
ANCIENT GREECE

‘We are the champions!’

Type of modul	Project work
Level	A1
Target group	10-13-year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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INFORMATION TABLE

TYPE OF MODULE	Project work
DESCRIPTION OF MODULE	In this project children will learn about sports and different equipment used for indoor and outdoor activities. They will learn about the history of the Olympic Games. They will have a chance to prepare some sports activities for each other and take part in the events of the Cheery Olympics.
AIMS AND OBJECTIVES OF MODULE	<p>Educational aims:</p> <ul style="list-style-type: none"> ■ to develop students' skills through task-based activities ■ to build on learners' creativity ■ to encourage cooperation in the group ■ to combine mental and physical exercise in order to develop personality ■ to develop learner autonomy through feedback and evaluation <p>Language aims:</p> <ul style="list-style-type: none"> ■ to learn new vocabulary ■ to practise new vocabulary in situations ■ to ask for and give information ■ to use English as the means of communication
TIMEFRAME	5 lessons + an optional 60-minute activity class beyond the framework of the lessons
TARGET GROUP	10-13-year-old learners
LANGUAGE LEVEL	A1
SUGGESTED LANGUAGE COMPETENCE	<p>Learners can</p> <ul style="list-style-type: none"> ■ name their favourite things (toys, animals, fruit, activities, etc) ■ understand and use basic vocabulary about outdoor and indoor activities (e.g. play in the playground, play with friends, play ball games, do sports, etc) ■ ask and answer questions about ability (Can you...? I can/can't...) ■ give and understand simple instructions

LINKS OF THE MODULE

Cross-curricular links

- People and Society
- Geography
- Physical Education

Links with other modules

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FOCI OF SKILLS DEVELOPMENT

Communicative language skills

- using limited language resources creatively
- using body language and other non-verbal devices
- brainstorming, discussing in groups
- listening to others carefully in order to follow instructions

General educational skills

- developing co-operative skills
- building on learners' creativity
- evaluating self and peer performance

EVALUATION

Formative and summative evaluation:

- Learners self-evaluate their progress on achievements sheets
- Groups evaluate their own and each other's work

SUGGESTIONS

The teacher acts as one of the main sources of the input as well as organizer and facilitator. (S)he monitors group-work and provides help when needed. (S)he prepares task sheets and provides learners with materials and stationery needed.

The teacher should have initial knowledge of basic principles of project work and be open to work with learners outside the classroom.

Differentiation can be achieved by forming groups carefully and giving groups an opportunity to use language at different levels.

Teacher can also vary the load of vocabulary according to the learners' needs.

BACK UP SYSTEMS

During the project the teacher should co-operate with the PE teachers in the school.

See appendices for suggested materials.

Suggested literature:

- Ballheimer, David – Oxlade, Chris: *Eyewitness Guides*, Olympic Games, Magyar kiadás, 2000 Park Könyvkiadó, Budapest
- Crowther, Robert: *Pop-up Olympics*, Walker Books Ltd, London, 1996.
- Horváth Andrea-Horváth Levente Attila: *Történelem, az őskor és az ókor története*, Mozaik Kiadó, Szeged, 2004.

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Activating and categorizing learnt vocabulary</p> <p>Acquiring new vocabulary items</p> <p>Memory development</p> <p>Asking questions to find out more about each other</p> <p>Exchanging information</p> <p>Creating visual interpretations of ideas</p> <p>Understanding simple instructions and reacting with movements</p> <p>Giving instructions</p>	<p>Stepping stones game for activating vocabulary</p> <p>Vocabulary building with the help of pictures</p> <p>Class survey</p> <p>Simon says game – following instructions</p> <p>Word search as homework</p>	<p>Talking about favourite things</p> <p>Indoor and outdoor activities <i>(basketball, badminton, cycling, tennis, fencing, baseball, softball, volleyball, table tennis, judo, swimming, football)</i></p> <p>Talking about abilities <i>Can you play tennis?</i> <i>Yes, I can.</i> <i>Can you do judo?</i> <i>No, I can't.</i></p>	<p>1.1 Word cards – Stepping stones,</p> <p>1.2 Picture cards – Sports,</p> <p>1.3 Question cards – Can you...?, Sports chart on wrapping paper, a copy of Sports chart on A4 sheets,</p> <p>1.5 Word search – Sports, crayons, Blu-Tack</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
2	<p>Asking questions</p> <p>Acquiring new vocabulary</p> <p>Keeping the rules when playing a game</p> <p>Developing co-operation skills</p> <p>Building association between words, corresponding pictures and written forms</p> <p>Managing time</p> <p>Using learnt vocabulary in situations</p>	<p>Guessing game to revise vocabulary</p> <p>Vocabulary building through playing a memory game</p> <p>Practising vocabulary – designing a shop window</p> <p>Acting out shopping dialogues</p>	<p>Sports equipment (<i>backboard and basket, badminton racket and shuttlecock, bicycle and cycling helmet, tennis racket and tennis ball, fencing helmet, baseball bat and gloves, volleyball, net, table tennis bat, goggles and swimming cap, football boots</i>)</p> <p>Describing a shop window</p> <p>Shopping dialogues <i>Can I have a shuttlecock, please?</i> <i>Here you are.</i> <i>Thank you.</i></p>	<p>1.5 Word search – Sports, 1.2 Picture cards – Sports, Blu-Tack,</p> <p>2.2 Memory cards – Sports equipment, drawing paper, stationery, real objects of sports equipment (optional)</p>
3	<p>Sharing personal information</p> <p>Reporting results</p> <p>Map reading</p> <p>Reading for specific information</p> <p>Focusing on key words</p> <p>Acting out an interview</p> <p>Co-operating within groups</p> <p>Intensive listening</p> <p>Problem solving</p> <p>Categorising learnt vocabulary</p>	<p>Answering questions</p> <p>Vocabulary extension – learning about Olympic symbols</p> <p>Reading game to expand background knowledge about the Olympics</p> <p>Finding odd words</p> <p>Making up an odd-one out exercise for class mates</p>	<p>Sharing personal information I've got a cycling helmet. I can ride a bike.</p> <p>Olympic cities</p> <p>Facts about ancient and modern Olympics</p>	<p>question sheets prepared by the teacher before the lesson, pens,</p> <p>map of the world,</p> <p>3.2 Pictures of Olympic symbols,</p> <p>3.3 Word cards,</p> <p>3.3.A Information sheet – Ancient and modern Olympic Games,</p> <p>3.3.B Information sheet – Ancient and modern Olympic Games,</p> <p>blank A4 sheets</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	<p>Problem solving Discussing Building association between words, corresponding pictures and written forms Planning and managing of a group task Co-operation in groups Accepting other's ideas Sharing ideas and opinion</p>	<p>Revising vocabulary with the help of an odd-one out game Preparing mind maps Making up physical tasks Writing/drawing instructions Sharing ideas Giving opinion</p>	<p>Ancient and modern Olympics <i>Ancient Olympic Games: running, wrestling, javelin, discus, boxing, horse and chariot racing;</i> <i>Modern Olympics: volleyball, cycling, fencing, swimming, table tennis, tennis, volleyball, badminton, baseball, basketball, soccer, tae kwon-do, triathlon, water polo, weightlifting, shooting, high jump, long jump, marathon, rowing, sailing</i> Giving instructions in pictures and/or using words <i>Try to hit the shuttlecock into the basket with the badminton racket.</i></p>	<p>Odd-one out exercises prepared by learners as homework, 3.2 Pictures of the Olympic symbols, 3.3.B Information sheet – Ancient and modern Olympic Games, 4.2 Picture cards – Olympic sports, poster paper, Blu-tack, felt-tips, drawing paper, sports equipment, activities planned by groups</p>
5	<p>Identifying objects Giving and following instructions Responding to instructions physically Keeping the rules while playing sports games in groups Evaluating self and peer performance Recalling nice memories Sharing experiences</p>	<p>Revising vocabulary - naming sports equipment Carrying out sports activities planned by groups of learners – giving and following instructions Evaluating project work Talking about the most exciting moments of the process</p>	<p>Giving and following instructions Numbers (scoring) Giving opinion I think the Games were very exciting. I enjoyed making up the odd-one out exercise. I enjoyed working in groups.</p>	<p>sports equipment needed to carry out the prepared activities, 5.3 Achievement record – Ancient Greece</p>

PROCEDURE

LESSON 1: HOW SPORTY ARE YOU?

Aims of the lesson:

- to introduce a new topic
- to revise previously acquired language material (talking about hobbies, sharing personal information)
- to learn more about each other

Materials and resources:

1.1 Word cards – Stepping stones, 1.2 Picture cards – Sports, 1.3 Question cards – Can you...?, Sports chart on wrapping paper, crayons, a copy of Sports chart on A4 sheets for Stage 3 variation (a copy for each group), 1.5 Word search – Sports (a copy for each L)

Before the lesson: Cut up the 6 stone-shaped word cards (1.1 Word cards – Stepping stones), 1.2 Picture cards - Sports and 1.3 Question cards – Can you...? for the activities described in the lesson plan.

On a big sheet of wrapping paper prepare the chart shown in the description. You need to have as many boxes upwards as many children there are in the class/group. If you have a bigger class, prepare the chart on an A4 sheet with as many sports as many Ls you will have in one group. Provide a copy for each group. The copies can list the same sports or different ones.

Classroom arrangement: A space big enough to play the ‘Stepping stones’ game and the memory game should be provided in the classroom.

STAGE 1	Warm-up –Stepping stones – your favourites
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Activating and categorizing learnt vocabulary Pronouncing words accurately
ORGANISATION	Whole class as individuals
AIDS AND MATERIALS	1.1 Word cards – Stepping stones

TEACHER'S ACTIVITIES

1. Place the 1.1 Word cards on the floor like stepping stones across a brook. Tell learners that they can cross the brook only by jumping from one stone to the other, naming their favourite things. They are also asked to take their shoes off.

Suggested order of 'stepping stones': colour, animal, food, drink, toy, game

NOTE: You might want to show how to play by being the first to cross the brook.

LEARNERS' ACTIVITIES

1. Learner 1 jumps from one stone to the next, naming his/her favourite things according to the topics on the stones. He/she can sit down on the opposite bank of the brook to have a rest and wait for the others.

VARIATION FOR LARGE CLASSES OR FOR LS WHO ARE MORE CONFIDENT IN ASKING AND ANSWERING QUESTIONS

AIDS AND MATERIALS	1.1 Word cards – Stepping stones
DESCRIPTION	Show 1.1 word cards to Ls one by one as flash cards and ask them to talk about their favourites in pairs. <i>L1 What's your favourite food?</i> <i>L2 Spaghetti. And yours?</i>
STAGE 2	Vocabulary building – Indoor and outdoor sports
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Acquiring new vocabulary items Memory development
ORGANISATION	Whole class
AIDS AND MATERIALS	1.2 Picture cards - Sports

TEACHER'S ACTIVITIES

1. Tell learners that they are going to talk about outdoor and indoor sports. Ask them to sit in a circle on a carpet or round some desks. Place the 1.2 Picture cards in the middle, naming them one by one:
e.g. basketball, badminton, etc.

LEARNERS' ACTIVITIES

1. Learners sit round some desks. They listen and repeat the words after their teacher, trying to memorise them.

2. After presenting all the items, name the sports once again and ask Ls to find the appropriate pictures.
2. Ls find the appropriate pictures and point to them.
3. Tell Ls that they are going to play a memory game. Ask learners to name the activities one by one and then turn the pictures face down. When all the pictures are turned face down, they start naming and turning them backwards.
3. Learner 1 names a sport and turns its picture face down. Then the child sitting on L1's left comes. They name and turn pictures in turns. When all the pictures are turned face down, they start naming and turning the cards backwards.

VARIATION FOR BIGGER CLASSES

AIDS AND MATERIALS

1.2 Picture cards – Sports, Blu-Tack

DESCRIPTION

Ask Ls to stay at their desks. Put the pictures on the board using some Blu-Tack and revise/teach vocabulary. Then ask volunteers to come to the board, name and turn the pictures face down on the board. When all the pictures are turned face down, ask other learners to name and turn the cards backwards.

STAGE 3

Class survey – ‘How sporty are you?’

TIME

18 mins

SKILLS AND COMPETENCIES IN FOCUS

Asking questions to find out more about each other
Exchanging information
Creating visual interpretations of ideas (chart)

ORGANISATION

Series of pair work

AIDS AND MATERIALS

1.3 Question cards – Can you...?
Sports chart on wrapping paper, crayons, Blu-Tack

TEACHER'S ACTIVITIES

1. Put the Sports chart on the wrapping paper prepared before the lesson on the board or on the wall. Explain to the Ls that they are going to make a class survey. Demonstrate the activity in the following way:
Ask learners one by one whether they can play basketball. Mark children's answers on the board and then reveal the result and colour the column of basketball in the chart:
e.g. 10 children can play basketball.

LEARNERS' ACTIVITIES

1. Learners listen and then take part in the interaction.

2. Hand out the cut up 1.3 Question cards. Ask Ls to walk around and talk to each other in order to find out how many of them can play/do different sports.

Note: If you have more than 12 children in your group, use copies of the same cards or prepare some extra ones.

3. Ask Ls to talk about what they have just found out. Explain that you are going to complete the chart together by marking the number of children in the appropriate column in the following way: they colour as many squares of the chart as the number of learners who can play/do that particular sport, using a different colour for each column.

Number of children				
		cycling	Tennis	softball

2. Learners walk around talking to each other, marking the answers on their own question cards.

E.g.

S1 Can you play tennis?

S2 Yes, I can.

S1 Can you play tennis?

S3 No, I can't.

When they finish the activity, they sit down.

3. They tell each other what they have found out:

e.g. 5 children can play table tennis.

They mark the number of children in the chart and colour the appropriate columns.

VARIATION FOR BIGGER CLASSES

AIDS AND MATERIALS

1.3 Question cards – Can you...?
a copy of Sports chart on A4 sheets (a copy for each group), crayons

DESCRIPTION

Put Ls in groups. They carry out the same activity preparing their chart within their groups. After colouring the columns they present their findings to the other groups.
Walk round and monitor the activity. Help if necessary. If you have Ls who cannot work on their own, put them in the same group and work with them during this activity.

STAGE 4	Game – ‘Simon says’
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding simple instructions Reacting to teacher’s statements with movements
ORGANISATION	Whole class
AIDS AND MATERIALS	None

TEACHER’S ACTIVITIES

1. Explain the rules of the game and demonstrate the activity with some volunteers. They will hear instructions. They have to react only when the instruction is introduced with the sentence ‘Simon says’. Otherwise they have to stay still. If they make a mistake, they are out.
E.g.
Simon says ride your bike. (Children imitate the action.)
Play football. (Children don’t follow the instruction.)

2. Play the game.

LEARNERS’ ACTIVITIES

1. Ls listen. Some volunteers help T demonstrate the activity.

2. Learners take part in the activity. Those who are out can join the teacher and give instructions to the players.
E.g.
Simon says ride your bike. (Children imitate the action.)
Play football. (Children don’t follow the instruction.)
Simon says play tennis. (Children imitate the action. They can do this in pairs.)

STAGE 5	Homework – Sports word search
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Recalling vocabulary items at home Building on learners’ memory
ORGANISATION	Individuals
AIDS AND MATERIALS	1.5 Word search - Sports

TEACHER'S ACTIVITIES

1. Hand out photocopies of the 1.5 Word search. Ask Ls to find the new words (*basketball, badminton, cycling, tennis, fencing, baseball, softball, volleyball, table tennis, judo, swimming, football*) in it at home, mark them using coloured pencils and then put them in their vocabulary books.

LEARNERS' ACTIVITIES

1. Learners listen to the instructions and try to find one word across and one down as examples.

LESSON 2: AT THE SPORTS SHOP

Aims of the lesson:

- to revise and extend vocabulary (sports equipment)
- to develop learning strategies
- to practise vocabulary in situations

Materials and resources:

1.5 Word search – Sports, 1.2 Picture cards – Sports, Blu-tack, 2.2 Memory cards – Sports equipment (a set of cards cut up + a copy of the picture cards for each group), drawing paper, stationery, real objects of sports equipment (optional)

Before the lesson: Cut up 2.2 Memory cards – Sports equipment.

Do not forget to make copies of the pictures in 2.2 Memory cards – Sports equipment for each group and an extra copy for yourself for further use before cutting the cards up.

Classroom arrangement: A space big enough to play the memory game should be created in the classroom.

STAGE 1	Warm-up – Guess the sport
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading out words with correct pronunciation and stress Asking questions
ORGANISATION	Whole class, pairs (Learners with richer vocabulary may work together during pair work.)
AIDS AND MATERIALS	1.5 Word search – Sports, 1.2 Picture cards – Sports, Blu-Tack

TEACHER'S ACTIVITIES

1. Ask Ls to read out the words they have found in 1.5 Word search
Tell them to place the corresponding sports pictures (1.2 Picture cards) on the board under the appropriate heading:

play	do	-
tennis	judo	swim

2. Choose a sport you can play/do and then ask Ls to guess what it is by asking questions.

Then try to find another person in the classroom who can do the same sport:

E.g.

Teacher: Can you play softball, Rita?

Rita: No, I can't.

Teacher: And you, Tomi?

Tomi: Yes, I can.

Teacher: Hurray! We can play softball together.

LEARNERS' ACTIVITIES

1. Learners read out the found sports words one by one and stick the appropriate pictures on the board (with the teacher's help if necessary).

B	A	S	K	E	T	B	A	L	L		V			T
A											O			A
D		C	Y	C	L	I	N	G			L			B
M											L			L
I			F						S		E			E
N			E			J	U	D	O		Y			T
T	E	N	N	I	S				F		B			E
O			C			F	O	O	T	B	A	L	L	N
N	S	W	I	M	M	I	N	G	B		L			N
			N						A		L			I
			G						L					S
B	A	S	E	B	A	L	L		L					

2. Learners ask questions to find out what their teacher can play/do:

E.g.

Learner 1: Can you do judo?

Teacher: No, I can't.

Learner 2: Can you play softball?

Teacher: Yes, I can.

3. Ask Ls to do the same activity in pairs.

3. Learners continue the activity in pairs. Their aim is to find at least one sport they can do/play together. The pictures on the board will help them remember vocabulary.

STAGE 2	Vocabulary building – Let’s play a memory game!
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Acquiring new vocabulary Pronouncing new words accurately Keeping the rules when playing a game Developing co-operation skills
ORGANISATION	Whole class split into teams of 3–4 (mixed ability groups are welcome)
AIDS AND MATERIALS	2.2 Memory cards – Sports equipment

TEACHER’S ACTIVITIES

1. Form teams of 3 or 4 and sit around the table with team members sitting next to each other.
Shuffle the 2.2 Memory cards and place them face down spread on the table.
Invite teams to play a memory game together in which teams compete with teams. Their aim is to find as many matching pairs as they can. A matching pair consists of a sport and some equipment you need to play/do that sport. Introduce new words as players turn up the cards and ask them to repeat the words after you. Monitor the activity and make sure they read out the words on each card they turn up. Help with difficult words.
2. You might want to ask Ls to repeat the new words after you.

LEARNERS’ ACTIVITIES

1. Learners play in teams, sitting round a table or some desks. They shuffle the cards and then spread them on the table face down. In turns, players turn up two cards at a time. Their aim is to find as many matching pairs as they can. The winner is the group with the most pairs.

VARIATION FOR LS WHO FIND DIFFICULT TO MEMORISE NEW WORDS

AIDS AND MATERIALS	2.2 Memory cards – Sports equipment
DESCRIPTION	Play the same game keeping the same rules as above, but with limited vocabulary.

STAGE 3	Practising vocabulary – Window shopping
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Building association between words, corresponding pictures and written forms Co-operating in groups Managing time
ORGANISATION	Group work (groups as in 2.2)
AIDS AND MATERIALS	2.2 Memory cards – Sports equipment (a copy of the picture cards for each group), drawing paper, stationery, Blu-tack

TEACHER'S ACTIVITIES

1. Ask Ls to stay in their groups. Explain to them that they are going to design and draw a shop window for a sports shop with 5-6 labelled items. Provide each group with a copy of the pictures in 2.2 Memory cards in order to help Ls with the spelling.
Set a time limit and monitor the activity.
2. Collect the drawings and give them out again to different groups for “window shopping”. Ask Ls to look at the “new” drawings for 30 seconds and then write a list of what they could see in the shop windows without looking at the picture.
3. Ask learners to stick their shop windows on the classroom wall.

LEARNERS' ACTIVITIES

1. Learners work in groups. They draw and label the items in the shop window.
2. After being given another drawing, learners can look at the ‘new’ shop window for 30 seconds to memorise the items. Then group members write a list of what sports equipment they could see.

The owners of the shop (that is the Ls who have drawn the picture) can check the lists and praise the others.
3. Groups place their drawings on the classroom wall.

STAGE 4	End of lesson activity – Let's go shopping!
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Thinking themselves into various roles and acting them out Using learnt vocabulary in situations
ORGANISATION	Pairs or groups of 3
AIDS AND MATERIALS	Real objects of sports equipment or 2.2 Memory cards – Sports equipment (only picture cards)

TEACHER'S ACTIVITIES

1. Provide some sports equipment or pictures from 2.2 Memory cards for acting out shopping dialogues.

NOTE: If this situation is new for the children, you should act as a shop assistant in the first dialogue in front of the class.

2. At the end of the activity you can revise new vocabulary playing a memory chain.

LEARNERS' ACTIVITIES

1. Learners work in pairs and imagine that they are at a sports shop. One of them is the shop assistant.

E.g.

Can I have a shuttlecock, please?

Here you are.

Thank you.

2. Ls tell one by one what they have from the shop.

E.g.

I've got a shuttlecock.

Laci has got a shuttlecock and I've got a tennis racket.

Laci has got a shuttlecock, Linda's got a tennis racket and I've got a football.

VARIATION FOR LS WITH RICHER STRUCTURES AND VOCABULARY

AIDS AND MATERIALS

Real objects of sports equipment, or 2.2 Memory cards – Sports equipment (only picture cards)

DESCRIPTION

Ls carry out the activity described above. They are encouraged to use more complex structures and richer vocabulary.

E.g.

Good morning.

Good morning. Can I help you?

Can I have a swimming cap, please?

We've got blue, red, green and pink swimming caps.

Can I have the green one?

Certainly. Here you are.

How much is it?

£2.99

Here you are

Thank you. Bye.

Don't forget your change.

Oh thank you.

LESSON 3: THE OLYMPIC GAMES

Aims of the lesson:

- to learn about the Olympic Games
- to develop reading skills
- To use new vocabulary in a creative way

Materials and resources:

question sheets prepared by the teacher before the lesson, pens, map of the world, 3.2 Pictures of Olympic symbols, 3.3 Word cards, 3.3.A Information sheet – Ancient and modern Olympic Games (a copy for each group), 3.3.B Information sheet – Ancient and modern Olympic Games (a copy for each group), blank A4 sheets (one for each group)

Before the lesson: Prepare and stick as many question sheets on the classroom walls as many learners (or pairs) there are in the class. The structures and vocabulary used in the questions may vary depending on your Ls' language level, interests and abilities.

Cut up 3.3 Word cards and provide the necessary photocopies of 3.3 AB Information sheets.

Classroom arrangement: Arrange desks or tables for group work.

STAGE 1	Warm-up – ‘Sign up’
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Sharing personal information Reporting results
ORGANISATION	Individuals and/or pairs
AIDS AND MATERIALS	Question sheets prepared by the teacher before the lesson, pens

TEACHER'S ACTIVITIES

1. As learners arrive, ask them to walk around, read the questions and write their names under those questions that they can answer with YES.

E.g.

Can you play volleyball?
Yes, I can. <i>Mónika</i> <i>Zsolti</i> <i>Máté</i>
Are you a good football player? Yes, I am.

Have you got a cycling helmet?
Yes, I have. <i>Peti</i> <i>Niki</i>
Do you know a lot about the Olympic Games? Yes, I do.

2. Take the sheets off the walls and hand them out to the children (individuals or pairs). Ask them to summarise what they can see on the question sheets.

LEARNERS' ACTIVITIES

1. Learners read the questions and sign up. After that they take their seats in the classroom.

2. Learners read the question they have got on the sheet and give feedback to the class:

e.g. Mónika, Zsolti and Máté can play volleyball.

Peti and Niki have got cycling helmets.

STAGE 2	Lead-in activity – Olympic cities and symbols
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Building on learners' background knowledge Map reading
ORGANISATION	Whole class Individuals or pairs
AIDS AND MATERIALS	Map of the world, 3.2 Pictures of Olympic symbols

TEACHER'S ACTIVITIES

1. Introduce the topic of the Olympic Games with the help of 3.2 Pictures of Olympic symbols (the Olympic flame, the Olympic flag with the five rings, the motto (Faster, Higher, Stronger), a wreath of olive leaves, a gold medal, a silver medal, a bronze medal). Put the pictures on the board one by one and talk about them:

E.g.

What can you see on the Olympic flag?

How many rings are there?

What do the colours symbolize?

Who can get a gold medal?

What does the motto mean?

2. Put the map of the world on the wall and ask where the last Olympics were and where the next ones will be.
Ask learners to find more Olympic cities on the map.

LEARNERS' ACTIVITIES

1. Learners take part in the interaction.

2. Ls find the cities on the map. They may work in pairs.
E.g. 1992. Barcelona; 1996. Atlanta; 2000. Sydney; 2004. Athens.

STAGE 3. A Reading game – Learning about the Olympic Games

TIME 20 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Reading for specific information
Focusing on key words
Co-operating within groups

ORGANISATION Groups

AIDS AND MATERIALS 3.3.A Word cards, 3.3.A Information sheet – Ancient and modern Olympic Games, blank A4 sheets

TEACHER'S ACTIVITIES

1. With the help of 3.3.A Word cards split learners into 4 groups. Learners with words related to the same sport will form one group:
e.g. swimming, swimming cap, goggles, swimsuit, swimming pool

NOTE: In case of smaller groups use less cards. If you have more than 20 Ls in your class, prepare some more word cards.

LEARNERS' ACTIVITIES

1. Each learner takes a word card and then walks round in the classroom in order to find those with matching cards. After finding each other, they form groups for the next task.

- Each group is provided with a copy of the 3.3.A Information sheet about ancient and modern Olympic Games and a blank A4 sheet. Warn them not to read the text before the activity starts.
- Ls follow T's instructions.

Explain to Ls that you are going to ask them some questions. They have to find the answers in the text as fast as possible and write them down on the blank sheet of paper. Tell them that they are not expected to write down the questions and it is fine to note down only the key words in their answers. One group member should raise a pen to show the teacher that they have finished. For the correct answer each group will get one point. The fastest group with the right answer will get two points.

- Start the reading game by asking the first question.

T: 1. Who was the god of the Games?

Let them find the answer on 3.3.A Information sheet and write it down on the blank sheet. Continue the activity as described above till groups have all the answers on their sheets.

Questions about the Olympics

- Who was the god of the Games?*
 - Name 3 sports events at the ancient Olympic Games.*
 - Could girls do sports at the ancient Olympics?*
 - Did sportsmen wear sports clothes?*
 - Did winners get gold medals?*
 - How many sportsmen visited the first modern Olympic Games?*
 - When did women start to compete?*
 - Name 5 European Olympic cities.*
- After finishing the activity, check the answers together.

- Learners play the reading game in groups. They listen to the teacher's questions carefully and then try to find the answer and write it down as fast as possible.

Ls: 1. Zeus.

They raise a pen to show the teacher that they have finished.

Answers to questions about the Olympics

- Zeus.*
- E.g. running, wrestling, boxing.*
- No, they couldn't.*
- No, they didn't.*
- No, they didn't. (They got wreaths of olive leaves.)*
- 300.*
- In 1908.*
- London, Helsinki, Rome, Munich, Moscow.*

STAGE 3. B Reading game – Learning about the Olympic Games**TARGET GROUP** Learners who can handle more complicated structures in the Present and Past Simple easily**TIME** 20 mins**SKILLS AND COMPETENCIES
IN FOCUS** Reading for specific information
Co-operating within groups
Acting out an interview**ORGANISATION** Groups**AIDS AND MATERIALS** 3.3.A Word cards, 3.3.B Information sheet – Ancient and modern Olympic Games (a copy for each group), blank A4 sheets**TEACHER'S ACTIVITIES**

1. With the help of 3.3.A Word cards split learners into 4 groups. Learners with words related to the same sport will form one group:
e.g. swimming, swimming cap, goggles, swimsuit, swimming pool

NOTE: In case of smaller groups use less cards. If you have more than 20 Ls in your class, prepare some more word cards.

2. Each group is provided with a copy of the 3.3.B Information sheet about ancient and modern Olympic Games and a blank A4 sheet. Warn them not to read the text before the activity starts.

Explain to Ls that you are going to ask them some questions. They have to find the answers in the text as fast as possible and write them down on the blank sheet of paper. Advise them to write down complete sentences because at the end of the activity they will be expected to restore some of the questions using their answers. One group member should raise a pen to show the teacher that they have finished. For the correct answer each group will get one point. The fastest group with the right answer will get two points and they can get extra points for each correct question.

LEARNERS' ACTIVITIES

1. Each learner takes a word card and then walks round in the classroom in those with matching cards. After finding each other, they form groups for the next task.

2. Ls follow T's instructions.

3. Start the reading game by asking the first question.

T: 1. When were the first Olympic Games?

Let them find the answer on 3.3.A Information sheet and write it down on the blank sheet. Continue the activity as described above till groups have all the answers on their sheets.

Questions about the Olympics

1. What happened in 776 BC?

2. Did women do sports at the ancient Olympics?

3. What did sportsmen wear at the ancient Olympics?

4. What did winners get as a reward in Ancient Greece?

5. How many sportsmen visited the first modern Olympics?

6. What are the Olympic symbols?

7. How many rings are there on the Olympic flag and why?

8. What does the motto 'Citius, Altius, Fortius' mean in English?

Then, give groups 5 minutes to restore as many questions using the answers on their answer sheets as they can within the given time.

4. After finishing the activity, check the answers and questions together in the form of an interview.

3. Learners play the reading game in groups. They listen to the teacher's questions carefully and then try to find the answer and write it down as fast as possible.

Ls: 1. In 776 BC.

They raise a pen to show the teacher that they have finished.

Then, group members help each other to rewrite as many questions as they can about the Olympic Games.

Answers to questions about the Olympics

1. Sportsmen went to Olympia for the first Olympic Games.

2. No, they didn't.

3. They wore nothing.

4. Winners got wreaths of olive leaves.

5. 300 sportsmen visited the first modern Olympic Games.

6. The Olympic symbols are the flag, the Olympic flame, the motto, the medals and the wreath of olive leaves.

7. There are 5 rings on the flag. They stand for the 5 continents.

8. The motto means 'Faster, higher, stronger!'.

STAGE 4	End of lesson activity – Odd-one out
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Intensive listening Problem solving
ORGANISATION	Individuals
AIDS AND MATERIALS	None

TEACHER'S ACTIVITIES

1. Read out some sets of words and ask Ls to find the odd-one out in each set.

E.g.

swimsuit, baseball cap, goggles, swimming pool

tennis ball, tennis skirt, bat, net

baseball glove, bat, small white ball, sword

football shirt, football boots, 6 players, football

table tennis ball, racket, shuttlecock, net

LEARNERS' ACTIVITIES

1. Learners find the odd words.

Solution:

swimsuit, baseball cap, goggles, swimming pool

tennis ball, tennis skirt, bat, net

baseball glove, bat, small white ball, sword

football shirt, football boots, 6 players, football

table tennis ball, racket, shuttlecock, net

STAGE 5	Homework – Making up an ‘odd-one out’ exercise
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Categorizing
ORGANISATION	Individuals
AIDS AND MATERIALS	Ls' exercise books

TEACHER'S ACTIVITIES

1. Ask learners to make up ‘odd-one out’ exercises about the Olympics for each other at home.

LEARNERS' ACTIVITIES

VARIATION FOR LS WHO ARE MORE INTERESTED IN THE TOPIC

AIDS AND MATERIALS

Szemtanú: *Olimpiák*, Park Könyvkiadó, Budapest, 2000 pp 14-15

DESCRIPTION

Ask learners to find information about the 5 Olympic rings.

Ask them whether they know anything about the cancelled Games (1916, 1940, 1944.)

LESSON 4: FASTER, HIGHER, STRONGER!

Aims of the lesson:

- to elicit what learners know about the topic
- to extend knowledge about the Olympic Games
- to build on learners' creativity to make up tasks for each other
- to express ideas in pictures or using simple instructions

Materials and resources:

Odd-one out exercises prepared by learners as homework, 3.2 Pictures of the Olympic symbols, 3.3.B Information sheet – Ancient and modern Olympic Games (2 copies), 4.2 Picture cards – Olympic sports, poster paper, Blu-Tack, felt-tips, sports equipment, drawing paper, activities planned by groups

Before the lesson: Consult the PE teacher(s) about the topic and borrow some sports equipment from them.

Classroom arrangement: Arrange desks or tables for group work. Prepare the necessary sports equipment for the group planning.

STAGE 1	Warm-up – Odd-one out
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Problem solving
ORGANISATION	Pairs
AIDS AND MATERIALS	Odd-one out exercises prepared by learners as homework

TEACHER'S ACTIVITIES

1. Ask learners to choose a partner and exchange their odd-one out exercises.
Monitor how learners work in pairs.

LEARNERS' ACTIVITIES

1. Learners work in pairs and solve each other's exercises. Then they form new pairs and repeat the activity.

STAGE 2	Vocabulary review – Olympics mind map
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Discussing Building association between words, corresponding pictures and written forms Planning and managing of a group task
ORGANISATION	Whole class, 2 groups
AIDS AND MATERIALS	3.2 Pictures of the Olympic symbols, 3.3.B Information sheet – Ancient and modern Olympic Games, 4.2 Picture cards – Olympic sports, poster paper, Blu-Tack, felt-tips

TEACHER'S ACTIVITIES

1. With the help of questions (see Lesson 3 Stages 2 and 3) and the 3.2 Pictures of the Olympic symbols revise what learners know about the Olympic Games.
2. Show 4.2 Picture cards – Olympic sports to learners. Then discuss which sports were included in the ancient Olympic Games and which of them are only in the modern Olympics.

Ancient Olympic Games: running, wrestling, javelin, discus, boxing, horse and chariot racing;

Modern Olympics: volleyball, cycling, fencing, swimming, table tennis, tennis, volleyball, badminton, baseball, basketball, soccer, tae kwon-do, triathlon, water polo, weightlifting, shooting, high jump, long jump, marathon, rowing, sailing.

LEARNERS' ACTIVITIES

1. Learners take part in the interaction.
2. Ls try to take an active part in the interaction:
E.g.
L1: I think running was a sport in the ancient Olympics.
L2: Yes, you're right.
T: What about sailing?
L3: Modern Olympics?
T: Yes. Water sports were not included in the ancient Olympic Games. So sailing is a modern Olympic sport.

3. Put Ls in two groups and provide them with the necessary information (3.3.B Information sheet – Ancient and modern Olympic Games) and pictures (3.2 Pictures of the Olympic symbols; 4.2 Picture cards – Olympic sports) and stationery (poster paper, Blu-tack, felt-tips). Ask one of the groups to prepare a mind map about the ancient Olympics, and tell the other one to work on a poster about the modern times.

NOTE: One of the groups needs to draw the Olympic flag and the flame, while the other one can use the pictures.

4. Ask groups to put their posters on the classroom walls. Then let them look at and read each other's mind maps.

VARIATION FOR LS WHO ARE NOT FAMILIAR WITH SPORTS VOCABULARY

AIDS AND MATERIALS

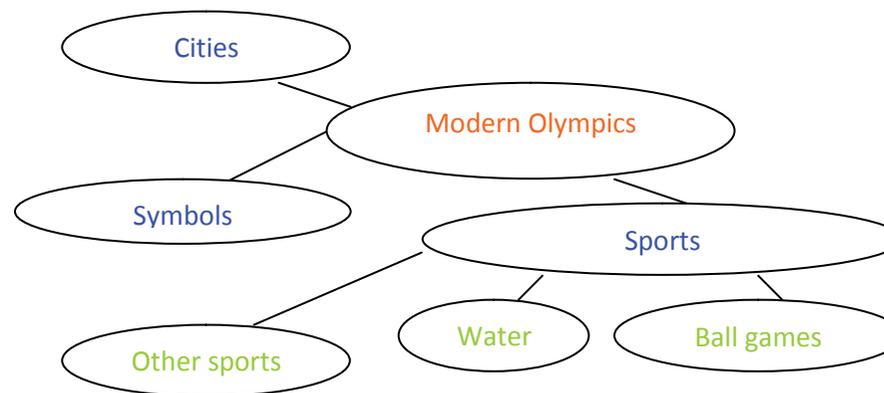
3.2 Pictures of the Olympic symbols, 3.3.B Information sheet – Ancient and modern Olympic Games, 4.2 Picture cards – Olympic sports, poster paper, Blu-Tack, felt-tips

DESCRIPTION

After revising what learners know about the Olympic Games, expand Ls vocabulary with the help of 4.2 Picture cards – Olympic sports to learners. Then discuss which sports were included in the ancient Olympic Games and which of them are only in the modern Olympics. While doing this, prepare the Olympics mind map together by sticking sports pictures on without labelling them.

3. Ls work in two groups and prepare the mind maps by sticking/drawing sports pictures and labelling them.

E.g.



STAGE 3. A	Project work – Preparing for the Cheery Olympics
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Discussing Planning Co-operation within groups, accepting each other's ideas
ORGANISATION	Groups
AIDS AND MATERIALS	Sports equipment, drawing paper, stationery

TEACHER'S ACTIVITIES

1. Tell Ls that after learning about the real Olympics they will take part in the Cheery Olympic Games. Help them to form 4 groups and explain to them that they are going to make up some physical tasks for each other. Provide some sports equipment for each group and ask them to make up an activity for teams to perform using the given equipment. The activity shouldn't last longer than 2 minutes.

Here are some ideas and some suggested equipment:

- *MOODY SHOOTING*: basket, badminton rackets and shuttlecocks
- *FUNNY RUNNING*: table tennis bats, tennis balls
- *LAZY SAILING*: table tennis balls, a tub of water
- *SILLY SWIMMING*: goggles, cycling helmets

The main idea is to give learners equipment that is used in different sports.

2. Monitor the activity and help groups if necessary.

LEARNERS' ACTIVITIES

1. Learners form groups and choose a set of equipment provided by their teacher.

2. Groups work on their task. They can build on the ideas given by their teacher or invent their own sports activities based on the given equipment. They draw the instructions on drawing paper.

STAGE 3. B Project work – Preparing for the Cheery Olympics

TARGET GROUP Learners who can express their ideas in English using simple imperative structures

TIME 20 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Discussing
Planning and writing simple instructions
Co-operation within groups, accepting each other's ideas

ORGANISATION Groups

AIDS AND MATERIALS Sports equipment, drawing paper, stationery

TEACHER'S ACTIVITIES

1. Tell Ls that after learning about the real Olympics they will take part in the Cheery Olympic Games. Help them to form 4 groups and explain to them that they are going to make up some physical tasks for each other. Provide some sports equipment for each group and ask them to make up an activity for teams to perform using the given equipment. The activity shouldn't last longer than 2 minutes.

See some ideas above.

2. Monitor the activity and help if necessary.

LEARNERS' ACTIVITIES

1. Learners form groups and choose a set of equipment provided by their teacher.

2. Groups work on their task. They can build on the ideas given by their teacher or invent their own sports activities based on the given equipment.

They write down the instructions.

E.g. Play the game in groups of 4. Put the basket on the floor 3 metres away from the players. Try to hit the shuttlecock into the basket with the badminton racket. Each player can try three times.

STAGE 4	End of lesson activity – What have you planned?
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Informal discussion Sharing ideas and opinion Evaluating work done so far
ORGANISATION	Groups as in 3. AB
AIDS AND MATERIALS	Activities planned by groups

TEACHER'S ACTIVITIES

1. Ask learners to present what they have prepared. Monitor the activity and ask other learners to give feedback.

LEARNERS' ACTIVITIES

1. Groups exchange their written or drawn instructions. They try to follow and understand them.
Learners are encouraged to identify good points in each activity. They discuss how they could be improved. They can do this in their mother tongue.

STAGE 5	Suggested extra activity beyond the frames of the lesson – Improving plans
TIME	60 mins
SKILLS AND COMPETENCIES IN FOCUS	Co-operation Discussion
ORGANISATION	Groups as in 3.AB and 4
AIDS AND MATERIALS	Sports equipment, activities planned by groups

TEACHER'S ACTIVITIES

1. Consult PE teachers about the sports activities. Help groups find a place where they can work after lessons. Encourage them to try out the activities invented by them but make sure learners do NOT use the gym and the equipment without the presence of an adult.

LEARNERS' ACTIVITIES

1. Learners invent a name for their team.
They try to improve the plan of sports activities they prepared.
They prepare the equipment for the Cheery Olympics with the help of the teachers of English and PE.
They prepare a chart for scoring.

LESSON 5: WE ARE THE CHAMPIONS!

Aims of the lesson:

- to develop presentation skills
- to follow instructions (visual, verbal) and react physically
- to encourage co-operation
- to evaluate performance using different techniques (chart, discussion, self-evaluation)

Materials and resources:

sports equipment needed to carry out the prepared activities, 5.3 Achievement record – Ancient Greece

Before the lesson: You should make sure your class may use the gym or some of the sports fields in the school.

STAGE 1	Warm-up – Getting ready
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying objects
ORGANISATION	Groups as in 4.3
AIDS AND MATERIALS	Sports equipment needed to carry out the prepared activities

TEACHER'S ACTIVITIES

1. Ask groups to present the equipment needed for the activities.

LEARNERS' ACTIVITIES

1. One group member shows the objects one by one, while the members of the other group name them.

STAGE 2	Project work – Cheery Olympic Games
TIME	25 mins
SKILLS AND COMPETENCIES IN FOCUS	Giving and following instructions Responding to instructions physically Keeping the rules while playing sports games in groups
ORGANISATION	Groups as in 4.3
AIDS AND MATERIALS	Sports equipment, instructions prepared by learners, whistle, stopwatch, chart for scoring

TEACHER'S ACTIVITIES

1. Open the Cheery Olympics in a semi-official way.
Ask Group 1 to present their sports activity and explain the rules with the help of the sports equipment and the pictures drawn by them in the previous lesson or read out the written instructions.
Then ask a member from Group 1 to be the referee and start the game.
2. During the Games act as organizer and facilitator. Mark the scores given by the referee in a chart.
E.g.

Activities	Scores			
	Group 1	Group 2	Group 3	Group 4
Funny Running	Referee	6 balls	8 balls	8 balls
Moody shooting	3 shuttlecocks in basket	Referee	9 shuttlec. in basket	6 shuttlec. in basket

3. Ask each group one after the other to introduce their activity and act in the way described above.

NOTE: Depending on the number of the children they may decide how many of them will take part in each activity.

LEARNERS' ACTIVITIES

1. With the help of the equipment and the pictures drawn by them in the previous lesson or the prepared written instructions, members of Group 1 explain how to do the sports activity they have made up.
Members of other groups listen carefully because they will soon act as players of the game.
2. The referee starts the race or game with the help of a whistle and during the race or game he/she watches the players and gives scores.

3. When the first activity is over, Group 2 explains their task while Groups 1, 3 and 4 act as players. They go through the task as described above.
Then it is Group 3 and Group 4's turn to act as referees while the others are players.

STAGE 3	Evaluation of the project
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Evaluating self and peer performance
ORGANISATION	Individuals
AIDS AND MATERIALS	5.3 Achievement record – Ancient Greece

TEACHER'S ACTIVITIES

1. Show the chart of scores to the players. Initiate a discussion about Cheery Olympics and evaluate the events taken place during the last two lessons. Encourage learners to consider what they have learnt during the project and asked them to fill in the self-evaluation form. They can make some comments in their mother tongue as well.

LEARNERS' ACTIVITIES

Learners think back to the tasks they carried out during the project and evaluate what they have acquired.

INDIVIDUAL LANGUAGE RECORDS	☹	☺	😊
I can name 5 sports played in Ancient Greece.			
I can name 10 sports played nowadays.			
I can identify equipment needed while playing my favourite sport.			
I can follow instructions while playing a game in groups.			
I can cooperate with my group mates in order to carry out a task.			

STAGE 4	End of lesson activity – The most exciting moments
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Recalling nice memories Sharing experiences
ORGANISATION	Whole class
AIDS AND MATERIALS	None

TEACHER'S ACTIVITIES

1. Ask learners to remember the most exciting moment of the project and share their experience with the others. Learners might want to switch to their mother language at this phase. Accept learners' sharing experience in the mother tongue, but respond to them in English.

LEARNERS' ACTIVITIES

1. Learners tell what they liked about the project.
E.g. I think the Games were very exciting.
I enjoyed making up the odd-one out exercise.
I enjoyed working in groups.