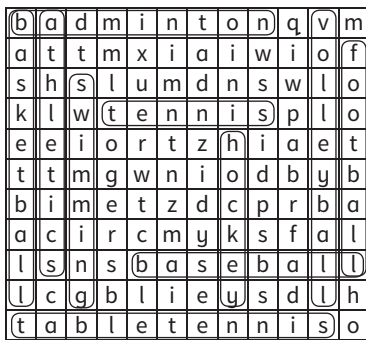


Worksheet 1: Sports

Using the worksheet

- This worksheet practises sport words: *badminton, football, swimming, volleyball, baseball, athletics, hockey, basketball, tennis, table tennis*.
- Students work individually or in pairs. They look at the pictures and find the words in the word search. (The words go across and down.) Then they label the pictures.
- Students can then make their own word search to swap with a partner.

KEY: 2 football, 3 swimming, 4 volleyball, 5 baseball, 6 athletics, 7 hockey, 8 basketball, 9 tennis, 10 table tennis



Optional follow-up activity: Mime playing one of the sports and ask students to guess what sport you are doing. Ask a volunteer to do the next mime. The game can continue in pairs. Student A mimes playing a sport and Student B guesses. Students swap roles.

Worksheet 2: Reading is great.

Using the worksheet

- This worksheet practises *ing* forms: *reading a book, riding a bike, playing football, watching TV, painting a picture, listening to music, making a sandcastle, flying a kite* and adjectives: *fun, exciting, great, boring, difficult*.
- Ask students to look at the pictures and elicit the activity in each one.
- Students work individually. They make three true and three false sentences using the *ing* forms and adjectives in the table.
- Students work in pairs. Student A reads one of his/her sentences from Activity 1 or 2 to Student B. Student B listens and guesses whether the sentence is true or false. Students swap roles.

KEY: Activity 1: Possible answers: 2 Riding a bike is fun. 3 Playing football is exciting. 4 Flying a kite is difficult. Activity 2: Possible answers: 2 Listening to music is exciting. 3 Making a sandcastle is difficult. 4 Watching TV is boring.

Optional follow-up activity: Make some space in the classroom. Demonstrate how to play Simon says (see Introduction). Say,

e.g. *Simon says watching TV is fun!* Students act this out. Say, e.g. *Playing hockey is difficult.* Students should not act this out because you haven't said *Simon says*. When students make a mistake, they sit down. The winner plays Simon in the next game.

Worksheet 3: like + ing with So do I / I don't!

Using the worksheet

- This worksheet practises *like + ing* with *So do I* and *I don't*.
- Students work in pairs. They cut out the cards, shuffle them and place them face down so both students have an equal pile of cards in front of them. Then they cut out the faces.
- Student A picks up a card, e.g. *swimming*, and makes a sentence, e.g. *I like swimming*. Student B picks up a face and says *So do I* or *I don't* to match the sentence. Students swap roles.

Optional follow-up activity: Students work with the same partner to make a poster. They divide it into three columns: *We like ...*, (name) *likes ...*, (name) *doesn't like ...*, and draw pictures to illustrate their individual and common likes and dislikes. Encourage students to ask and answer questions about the poster while they work, e.g. *What do you like doing? I like ... / I don't like ...*. Display the posters.

Worksheet 4: Spin the sports equipment

Using the worksheet

- This worksheet practises key *Think and learn* vocabulary for sports and sports equipment.
- Students work in pairs to complete the spinner (see Introduction) with the sports equipment words.
- Pairs then cut out their spinners and gently push a pencil through the circle in the middle. Help them to do this carefully.
- Pairs spin their spinners. When the spinner stops, they look at the picture it rests on and write a list of as many sports as they can think of that use the equipment. They do this in a notebook, writing the number from the spinner and the sports equipment next to it.
- They spin six times (three times each). If the spinner lands on the same picture, they spin again.
- The pair with the most correct items, wins.

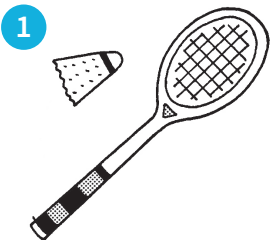
KEY: Activity 1: 2 goggles, 3 board, 4 bat, 5 racket, 6 net; Activity 2: Possible answers: 1 riding a bike, baseball, skiing, snowboarding, hockey, riding a horse, skateboarding; 2 swimming, skiing, snowboarding, riding a bike; 3 skateboarding, snowboarding, surfing; 4 table tennis, baseball; 5 tennis, badminton; 6 tennis, table tennis, football, basketball, volleyball

Optional follow-up activity: Tell the class that you are going to mime a sport. They have to tell you what sport it is and then tell you what equipment you need to play it. After a few turns, students can play in pairs or small groups.

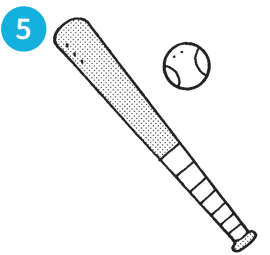
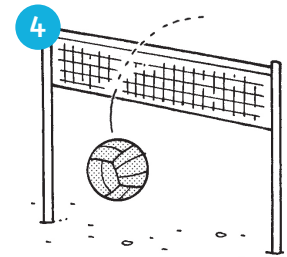
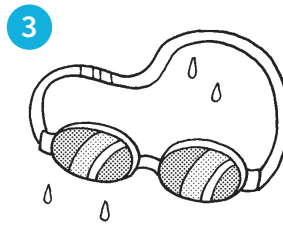
Name:

Class:

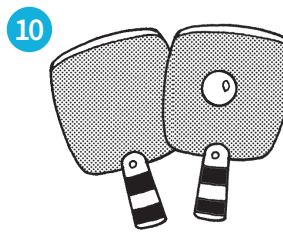
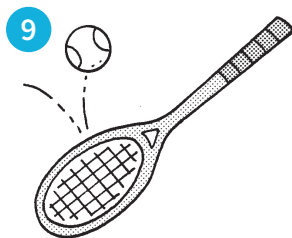
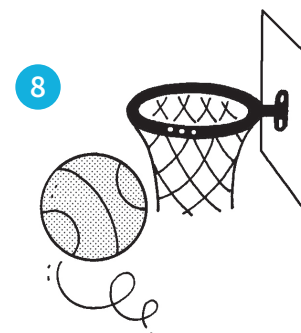
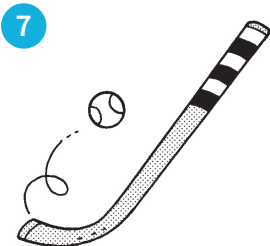
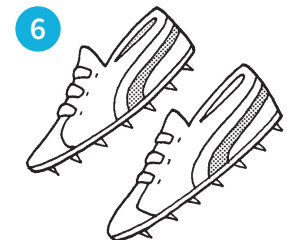
1 Find the sports and write. Look → and ↓.



badminton



b	a	d	m	i	n	t	o	n	q	v	m
a	t	t	m	x	i	a	i	w	i	o	f
s	h	s	l	u	m	d	n	s	w	l	o
k	l	w	t	e	n	n	i	s	p	l	o
e	e	i	o	r	t	z	h	i	a	e	t
t	t	m	g	w	n	i	o	d	b	y	b
b	i	m	e	t	z	d	c	p	r	b	a
a	c	i	r	c	m	y	k	s	f	a	l
l	s	n	s	b	a	s	e	b	a	l	l
l	c	g	b	l	i	e	y	s	d	l	h
t	a	b	l	e	t	e	n	n	i	s	o

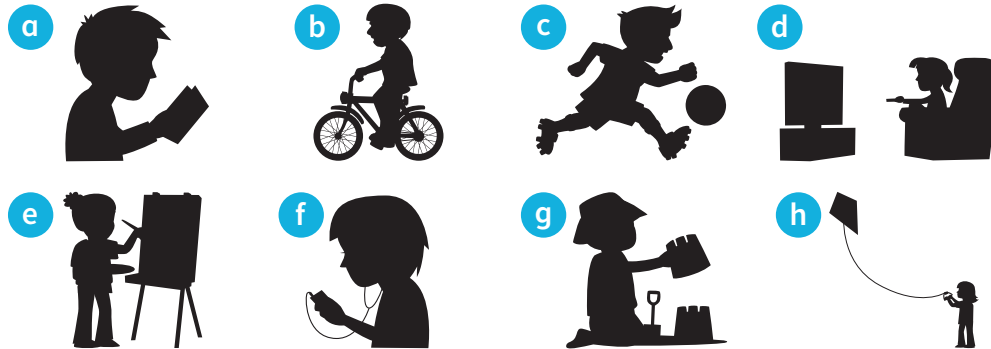


Vocabulary: Sport

Name:

Class:

1 Make sentences that are true for you.



reading riding playing watching painting listening to making flying	a bike is a sandcastle is football is TV is music is a kite is a picture is a book is	fun exciting great boring difficult
--	--	---

1 *Reading a book is great.*

2

3

4

2 Make sentences that are false for you.

1 *Painting a picture is boring.*

2

3

4

Language focus 1: *ing* forms

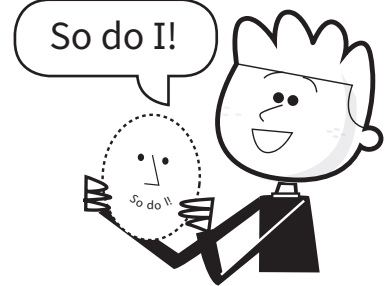
Name:

Class:

1 Cut out and play the game.

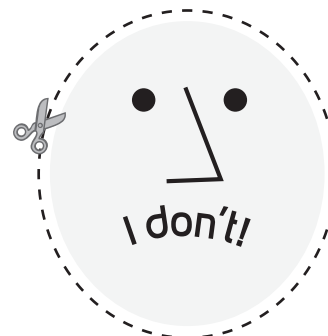
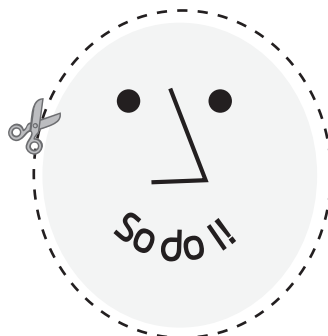


I like playing basketball.



So do I!

playing basketball	watching TV	doing athletics
swimming	playing volleyball	painting
playing table tennis	reading	singing
playing baseball	playing football	playing badminton



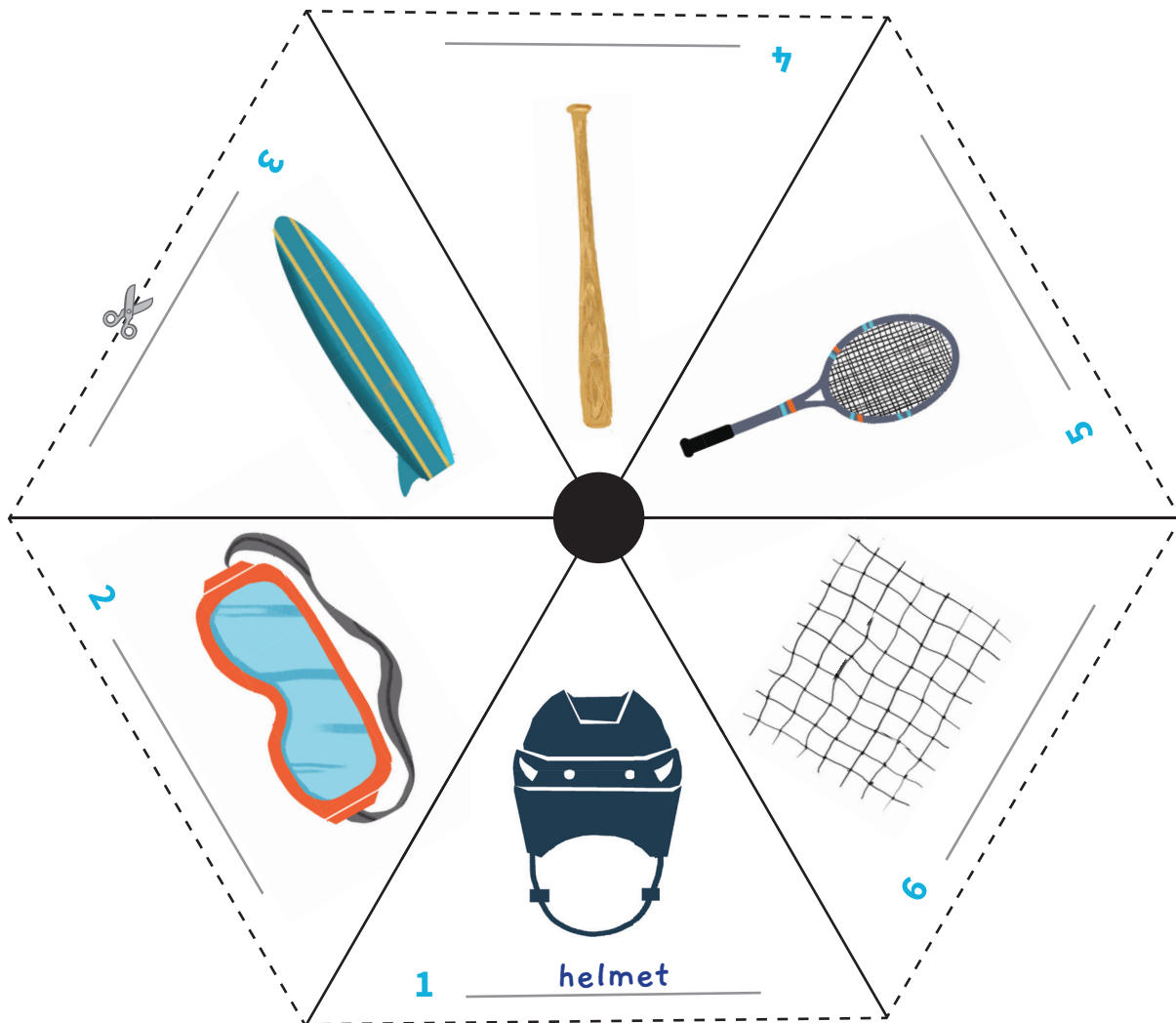
Language focus 2: like + ing

Name:

Class:

1 Look at the spinner and label the sports equipment.

net board racket bat ~~helmet~~ goggles



2 Make your spinner and play the game.

Physical education: Sports equipment