1 SPORTS AND GAMES

Aims
The children will:
- Identify countries
- Recognize and use numbers related to years
- Identify sports and free-time activities
- Talk and write about their free-time activities
- Read and talk about famous sportspeople

Main language
Going to (R)
Who's this/that athlete/man …?
He's/she's …
How old is he/she?
Where's he/she from?
He's/she's from Great Britain/Germany.
Do you do sports?
What sports do you do?
When do you do/play/go …?
I do/play/go … on Tuesdays/in summer.

Vocabulary
Sports and free-time activities: *swimming, football, tennis, basketball, cycling, skiing, windsurfing (R), ice hockey, athletics, judo, ballet, piano*
Sportspeople: *swimmer, football/tennis/basketball/ice hockey player, cyclist, skier, windsurfer, athlete*
Countries: *Great Britain, Russia, Austria, Italy, Switzerland, Spain, Greece, Norway, France, Germany, Sweden, Portugal, Belgium, Finland, Slovakia, Romania*

Classroom language
Good morning/afternoon.
How are you today?
I'm fine/very well/not very well/I've got a headache.
Goodbye.
Have a nice time/see you tomorrow/next week.

Pronunciation
Pronunciation of *-teen* and *-ty* numbers
Intonation of *Wh-* questions

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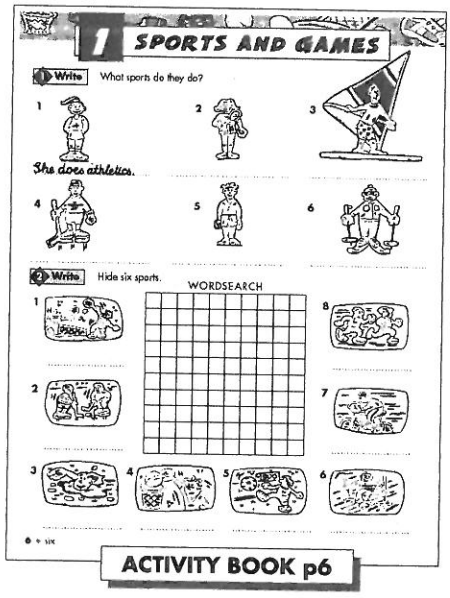
PUPIL'S BOOK p7



ACTIVITY BOOK p6

PRE-STORY

Materials

- Sports flashcards: football, basketball, tennis, swimming, rollerskating, cycling, skiing, skateboarding, sailing from *Here Comes Super Bus 2* or simple pictures of sports (Steps 1–4)
- Pieces of paper (Step 1)

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STEP 1

Warm-up Bingo

1 Get the children to name the sports they remember by asking them what sports they do or finding out how many children do a particular sport. Hold up the appropriate flashcard as you say the sports. For example say:
T: Carla, what sports do you do? or *Who plays football/basketball/goes swimming ...? Hands up.*
2 Stick the sports flashcards onto the board. Divide the class into two teams and tell each team to choose six different sports. Give them two or three minutes to do this and to decide how to mime each sport. Tell them that each child can only mime one sport.
3 Now ask team A to mime one sport. Team B has to guess the sport by asking questions, for example, *Do you play tennis? Do you swim?* etc. When they think they know the correct answer, they touch the appropriate flashcard on the board. Team B now mimes one of their sports for team A.
4 Show the children one flashcard and ask them to write the name of the sport in the air with their finger. Help them by saying the name and spelling it out loud. Then write the names of the sports on the board under the appropriate flashcards.
5 Ask the children to draw on a piece of paper a rectangle about 9cm by 3cm and then to divide it into six squares. Then tell the children to write the name of a different sport in each square. When everybody is ready, take the flashcards and shuffle them. Take one flashcard, call out the name of the sport and tell the children to cross out the sports on their cards as they hear them. The first child to cross out all the sports says 'bingo'.

STEP 2 Pupil's Book p7

1 Listen, number and speak

What sports do they do?

1 Pupil's Books closed. Play the cassette and ask the children to listen to what sports the characters do.

Tapescript

What sports do you do?
Girl: I go swimming.
Boy: I play ice hockey.
Girl: I go windsurfing.
Boy: I play tennis.
Boy: I do athletics.
Boy: I do judo.
Girl: I go skiing.
Boy: I play basketball.

2 Ask the children to open their Pupil's Books and to look at the pictures of the characters carefully and guess what sports they do. Say, for example:
T: Look at picture a. What sports does he do?
Ss: He plays tennis.
3 Play the cassette a second time, pausing after each character speaks, and asking the children to write the corresponding letter on a piece of paper.
4 Play the cassette a third time and ask the children to say their answers out loud.
5 Say the letters, one by one, in random order and ask the children to say the sports each character does.
6 Put the class into pairs. One child in each pair mimes one of the sports and the other identifies the picture and the sport, for example:
S1: (miming skiing)
S2: It's picture c. She goes skiing.
Walk around the class, helping the children if necessary. Encourage them to look at the sentences written at the bottom of the page.

Key
b swimming, **d** ice hockey, **f** windsurfing, **a** tennis, **g** athletics, **h** judo, **c** skiing, **e** basketball.

STEP 3 Activity Book p6

1 Write What sports do they do?

1 Tell the children to look at the pictures in activity 1. Point to each one and ask:
T: What sports does he/she do?
2 Ask the children to work on their own and write complete sentences under each picture. Let them look at their Pupil's Book page 7 if necessary.
3 Correct the activity with the whole class by asking different children to each read a sentence out loud.

Key
1 She does athletics. **2** She plays tennis. **3** He goes windsurfing. **4** He plays ice hockey. **5** He does judo. **6** He goes skiing.

STEP 4 Activity Book p6

2 Write Hide six sports

1 Put the sports flashcards on the walls around the classroom and tell the children to look at the pictures and say what their favourite sport is, for example:
T: Carla, what's your favourite sport? Whose favourite sport is basketball?
2 Tell the children to open their Activity Books and look at the pictures in activity 2. Say the names of the sports and get the children to say them with you. Then call out loud the number of each picture in random order and get the children to say the sport. Write the sports on the board.
3 Tell the children to work on their own and write the sports on the dotted lines. Walk around the class, helping them to correct any spelling mistakes.
4 When everybody has finished, ask them to name the sports and write the corresponding number of the pictures next to the sports on the board. Ask the children to check the spelling in their books.
5 Tell each child to choose six sports out of the eight in the pictures and write them in the wordsearch, one letter in each box. They can write the words vertically, horizontally or diagonally. They fill in the other blank boxes by writing any letters they want to.
6 When everybody has finished, ask the children to swap their Activity Book with a partner and to try and find the six sports hidden in the wordsearch.

Key
1 tennis, **2** ice hockey, **3** swimming, **4** basketball, **5** football, **6** skiing, **7** cycling, **8** athletics/running.

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PUPIL'S BOOK p8

PUPIL'S BOOK p9

PUPIL'S BOOK p10

STORY 1 THE LONG DISTANCE RACE

Look, listen and read

1 With their books closed, write the name of the story on the board and ask the children what a race is. Find out how much they know about races, for example:
T: What distances do athletes run in short distance races? Are 100 metres, 200 metres and 400 metres races long or short distance races? What about the 1500 metres, 3000 metres, 5000 metres and 10,000 metres?

2 Ask the children to open their Pupil's Books at pages 8–10. Give them thirty seconds to look at the pictures and then ask questions, for example:
T: Who are the main characters in the story? Are they athletes? Which one runs in the race? Does he win the race? etc.
Write the answers on the board.

3 Tell the story or play the cassette. Use mime and gestures and tell the children to look at the appropriate picture in their books while listening. After listening to the story, check the children's answers on the board.

Tapescript

Characters: L = Lexicon, PP = Peter Piper, Ja = Jack, Ji = Jim, O = Official, A = Announcer, S1 = Spectator 1, S2 = Spectator 2, S3 = Spectator 3.

Introduction

L: Today we're going to tell a story about sports.
PP: Yeah! I like sports.
PP: Sports are healthy
Sports are fun
Sports are easy
And good for everyone
L: Today ... The Long Distance Race.

Picture 1

Ja: I want to win an Olympic medal.
Ji: (laughing) Ha, ha. You aren't a sportsman!

Picture 2

Ji: (as an afterthought) And the Olympic Games are next year!
Ja: But there's an Olympic medal exhibition at the sports centre. Let's go!

Picture 3

Ji: Olympic medal exhibition! Sports competition! Come and win an Olympic medal. Today ... The long distance race!

Picture 4

J: How are you going to win an Olympic medal? Are you going to run in the long distance race?
Ja: No! I'm not an athlete.
Ji: What are you going to do then?
Ja: I'm going to steal an Olympic medal!

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Picture 5
Ji: What? You can't do that. That's wrong!
Ja: Yes, I can.

Picture 6
Ja: Look, the Olympic medals are in the room at the end of the corridor.
Ji: But ...

Picture 7
L: But suddenly ...
O: At last! You're here! Please, come this way.

Picture 8
O: Hurry up! The new athlete's here!
Ji: (puzzled and thoughtful) *Where is he?*

Picture 9
Ja: But I'm not ...
Ji: He's not an ...

Picture 10
A: And remember, ladies and gentlemen, that long distance races are important events in the Olympic Games and ...
Ja: (alarmed) *But ...*

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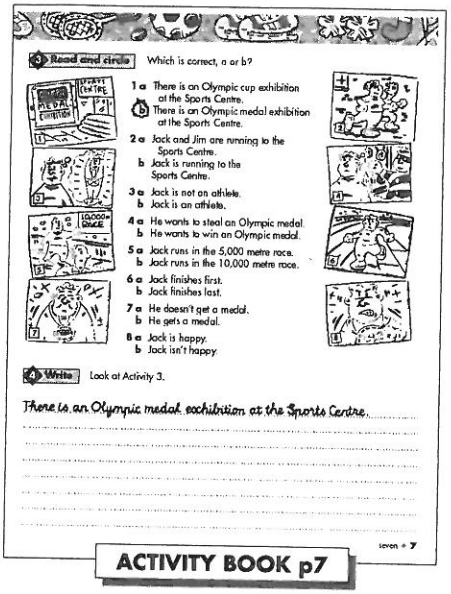
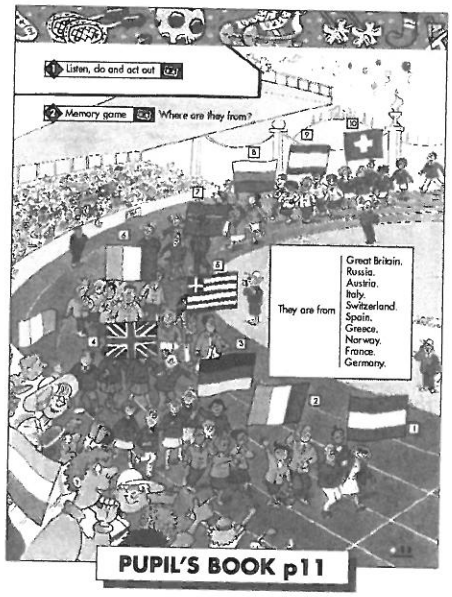
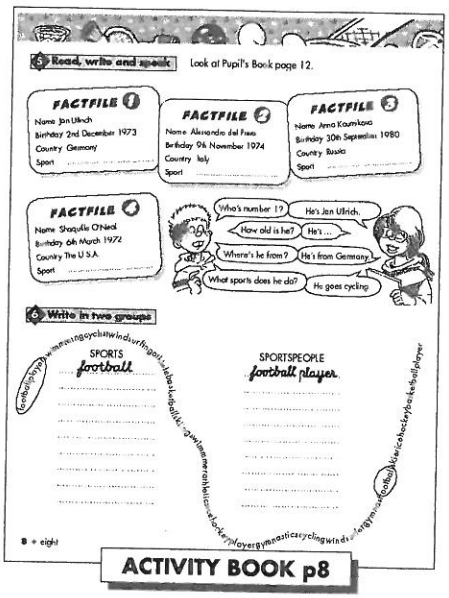
Picture 11
A: All the athletes are doing well except ...
Ji: Except Jack. Come on, Jack!

Picture 12
L: One hour later.
A: These reproductions of Olympic medals are for these great athletes. Well done!
S1: Who's that athlete?
S2: I don't know.
S3: Where's he from?
Ji: He's Jack Large, from York. And I'm Jim Little, his friend. I'm from London.

Picture 13
Ji: Cheer up, Jack! You've got your Olympic medal! You're a real athlete.
Ja: (Out of breath and fed up) *Oh, be quiet!*







FOLLOW-UP

Materials

- Optional *Days of the week* flashcards from *Here Comes Super Bus 1* (Step 10)

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STEP 1 Activity Book p7

3 Read and circle Which is correct, a or b?

1 With books closed, ask the children general questions about the story, for example:
T: Where are Jack and Jim going? Are they athletes? Is there an exhibition of Olympic medals or cups in the sports centre? What does Jack want? etc.
2 Tell the children to open their Activity Books and to look at the pictures and sentences.
3 Read the sentences out loud and tell the children to follow them in their books. Encourage the children to ask you in English if there are any words they don't understand.
4 Ask the children to read the sentences on their own and circle the correct one. When everybody has finished, put the class into pairs and tell them to check their answers. They can look at the story in their Pupil's Book if they don't agree.
5 Correct the activity with the whole class by asking several children to read the sentences out loud.

Key
1 b, **2** a, **3** a, **4** a, **5** b, **6** b, **7** b, **8** b.

STEP 2 Activity Book p7

4 Write Look at Activity 3

1 Ask the children to look at the sentences in the previous activity. Then read the example in activity 4 and tell the children to write down the other correct sentences. While the children are working, walk around the class, helping them if necessary. Make the children aware of any spelling mistakes.
2 When all the children have finished, tell them to swap their Activity Books with a partner and check if the story has been written properly.

Key
There is an Olympic medal exhibition at the sports centre. Jack and Jim are running to the sports centre. Jack is not an athlete. He wants to steal an Olympic medal. Jack runs in the 10,000 metre race. Jack finishes last. He gets a medal. Jack isn't happy.

STEP 3 Pupil's Book p11

1 Listen, do and act out

1 Pupil's Book open at pages 8–9. Play the cassette for pictures 1–6 and ask the children to listen and look at the pictures.
2 Divide the class into pairs. Play the cassette again, pausing after each time a character speaks. Ask child A to repeat what Jim says and child B to do the same with Jack. Repeat this step if necessary.
3 Ask the pairs to rehearse the dialogue. Walk around the class listening to the children. Correct pronunciation mistakes, but don't interrupt them

while they are speaking, wait until they finish their sentence and then say it correctly.
4 Get some pairs to volunteer to act out the dialogue for the rest of the class.

STEP 4 Pupil's Book p11

2 Memory game Where are they from?

1 Books closed. Play the cassette and ask the children to listen to what the text is about. Then encourage them to talk about the Olympic Games, for example:
T: When are the next Olympic Games? In what city are they? Do you remember the name of an athlete? etc.

Tapescript
The Olympic Games are just beginning. There is a wonderful parade of the athletes from all the participating nations. Now the European athletes are entering the stadium.
First are the athletes from Austria. The second team is from France. The athletes from Germany are third. In fourth position are the athletes from Great Britain, and the athletes from Greece are after them. Italy is in sixth position, and after them are the athletes from Norway. The athletes from Russia and Spain are in the eighth and ninth position. Now are the athletes from Switzerland, in tenth position! And more and more athletes, waving their flags, are entering the Olympic stadium ...

2 Play the cassette a second time and ask the children to pay attention to the countries mentioned. How many can they remember?
3 Tell the children to open their Pupil's Books and look at activity 2. Play the cassette again and encourage the children to say the names of the countries at the same time as they point to the appropriate flags.
4 Point to the flags in random order and ask the children to say the name of the country and the colour of the flag.
5 Read the names of the countries in the middle of the activity and ask the children to say them with you. At this stage, make sure that the children pronounce the names of the countries properly.
6 Divide the class into pairs. They ask each other:
S1: Where is/are the first flag/athletes from?
S2: It is/they are from Austria.
Give them a time limit. When that time is over, tell the children to close their books and to say the names of the countries in the order they appear in the picture. How many pairs can remember the countries in the correct order?

Key
1 Austria, **2** France, **3** Germany, **4** Great Britain, **5** Greece, **6** Italy, **7** Norway, **8** Russia, **9** Spain, **10** Switzerland.

STEP 5 Activity Book p8

5 Read, write and speak

Look at Pupil's Book page 12
Before doing this activity write the year on the board. Read it out loud and encourage the children to say it with you. Write other examples of years and ask the children to read them. Make sure they pronounce the years properly, especially *-teen* and *-ty* numbers.
1 Pupil's Book open at page 12. Ask the chidren to look at the pictures in activity 3 and to describe the clothes the characters are wearing and try to guess what they do.
2 Activity Books open at page 8. Read out loud the information in the factfiles and tell the children to say it with you while following it in their books. Emphasize the pronunciation of *-ty* and *-teen* numbers. Then point to one of the characters in the Pupil's Book, for example, Anna Kournikova and ask:
T: Who is she? How old is she? Where's she from? What sport does she do? What's her occupation?
3 Ask the children to work on their own and write the names of the sports on the appropriate dotted lines. Give the children a couple of minutes to do this.
4 When everybody has finished, check the answers. Then put the class into pairs and tell each child to choose two character factfiles. Each pair asks and answers the questions like those at the bottom of the activity. Walk around the class helping if necessary.
5 Finally, get different pairs to volunteer to ask and answer the questions out loud in front of the class. Encourage the rest of the class to correct any mistakes they make.

Key
1 cycling, **2** football, **3** tennis, **4** basketball.

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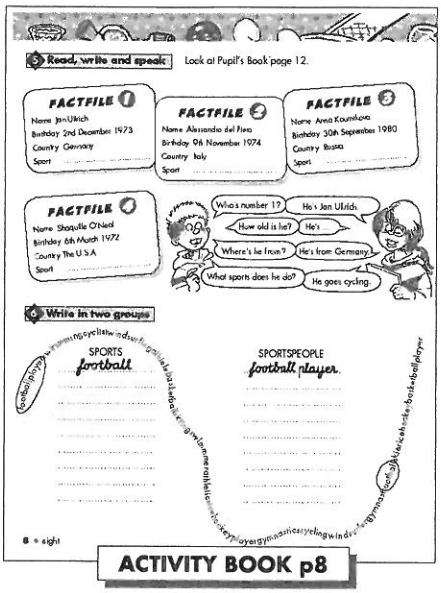
PUPIL'S BOOK p12



ACTIVITY BOOK p8

ACTIVITY BOOK p9

STEP 6 Pupil's Book p12

3 Read

1 With books open, ask the children to look at the photos. Ask the children who the people are.

2 Read the sentences next to the photos and encourage the children to repeat these with you. Explain that the first sentence in each pair refers to the sports the characters do and the second their profession. When reading the sentences emphasize the sound /a/ in football player, basketball player, swimmer, etc. and encourage the children to pronounce this sound correctly.

Optional

Ask the children about their favourite sports and about top sportspeople, encouraging them to make similar sentences to the ones in the activity. Write their sentences on the board. For example say:

T: Maria, what's your favourite sport?
M: Basketball.
T: Who's your favourite player?
M: Shaquille O'Neal.
T: Shaquille O'Neal plays basketball. He's a basketball player.

STEP 7 Activity Book p8

6 Write in two groups

1 Divide the children into two teams: sports and sportspeople.

2 Activity Books open at activity 6. Do this step as a game. Tell team 1 to find the name of a sport and team 2 the name of a sportsperson in a very short time limit, for example 5 seconds. To make sure that the children don't say the words from memory, ask the teams to spell the word they say, for example:

T1: Swimming. S W I M M I N G.
T2: Football player. F O O T B A L L P L A Y E R.

Give a point for each correct answer. The team with the most points is the winner.

3 Ask the children to work on their own and write the sports and sportspeople in the correct column. Point to the example and explain that the words should be in pairs: *football, football player/ swimming, swimmer.*

4 When everybody has finished, ask the children to work with a partner and check their results. Then correct the activity with the whole class, by asking several children to read out the pairs of words.

STEP 8 Pupil's Book p12

4 Listen and speak

What do you do in your free time? Do you ...?

1 With books closed, ask different children what they do in their free time, for example:

T: Marta, what do you do in your free time?
M: I play basketball/watch TV.
T: When do you play basketball/watch TV? Everyday? On Tuesdays? etc.

2 Tell the children to open their Pupil's Books and look at the pictures in activity 4. Encourage them to say the names of the activities and games.

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3 Play the cassette once and ask the children to raise their hands/stand up when they hear an activity which they do in their free time.

Tapescript
What do you do in your free time?
1 Do you swim?
2 Do you play basketball?
3 Do you go skiing?
4 Do you watch TV?
5 Do you read books?
6 Do you do ballet?
7 Do you do judo?
8 Do you play the piano?
9 Do you listen to music?

4 Play the cassette again, pausing after each question, and ask the children to answer the question appropriately: *Yes, I do./No, I don't.*
5 Tell each child to choose one activity and ask the question to another child. Encourage the children to ask and answer the questions with accurate pronunciation and intonation. Give them extra examples if necessary.

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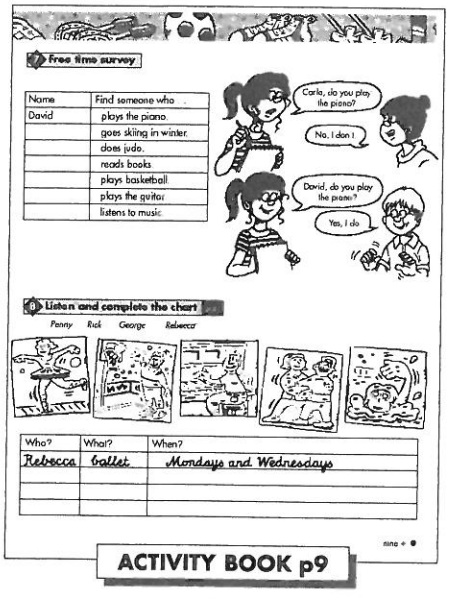
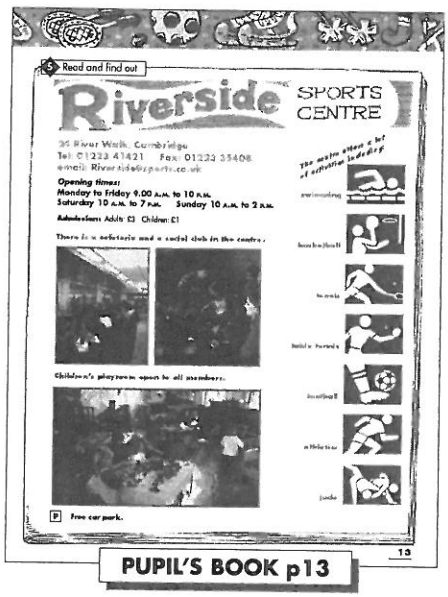
STEP 9 Activity Book p9

7 Free-time survey

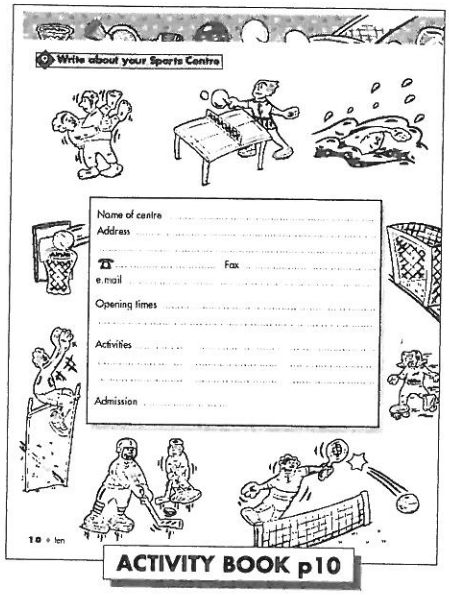
1 Ask the children questions about activities they do in their free time:
T: Carla, do you go swimming/read books/go skating in your free time?
C: Yes, I do/No, I don't.
2 Activity Books open. Tell the children to look at the grid in activity 7. Read the questions out loud and encourage the children to repeat these with you.
3 Tell the children to ask their classmates similar *Do you ...?* questions. When they find someone who says *Yes, I do*, they write his/her name in the grid next to the appropriate activity. Give the children a time limit for this.
4 Correct the activity by asking different children about their results, for example:
T: Who plays the piano?
S: David does, etc.



ACTIVITY BOOK p9



PUPIL'S BOOK p13



ACTIVITY BOOK p10

STEP 10 Activity Book p9

8 Listen and complete the chart

1 Before beginning this activity revise the spelling of the days of the week in the following ways:

- Ask the children to say the days of the week out loud and write them in the air.
- Display the *Days of the week* flashcards from *Here Comes Super Bus 1* at the front of the class. Put the children into pairs and tell each child to choose one day. Child A writes the day he/she has chosen on the palm of child B's hand. Child B tries to guess the day. Then they change roles and do the same again.

2 Activity Books closed. Divide the class into two groups. Play the cassette and ask group 1 to mime the activities mentioned, and group 2 to shout out the day mentioned.

Tapescript

Hi! I'm Rebecca. I like ballet. I have ballet lessons on Mondays and Wednesdays after school.

Hello, I'm Rick. I love basketball. I'm 12 and I'm very tall. I play basketball with the school team. My team meets on Tuesdays, Saturdays and Sundays.

I'm George and I don't have much free time. I love music and I play the piano in my free time. I have piano lessons on Mondays and Thursdays.

Hi! I'm Penny. I like sports very much. I have judo lessons on Mondays. On Tuesdays and Fridays I go to the swimming pool and I swim for one or two hours.

3 Play the cassette a second time, pausing after each paragraph. Tell group 2 to mime the activity mentioned, and group 1 to say the days associated with that activity. For example: *ballet — Mondays and Wednesdays.*

4 Tell the children to open their Activity Books and look at the pictures in activity 8. Read the names of the children. Go through the example in the chart, for example, point to the word *ballet* and ask the children *What does Rebecca do in her free time?* Then point to the days of the week and ask *When does Rebecca have ballet lessons?*

5 Play the cassette a third time and ask the class to fill in the rest of the chart. Pause the cassette after each paragraph to give the children time to write.

6 Play the cassette again and ask the children to check their results. Finally, correct the activity with the whole class by asking different children to read the information in the chart, for example:
S1: Rebecca has ballet lessons. She has ballet lessons on Mondays and Wednesdays.

Key

Who	What	When
Rebecca	ballet	Mondays and Wednesdays
Rick	basketball	Tuesdays, Saturdays and Sundays
George	piano	Mondays and Thursdays
Penny	judo	Mondays
	swimming	Tuesdays and Fridays

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STEP 11 Pupil's Book p13

5 Read and find out

Before doing this activity revise the time and explain the meaning of a.m. and p.m. (In Latin, a.m. means *ante meridiem* and p.m. *post meridiem*, thus a.m is used to indicate the time before midday and p.m. the time after midday.)

1 With books closed, encourage the children to talk about a sports centre they know, for example: *T: Do you go to a sports centre? What's the name of the sports centre you go to? When do you go? What sports can you do there?* etc.

2 Pupil's Books open. Ask the children to look at the pictures in activity 5. Elicit as much language as possible by asking the children to name the sports and the places that appear in the pictures.

3 Tell the children to read the text in silence and ask you in English if they don't understand anything. For example:
Ss: What's ...? What does ... mean?

4 Ask the children to find specific information in the text, for example:
T: What's the name of the Sports Centre? Where is it? What's its address? What's the telephone number? Does it have a fax number? How many days a week is it open? What are the opening times on Tuesdays/Fridays/Saturdays/Sundays? What activities can you do at Riverside Sports Centre? Can you swim/play tennis? Is there a cinema/cafeteria/restaurant? What other facilities does the centre offer? How much does it cost? etc.

2 Tell the children to look at the pictures in activity 9 and name the activities. Then ask them to write, on the dotted lines next to *Activities*, three or four sports they can do at the sports centre they go to or know. If they don't know a sports centre, ask them to write the sports they do or would like to do.

3 Do the same for admission charges.

4 When everybody has finished, arrange the class into small groups and compare their results. Finally, ask several children to read out loud what they have written.

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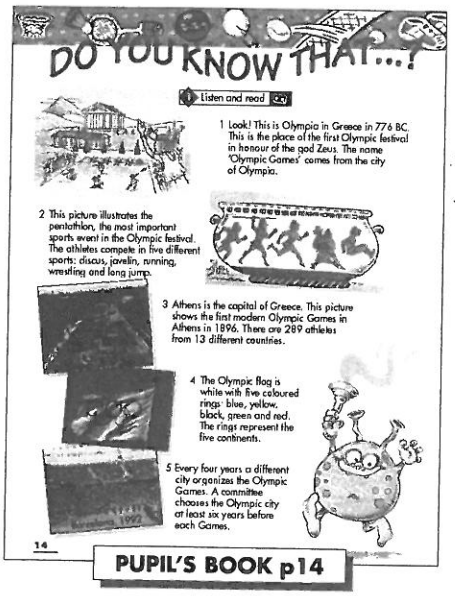
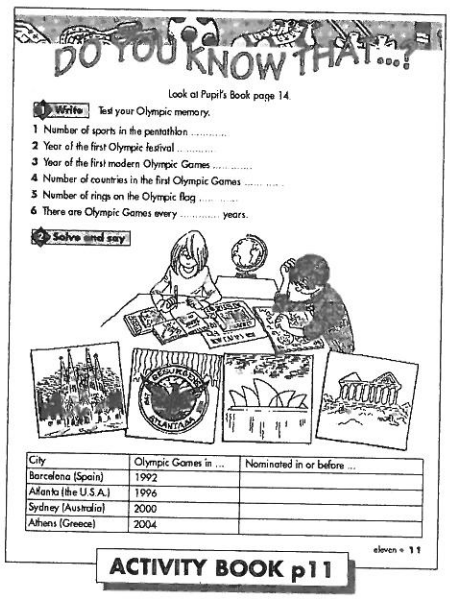
STEP 12 Activity Book p10

9 Write about your Sports Centre

1 Activity Books open. Ask the children to write the name of a sports centre they know, then write the address, the telephone number and the e-mail number on the appropriate dotted lines. If they don't know any, encourage them to find out about a sports centre near where they live. If the children live in a small village with no sports centre, they can make up their answers, for example they can suggest names for the Sports Centre and choose the one the class likes most.





DO YOU KNOW THAT ...?

STEP 1 Pupil's Book p14

1 Listen and read

1 With books closed, play the cassette and ask the children questions about the text and about the Olympic Games, for example:
T: What's the text about? Is the text about the ancient Olympic Games or the modern Olympic Games? What sports are mentioned? When were the last Olympic Games celebrated? etc.

Tapescript

1 Look! This is Olympia in Greece in 776 BC. This is the place of the first Olympic festival in honour of the god Zeus. The name 'Olympic Games' comes from the city of Olympia.
2 This picture illustrates the pentathlon, the most important sports event in the Olympic festival. The athletes compete in five different sports: discus, javelin, running, wrestling and long jump.
3 Athens is the capital of Greece. This picture shows the first modern Olympic Games in Athens in 1896. There are 289 athletes from 13 different countries.
4 The Olympic flag is white with five coloured rings: blue, yellow, black, green and red. The rings represent the five continents.
5 Every four years a different city organizes the Olympic Games. A committee chooses the Olympic city at least six years before each Games.

2 Ask the children to open their Pupil's Books. Play the cassette, pausing after each fact. Tell the children to follow the text in their books and to look at the corresponding pictures. Paraphrase new language, for example *BC = Before Christ*. Tell them that the five continents are Europe, Africa, America, Asia and Australasia.

3 Play the cassette again and ask the children to find specific information in each paragraph, for example:
T: What is Olympia? Where is it? What's the name of the festival? What's the year of the festival? Now, look at fact 2. What's the name of the most important sports event? What sports are in the pentathlon? etc.

STEP 2 Activity Book p11

1 Write Test your Olympic memory

1 Ask the children to open their Activity Books. Read the sentences in activity 1 slowly, one by one, and find out how many answers they can remember.
2 Ask the children to look at the text on Pupil's Book page 14 and find the answers to the sentences. Tell them to write the appropriate numbers on the dotted lines. Give them a time limit. When the time is up, read the sentences and ask the children to say their answers.

Key

1 5, **2** 776 BC, **3** 1896, **4** 13, **5** 5, **6** 4.

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STEP 3 Activity Book p11

2 Solve and say

1 Activity Books open. Tell the children to look at the information in the chart and ask different children to read the year of the Olympic Games in each city.

2 Ask the children to work on their own and write the year when each city was nominated. Let them refer to their Pupil's Books (page 14). When they have finished, correct the activity with the whole class by reading the first part of the problem and getting the children to read the answers, for example:
T: Barcelona, Olympic Games in 1992.
S1: Nominated in or before 1986.

Key
Barcelona 1986, Atlanta 1990, Sydney 1994, Athens 1998.

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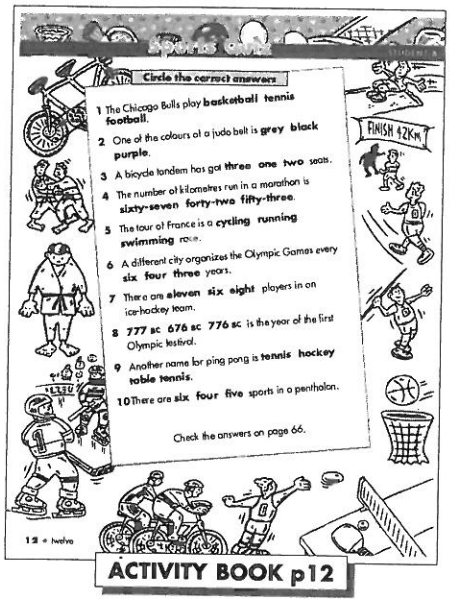

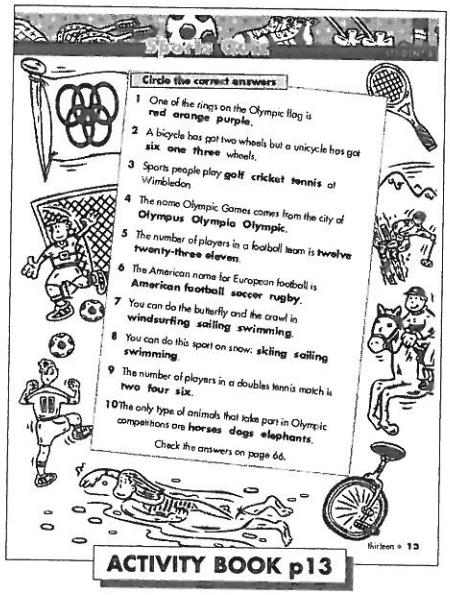

SPORTS QUIZ

STEP 1 Activity Book pp12–13

1 Pairs Game A and B

1 With books closed ask the children questions about sports, for example ask them *What's your favourite sport? When do you play it? Who's your favourite sports player?* etc.

2 Ask the children to open their books and look at page 12. Read the sentences on this page encouraging the children to follow them in their books. Tell them not to say or read out loud the right word. Do the same for the sentences on page 13.

3 Put the children into pairs and ask them to work individually. Child A in each pair reads in silence the sentences on page 12 and underlines the right word in each sentence. Child B does the same with the sentences on page 13. Before asking the children to work on their own write similar sentences on the board, for example *Tennis players use a racket/stick/ski to play tennis. Ronaldo is a very famous tennis/football/basketball player,* etc. Ask the children which is the right word from the three given. Draw a circle around the right word.

4 Give the children a fixed length of time to do the activity and when the time is over ask child A in each pair to read out loud the sentences in A. Tell them to read the sentences saying the underlined word only, not the three. Child B says if he/she is right by looking at the answers on page 66. They swap roles and do the same again. This time child B reads the sentences and child A corrects them by looking at the sentences on page 66.

5 Ask the children to count how many sentences they have done correctly. Ask the children about their results.

Key

Answers to A: **1** *basketball,* **2** *black,* **3** *two,* **4** *forty-two,* **5** *cycling,* **6** *four,* **7** *six,* **8** *776,* **9** *table tennis,* **10** *five.*

Answers to B: **1** *red,* **2** *one,* **3** *tennis,* **4** *Olympia,* **5** *eleven,* **6** *soccer,* **7** *swimming,* **8** *skiing,* **9** *four,* **10** *horses.*

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