Pat, the other is Joe. You have just finished the game with Ireland. What do you say before the fight starts?

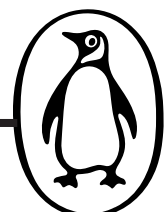
#### Act 2

##### Scene 1

1 Write the questions to these answers.

- (a) "I'm the team doctor there."
- (b) "Five years."
- (c) "Because I could see that the injury was serious."
- (d) "Yes, the best doctors in the world."
- (e) "No, he won't."

2 Mr Barrymore doesn't have any questions for Dr Bond. Why not, do you think? Can you think of a question he could ask to help Joe Norris? Talk to another student.



# Penguin Readers Factsheets

## Student's activities

### Scene 2

- 1 Complete this box with information about Tony Webb.

Age:  
Job now:  
Previous job:  
No of times he played for England:  
Shirt number:

- 2 What does Tony Webb say that he doesn't mean? Find some examples. Talk to another student.
- 3 Make these sentences into things that Tony Webb might say:
  - (a) That's ... kick I've ever seen! (bad)
  - (b) He's ... goalkeeper I've ever seen! (slow)
  - (c) This is ... match I've ever been to! (boring)
  - (d) I'm ... reporter you've ever heard! (good)

### Scene 3

What do these numbers refer to?

- 1 (i) 11 (ii) £8million (iii) 8th (iv) £30,000 (v) £4million (vi) 19 (vii) 3rd (viii) 5 (ix) £1.5million
  - (a) Pat Godwin's weekly pay
  - (b) number of years Pat still had as goalkeeper
  - (c) Newcastle's position in league on 20 March
  - (d) Newcastle's position in league at end of season
  - (e) price of new goalkeeper
  - (f) what Pat Godwin will earn after injury
  - (g) number of players in a team
  - (h) age of Gary Sinclair, the number 2 goalkeeper
  - (i) money received by Newcastle for Sinclair
- 2 Answer the questions.
  - (a) What reason does Cox give for finishing 8th in the league?
  - (b) Why was their new goalkeeper so expensive?
  - (c) Mr Barrymore suggests another reason for finishing 8th. What is it?
  - (d) When the club bought their new goalkeeper, they also sold their young goalkeeper. How much money did the two sales cost the club?
  - (e) Fred Cox says that his club lost millions because they didn't get a place in Europe. They didn't get a place because they lost their goalkeeper. How does Mr Barrymore answer this point?
- 3 Do you think Ms Ferguson has made a good case for Pat Godwin? Talk to another student.

### Act 3

#### Scene 1

- 1 Correct these sentences.
  - (a) Sarah Newman was at the game as a spectator.
  - (b) She was watching the players when the Godwin and Norris crashed to the ground.
  - (c) She ran onto the field immediately.
  - (d) Godwin was holding the ball away from his face.
  - (e) The police haven't looked at the evidence.
- 2 Which football countries have a lot of fighting in the crowd? Does yours? Talk to other students.

### Scene 2

- 1 Work in a group of six students. Find some space. Alan Dean describes what happened on page 21. Each of you is one of the players on the field. Act it out (take care!)
- 2 Work with another student. You are the managers of the two teams. You meet in the tunnel between the pitch and the dressing rooms. What do you say? Improve a conversation.

### Scene 3

- 1 Put these events in order.
  - (a) Both doctors came onto the field.
  - (b) Both men fell to the ground.
  - (c) Godwin fouled Norris.
  - (d) Godwin was carried off.
  - (e) He gave Melchester a penalty.
  - (f) Norris kicked Godwin.
  - (g) The referee gave Godwin a red card.
  - (h) The whistle went.
- 2 Norris kicked the ball when it was right in front of Godwin's face. What do you think of this action? Talk to another student.

### Act 4

#### Scene 1

- 1 Cutler has changed his mind since 20 March.
  - (a) What did he think when it happened?
  - (b) What does he think now?
- 2 Why do you think he has changed his mind? Ms Ferguson suggests that he wants to move to Melchester United. Do you think she is right? Talk to another student.

### Scene 2

You are reporting on Joe Norris's evidence for a TV station outside the court. Describe what he says happened in the penalty area. Describe what he says about Pat Norris as a goalkeeper. Work in pairs.

### Scene 3

Answer these questions.

- (a) The judge talks about car accidents. What does he mean?
- (b) What do you think is Mr Barrymore's most important piece of evidence?
- (c) Whose actions were more dangerous do you think – Godwin's or Norris's?
- (d) If the jury decides for Godwin, how much money would you give him?
- (e) If the jury decides for Norris, how much money would you give him?

### ACTIVITIES AFTER READING THE BOOK

- 1 Choose one of the pictures in the book. Describe what is happening.
- 2 Write a news report of the match in which Pat Godwin lost his sight. Give your story a headline. Find a suitable photograph from a newspaper of an actual game and write a caption. Make it as exciting and sensational as you like.
- 3 Why do top football players earn a lot of money? Write some reasons.

