

4 Olympic sports

Worksheet 1: Olympic spirit

Using the worksheet

- This worksheet revises Olympic sports: *long jump, gymnastics, rowing, archery, high jump, wrestling, hurdles, weightlifting, fencing, boxing*. It also develops the students' ability to work with anagrams.
- Students work individually or in pairs to solve the anagrams, then match the words with the pictures.
- Students then read the sentences and decide whether they are true or false.

KEY: Activity 1: **2c** rowing, **3g** hurdles, **4e** weightlifting, **5a** fencing, **6f** gymnastics, **7j** long jump, **8i** high jump, **9h** wrestling, **10d** archery; Activity 2: **2 t**, **3 f**, **4 t**, **5 f**, **6 t**

Optional follow-up activity: Ask students to work in pairs and do some research to find out about a famous Olympic athlete of their choice, e.g. the high jumper Javier Sotomayor, the rower Steve Redgrave, or the gymnast Nadia Comăneci. Encourage them to go to the library or do some research on the Internet and find out what country the athlete comes/came from and what he/she does or did. Students present the information to another pair or to the whole class.

Worksheet 2: What could we do?

Using the worksheet

- This worksheet practises *could* for possibility when making suggestions.
- Students work individually or in pairs to read the story and complete it using the words from the box.
- Students then work alone to write four things that their partner could do, either individually or together.
- Students work in pairs. They have a conversation based on the suggestions they wrote in Activity 2. Point out the phrases they could use from the box.

KEY: Activity 1: **2** watch, **3** keen, **4** could, **5** go, **6** stay;
Activities 2 and 3: Students' own answers.

Optional follow-up activity: Students work in pairs. They organise a school sports day. Each pair has to think of four suggestions, e.g. what events to have, where to hold the events, what food and drink to have, and which special guests to invite. Students then share their suggestions with the class. The class decide on the best suggestions.

Worksheet 3: Busy, busy, busy

Using the worksheet

- This worksheet practises the present continuous for future plans.
- Students read the diary, then reply to the notes, texts, messages and emails. They write present continuous sentences saying why Jenny can't be there.
- Students draw a simple week's diary, then make notes about four plans for next week. They talk about their plans with a partner, using the present continuous.

KEY: Activity 1: Possible answers: **2** Sorry. I'm playing tennis (with George Wells) at 7. **3** Sorry. I'm going to Paris on Friday. / Sorry. I'm going to bed (for the weekend) at 9.30. **4** Sorry. I'm flying to Paris on Friday at 1.15. **5** Sorry. I'm having breakfast (with Eric Christie) (at the Ritz Hotel) at 8.45. **6** (Don't worry.) I'm emailing you at 3.45; Activity 2: Students' own answers.

Optional follow-up activity: Ask students to make another blank diary. They think of four things that they would like to do next week and write them in their diary. Each activity should take up one morning or one afternoon in their diary.

Students then stand up and walk around the class, making suggestions about doing things with their classmates, e.g. *What are you doing on Monday morning? Would you like to play table tennis?* When they find someone who would like to do the activity they suggest, at the time they suggest, they write that person's name in their diary. They can only do one thing in each morning or afternoon. After the activity, students report their plans back to the class, e.g. *On Monday morning, I'm playing table tennis with Marta / Marta and I are playing table tennis.*

Worksheet 4: Ready to exercise

Using the worksheet

- Using key *Think and learn* vocabulary, this worksheet introduces students to the importance of warming up and cooling down before and after exercise.
- Students read the fact file and complete the gaps with words from the box.
- Students then look at the pictures which show different movement words. Check their understanding.
- Students read the instructions for the warm-up and cool-down exercises and match the exercises with the pictures.

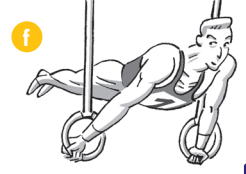
KEY: Activity 1: **2** body, **3** stamina, **4** exercises, **5** tired;
Activity 2: **1d**, **2a**, **3c**, **4b**.

Optional follow-up activity: Students can research some more warm-up and cool-down exercises. They choose one and write instructions for it. They can also draw a picture.

Name:

Class:

1 Write the words. Then match them with the pictures.

1 gonbix boxing2 winrog r3 sledruh h4 glewgfinithit w5 gefinnc f6 scatysnimg g7 jpongulm l j8 mghjupih h j9 nretlwigs w10 crayrhe a2 Read and write *t* (true) or *f* (false).

1 High jumpers usually jump backwards.



2 Long jumpers need to be fast runners.



3 In the sport of archery, athletes jump over things.



4 Athletes in the sport of wrestling need to be very strong.



5 In rowing, athletes always stand up.



6 In fencing, athletes wear special masks.



Vocabulary: Sports

Name:

Class:

1 Complete the story with the words from the box.

do keen stay could go watch

Don and Dan are best friends. They always see each other at the weekend, but they never know what to do.

Every weekend, they talk about the things they could (1) do. 'We could (2) _____ the football,' Don says.

'Hmm, I'm not (3) _____, to be honest,' Dan replies. 'The football isn't very interesting at the moment. We (4) _____ go for a swim.'

'Good idea,' Don says, 'but I'm too tired for that. We could (5) _____ to the cinema.'

'Sounds good, but the film I want to see has already started,' says Dan.

'Well, I don't know then,' Don says. 'We could just (6) _____ at home.'



2 Your partner can't think of anything to do. Write four things he/she could do on his/her own or with you.

1 _____

2 _____

3 _____

4 _____

3 Make the suggestions from Activity 2 to your partner. Use the phrases from the box.

You could ... We could ... But look ...
I'm not keen, to be honest. Not really. Good idea.

Language focus 1: *could* (possibility)

Name:

Class:

1 Jenny Johnson is a very busy woman. Look and write answers.



AUGUST Friday 4 th	
a.m.	
6:30	phone New York
8:45	breakfast with Eric Christie at the Ritz Hotel
10:00	give interview to Brenda Lewis at Art TV
11:40	meet Jim Bolt for coffee
p.m.	
1:15	plane to Paris
3:45	email mother – birthday!
5:00	snack
7:00	tennis with George Wells
9:30	bed for the weekend!

**Your hairdresser is free at
6.30 Friday morning.**

**Lunchtime tennis, Friday at 1?
Liz**

1 Sorry. I'm phoning New York at 6.30.

4 _____

**Jenny,
Dinner on Friday at 7 p.m.?**

**9 a.m. meeting in my office.
John**

2 _____

5 _____

Party!!
Friday evening at 9. Please come!

Don't forget me on the 4th!
Mum x x

3 _____

6 _____

2 Draw a diary. Make notes in your diary about four things you are doing next week. Then tell a partner about your plans.

Language focus 2: Present continuous (future)

Name:

Class:

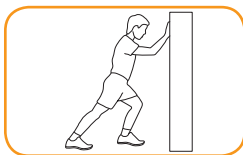
1 Complete the fact file with the words from the box.

stamina body ~~train~~ tired exercises

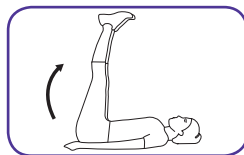
Did you know?

When you (1) train for a sport, you should do some slow warm-up exercises. These get your (2) _____ ready to move. Warming up slowly is important because it stops you from getting hurt and it helps to build (3) _____ and balance. When you have finished training, you should also do some slow (4) _____ to help your body cool down. These stop you from feeling (5) _____ and hurting the next day.

2 Look, read and match the exercises with the pictures.



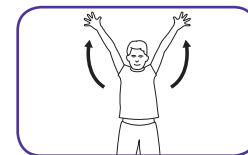
lean



lift



bend

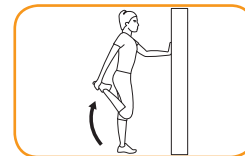


stretch

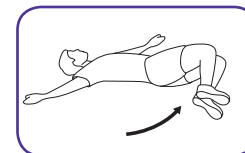
Warm-up exercises

- 1 Stand up and lean slowly over to one side. Stretch one arm over your head. Then do the same thing with the other arm.
- 2 Stand on one leg. Lean against a wall. Hold the bottom of the other leg with your hand. Bend and lift your leg slowly, as high as you can. Then do the same thing on the other side.

a



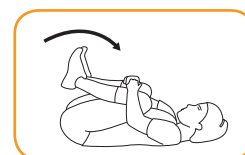
b



Cool-down exercises

- 3 Lie on the floor. Lift your knees up close to your body and put your arms around them. Lift your head and bring your knees towards you. Hold them for 20 seconds.
- 4 Lie on the floor. Stretch your arms out on both sides. Bend your knees on one side and stay there for 20 seconds. Then do the same thing on the other side.

c



d



Physical education: Fitness