

2012 Olympic Games

to be held in

London England

(and other places in England)

Have you got your tickets for the London Olympics?

Whether you will be a spectator in one of the great venues - or an athlete achieving a personal best - or just glued to the telly like us, here are some good materials to get you and your students warmed up for the action.

Olympic Games is taken from “Activating Vocabulary Book C”, and *Athlete* is one of the illustrated 'news' topics from “Picture Stories Please”. (Both are photocopiable resources from *Brain Friendly Publications*).

Good luck with the running, jumping, riding, sailing, swimming, diving, lifting, balancing, throwing....OK how many more can you think of?

Go for Gold!

Mark Fletcher and Richard Munns

December 2011



The Olympic Games are held every four years.

To take part in the Games to represent your country a personal best (pb)
 break the record set a new record to get through the heats / semi-finals
 to get to the final to win a medal

A **WORD CHECK**
Identify these 19 sports:

boxing ...

cycling ...

judo ...

throwing the javelin ...

speed skating ...

tennis ...

water polo ...

rowing ...

archery ...

basket ball ...

synchronised swimming ...

sailing ...

parallel bars ...

weight lifting ...

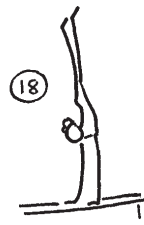
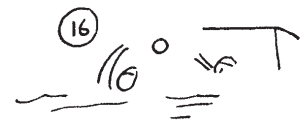
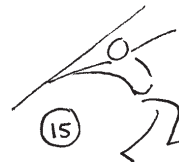
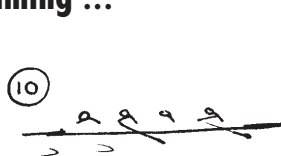
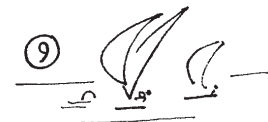
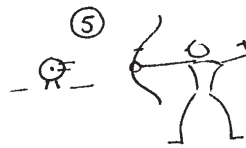
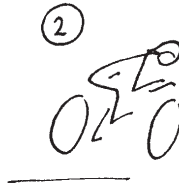
volleyball ...

football ...

cross country riding ...

Which 2 are not listed?

-
-



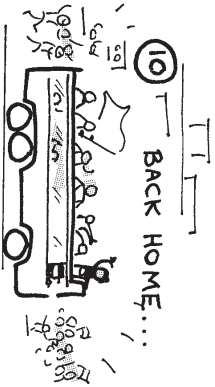
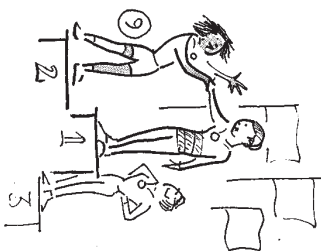
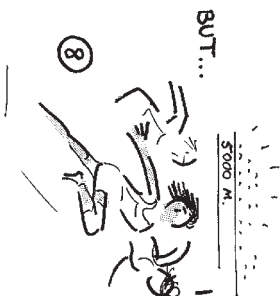
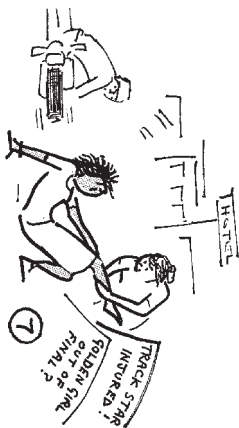
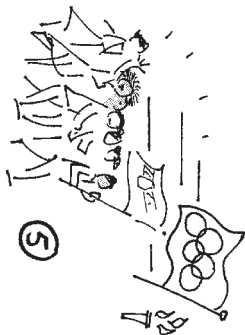
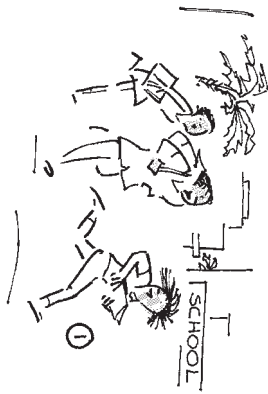
B You are the Policy Committee of the Olympic Council.

The Olympic Games are too big and too expensive. Your task is to reduce the programme. Decide which **five** events should be **omitted** from the list of nineteen above, and why!

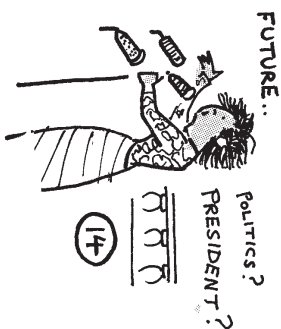
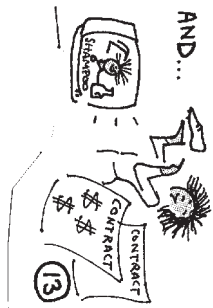
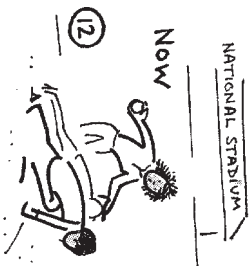
PICTURE STORIES PLEASE

TRACKSTAR - 10A

Mega Wati is a bright star in the world of athletics. What does the future hold for her...?



WHAT IS THE MISSING PICTURE?



PICTURE STORIES PLEASE

1. Vocabulary
 - 1 to race
 - 3 to train
 - 5 a member of the team
 - 6 to be hit
an accident
 - 7 to be injured
to be in pain
 - 10 a welcome
a reception
 - 12 to coach, a coach
 - 13 to be in advertisements
to model
 - 14 to have an ambition
to be ambitious

Did you guess the missing picture?



3. Tell the story in your own words.
4. Listen to the story text.
Write down 3 useful phases.
5. Interviews. Prepare a short conversation between an interviewer and
 - a) the motorcyclist
 - b) Mega Wati
6. To talk about
 - a) Can you think of five very positive things about sport? – and five negative things?
 - b) The Olympic Games is too 'nationalistic'. It would be better without 'National Anthems' at Medal ceremonies.

7. Listening to the interviews
 - a) What caused the accident?
How does the motorcyclist feel about it?
 - b) How does Mega Wati feel about the accident?
What are her political interests?

BRAIN-friendly tip:
*How are the two
people dressed?
What sound effects
can you use?*



8. Activity — Olympic planners
Work in small groups. Each of the groups is the **Olympics Committee**. It has been decided to reduce by 4 the number of events in the Olympics. Each group must choose which 4 of the following to **omit** from the next Olympics – and give reasons.
Archery; boxing; cycling; equestrian (dressage); football; rowing; pistol shooting; synchronised swimming; water polo; yachting.
(Think about tradition, expense, popularity, professionalism etc.). Compare your choices.

PICTURE STORIES PLEASE

Story 1

Mega Wati and her friends ran to school every day. She was always the fastest runner. In 1994 she became Junior Athletics Champion. She trained six hours every day and in 1996 she was a member of the Olympic team. Before the race there was a bad accident. A motorcycle hit her and hurt her leg. She ran the 5000 m. with her bad leg. She was in a lot of pain but came second and got the Silver Medal! When she arrived home there was a big reception. She met the President. Now she is a coach at the National Athletics Stadium, and she makes a lot of money from advertising. She likes being a well known public figure. Perhaps in the future she will be a politician – and even President!



Story 2

Mega Wati used to race her friends to and from school every day, and when she was fifteen years old she became National Junior Athletics Champion. She trained very hard and was thrilled to gain a place in the team for the Olympics. Then, the day before her race, she had a bad accident. She was hit by a motorcyclist and injured her leg. Most people thought that she would not be able to run, but despite the pain she ran in the 5000 m. In a close finish she won the Silver Medal. She received a tremendous welcome when she returned home. Cheering crowds lined the streets and the President gave a grand reception in her honour. Now she is a coach at the National Stadium, but she is also a very popular public figure and makes a lot of money from appearing in advertisements. Mega Wati is very ambitious and is thinking of becoming a politician. Perhaps one day she will even be President of her country.

Interviews

a) With the motorcyclist.

Interviewer: You have seriously injured one of the young stars of the Olympics. How did the accident happen?

Motorcyclist: I was riding through the city centre – quite slowly – when a group of partygoers came out of a hotel. This girl stepped off the pavement without looking. I couldn't avoid her. I'm very sorry about her leg – but there's a lot of damage to my motorbike too. Who's going to pay for that?

Interviewer: Have you seen Mega Wati since the accident?

Motorcyclist: No. I tried to visit her at the Athletes' Village – but the security people wouldn't let me in. I have sent her some flowers though – and an invitation to dinner – and I hope she does well in the race.

b) With Mega Wati

Interviewer: The accident on the day before the race attracted world wide publicity. Do you think you could have won Gold if you hadn't been injured?

Mega Wati: Certainly. And I'm going to prove that at the next Games.

Interviewer: It's said that you are on the way to becoming a millionaire through all the advertising you do. Is that true?

Mega Wati: You'd have to talk to my agent about that – but obviously I'm doing a lot of TV work at present.

Interviewer: Now that you are so famous, do you have any other long term ambitions? For instance, can you comment on reports that you are going to form a political opposition party?

Mega Wati: I have very clear views on a number of things – human rights issues for instance, and the position of women in this country. It's early days yet to talk about politics, but I don't think athletics will be my only career...

Activating Vocabulary - C

Welcome to this very flexible series of teaching resources.

The activities are simple to use and self-explanatory but a few tips may be useful to maximise the benefit to students. There are three books in the series. As you would expect the vocabulary in Book 3 is more challenging than that in the earlier books, but the types of learning activities are the same.

Each student should be given their own photocopy of the work sheet.

Introducing the topic It's a good idea to provide a context by briefly using photographs / magazines or other realia to stimulate interest and curiosity. Tell a little story which drops in some of the vocabulary the student will meet in the unit.

1. Word Check The majority of units have a Word Check as their major ingredient.

This is a straightforward 'match the word to the picture activity' best played by giving small groups of students time to brainstorm what they already know and to guess the remainder. The guessing process is more rewarding than immediately looking up unknowns in the dictionary !

Play the 'Question and Answer game' between the groups. 'Bettina...Please can you tell me number 9'

'Certainly Mark...It's a fire engine'.

'Anton. What can you see in picture 7 please?'

'I'm afraid I don't know what it is', Bettina, 'but perhaps my friend Marie can help me?'

Encourage the students to write on the worksheet and to keep it safe for future reference.

Picture Stories Please

Picture Stories Please topics link easily to News events – some serious e.g. (Earthquake, Tanker), some light hearted e.g. (Honeymoon, UFO) some informative e.g. (The most expensive hole?). All of the stories are interesting in themselves and stimulate discussion. The activation material gives plentiful language input and opportunity for controlled practice.

The picture stories are 'open-plan' to encourage students to see the stories as a whole and not just a series of boxes, and each one has a 'missing picture' to encourage speculation and learner contribution.

Suggested approach

- i) The material is ideal for pair or 'small group' work. **Photocopy** sides A B and C of the chosen story.
- ii) Do some **context setting** to introduce the subject. If you've chosen the 'Athlete' story because of a current sporting event, for example, this will be very easy.
- iii) Students go through the pictures in groups, working together to **build up the story** by pooling their knowledge. Each group decides (and draws) their idea of the '**missing picture**'.
- iv) With the side B page, check comprehension of the given **vocabulary** – and compare the students' version of the 'missing picture' with the actual.
- v) The 'Questions' section provides one opportunity to recycle the new vocabulary. '**Tell the story**' provides another, and can be an oral or written exercise.
- vi) By now the students will be reasonably familiar with their own version of the story. Next they can **listen** to the master version on the cassette (or read by the teacher) firstly in very simple language, then told again at a good Intermediate/Advanced level. Because of the preparation they have done they will be able to **understand** this much more demanding version – and the scripts are available (side C) for further support. As the students listen they should **pick out** three interesting phrases which can be incorporated into their existing version and used in the 'Interviews' to come.
- vii) '**Interviews**' is a communicative exercise which transforms narrative into dialogue. Allow a reasonable time (5-10 minutes) for students to prepare their conversations, then listen to several of them. Encourage the students to use the 'Brain-friendly' tip and **visualise and dramatise** their interviews.
- viii) All the topics raise issues "to talk about" either as a class **discussion** or in groups.
- ix) Listen to the **cassette interviews**. These either add information or throw a different light on the story. The questions target this aspect. The text of the interviews is also given on Side C.
- x) The '**Activity**' is a freer development emerging from the topic. Most are team tasks which will involve some brainstorming and the production of a list of ideas/a picture/an advertisement etc. for comparison with other groups.

Of course, this procedure is only one approach to the material (students could, for example, listen to the cassette versions first). Look through what is offered on Page B of each story and plan your own 'menu'.