

Level  
3

# Penguin Young Readers Factsheets

## Famous Sports

Teacher's Notes

### Summary of the story

This book covers seven popular sports, soccer, basketball, baseball, tennis, golf, swimming and diving with sections on the links between sport and the media and the Olympic Games.

### Background to the Reader

'Famous Sports' aims to give background information on popular sports throughout the world. Soccer is the most popular sport in the world, both from numbers of spectators and players. Basketball and baseball are American favorite sports. Tennis and golf are very old sports which today millions of people enjoy. Cameron Fox is an experienced teacher of English.



### Topics and themes

**Body** All sportsmen and women use their bodies to help them do well in their chosen sport. Link this to a revision of body and movement vocabulary. Are different body shapes better for different sports? Expand to discuss diets (do different sports demand different foods), mental training. Disabled athletes compete in the Paralympics every four years. Have pupils seen or read about any of these events?

**Clothes** When playing sports we often wear special clothes. Explore the possible reasons for this with pupils: Ease of movement/protection of parts of the body/quick recognition of other team members.

**Film/TV/Media** More and more people around the world can follow sport on their radio or TV. Is this good for sport? Does it affect different sports differently? What happens to sports not covered on TV or radio? More and more money is paid by TV channels for popular sports events. Do the pupils think this is good or bad?

**Health** People often say playing sports helps you stay healthy. Do pupils agree? Can some sports be unhealthy, e.g. by causing injury. Should sports in schools be compulsory - for all ages and all sports - or are some better than others?

**Hobbies** Many people play sports in their spare time. Do pupils play any sport with their friends after school? Are some sports more suitable as hobbies than others? Are some sports better for younger or older people?

**Monsters** The monster of the story is not really a monster but a boy who appears to be a monster from the perspective of the two mice.

**Jobs** What are the advantages and disadvantages of sport as a job? Money, good or poor/ Often very short career/fame. Can pupils think of other jobs in sport that do not need playing e.g. Teaching/ coaching/ running sports centers/ maintaining fields, courts and courses? How many pupils would choose a job in sport?

### Making use of the Reader

**Player Profiles** Some of this could be done as homework. Each pupil could produce a short description of their chosen player (a profile). First, with the whole class, go through some of the pages in the book about the players' lives e.g. Michael Jordan, pages.10-11, Martina Hingis, p. 17, Wilma Rudolph, p.24-25. What information is given (when they were born/ when they started and stopped playing/ what medals did they win/ what did their parents do or think about their sport)? Can pupils think of other questions they would like to have answered about their player? Then, on their own, each pupil should write what they can find out about

their choice, using books, magazines, asking their parents or friends, surfing the internet. Can they find any pictures? They could use the time line idea to show some important events. Display the profiles.

**Design sports kit** Pupils could draw and label a set of sports clothes. Let them choose the sport. They could write a sentence at the bottom explaining their design.

**Dramatization** Sports Story. Let the pupils pick out a scene from the book (it could be an exciting match or a player's life story). The pupils should write the dialogue and then act it out. Match scenes would need a commentator, players, referees and spectators. Record the scene.



Using the accompanying audio cassette

**Listening for specific information** When the pupils have read the book or heard the cassette once, brainstorm the names of competitions, teams and players (Some teams in the book have country names). Divide the pupils into three groups, one for each set of words. Now play the cassette again. Pupils should put up their hands when they hear a word or phrase in their set.

Chants

Chants help pupils become familiar with the sounds and rhythm of English in a fun and meaningful way. The language in each chant recycles language from the Reader, so it is best to do activities with the chants after pupils have read the book.

Suggested procedure

- pupils listen to the chant on cassette one or two times, clapping their hands or tapping their desks in time with the rhythm

- pupils then say the chant, verse by verse, together with the cassette, beating the rhythm as they speak, until they are familiar with the words and the rhythm
- you can then split the class into 2 or 3 groups and each group can say one verse of the chant in turn.

Notes on the activities in the Factsheet

**Activity 1** The pupils look at the descriptions and match them to the balls.

**Activity 2** This is a survey. In groups of four, pupils should draw their face in the first circle on their survey for, and then the faces of the other three in the group. Each pupil should then fill in the form by asking the other three in the group what their favorite sports are in descending order of preference. Information from all the surveys could be collected on the board to find out the class preferences. The same form can be used to work on a wide range of other sports topics, e.g. What sport do you play most/watch most/makes you healthiest/has players who cheat, depending on the theme you wish to expand. The pupils could suggest the questions they consider most important in sport.

**Activity 3** Pupils search the book to find the right dates and then put them on a time line. This could be extended to include all the dates given in the book. For the third part of the activity, you may want to revise ordinal numbers with the whole class first.

**Activity 4** Teachers may wish to play this once with the whole class to elicit outdoor and golf course vocabulary and check knowledge of prepositions. Depending on the pupils you may wish to add specialist golf terms, rough, bunker,

fairway, or stay with grass, sand, long grass etc. Alternatively, pupils can label one copy of the picture before carrying out the activity. Pupils play in pairs. One pupil draws five golf balls on his outline picture. The other guesses where they are using whole phrases e.g. A ball is in the water, a ball is behind the tree. The first player only answers if whole sentences are used, saying Yes or No to indicate whether there was a ball in that position. The second pupil has five chances to find as many balls as possible. The pupils then change roles.

Answers to the activities

Before you read

1. Golf. 2. Tennis. 3. Soccer. 4. 6

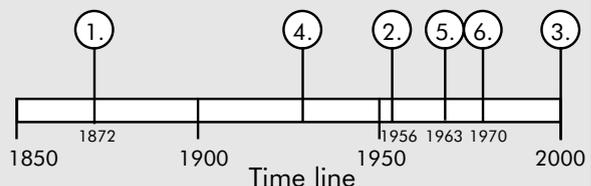
After you read

2. a False. b True. c False. d True e False. f False  
3. Put in Answer grid with countries in bold.

In the Factsheet

**Activity 1** Basketball(a), 5, 6, 9. Golf(b), 2, 7, 8. Soccer(c), 1, 3, 4.

**Activity 3** 1. 1872, first. 2. 1956, third. 3. 2000, sixth. 4. 1935, second. 5. 1963, fourth. 6. 1970, fifth.



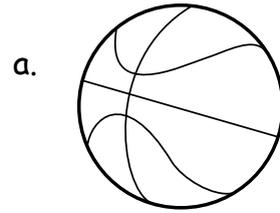
**Famous Sports**

Name.....

**Activity 1**

Which are these sports? Match the descriptions to the ball and put the sentence numbers in the right box.

- 1. There are eleven players a side.
- 2. Players use clubs.
- 3. Players kick the ball on a field.
- 4. Players score goals.
- 5. There are five players a side.
- 6. Players throw the ball on a court.
- 7. A famous competition in this sport is the Ryder Cup.
- 8. Players hit the ball into eighteen holes.
- 9. This sport started in 1891.



**Activity 2**

Favourite sports.

Names	Sport 1	Sport 2	Sport 3	Sport 4
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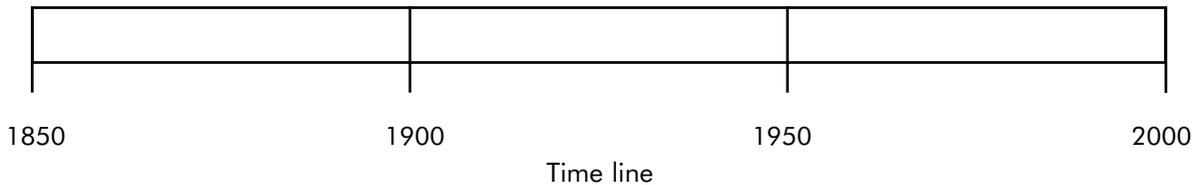
**Famous Sports**

Name.....

**Activity 3**

Look in the book and fill in the gaps with the right date. Now mark the dates in the right place on the time line. Decide which event happened first, which second, third, fourth, fifth and sixth, write the order in words in the boxes.

1. The first soccer match between countries was in \_ \_ \_ \_ .
2. Pelé went to play for Santos in \_ \_ \_ \_ .
3. The last Olympics took place in Sydney in \_ \_ \_ \_ .
4. Nighttime baseball started in \_ \_ \_ \_ .
5. Michael Jordan's year of birth was \_ \_ \_ \_ .
6. Brazil won the Soccer World Cup for the third time in \_ \_ \_ \_ .



**Activity 4**

Find the lost golf balls!  
Draw five golf balls in the picture. Ask a friend to guess where the balls are. He has five chances.

