

The Olympic Games



Name _____ Date _____

The History of the Olympic Games

The Olympic Games began more than 3,000 years ago in Greece.

The sports in these Games used the skills of soldiers. They included boxing, javelin throwing and marathon running.

The ancient Olympic Games went on for nearly 1,200 years. The Roman Emperor stopped them. He thought the Games went against his religious beliefs.

The Modern Olympic Games

The aim of the modern Olympic Games is to bring peace to the world through sport.

The first modern Olympic Games were held in Greece in 1896.

14 countries took part. There were 43 events. Just over 200 men competed.

Winners received a silver medal, a certificate and a crown of olive leaves. Runners-up were given bronze medals and a crown of laurel. Those who finished third went home empty-handed.

The Olympic Games are held every four years. Countries round the world work hard to be chosen to hold the Games. In 2008, Beijing hosted the Games. In 2012 they will be held in London.

Adapted from information at
http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1253_olympics_2008/page2.shtml

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Questions

Answer these questions in complete sentences.

1. How long ago did the Olympic Games start?

2. Who stopped the Olympic Games?

3. Why were the Olympic Games stopped?

4. When and where were the first modern Olympic Games held?

5. If you came second in an event, would you get a certificate?

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6. What was the third prize?

7. Where were the last Olympic Games held?

8. Where will the 2012 Olympic Games be held?

Circle the correct answer.

9. Boxing was one of the events in the 1896 Olympic Games.

| True | False | Don't know |

10. 43 Countries took part in the 1896 Olympic Games.

| True | False | Don't know |

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Olympic Sports

Add the missing vowels to these Olympic sports.

1. sw _ mm _ ng

2. r _ nn _ ng

3. f _ _ tb _ ll

4. h _ gh j _ mp

5. l _ ng j _ mp

6. g _ mn _ st _ cs

7. d _ v _ ng

8. b _ sk _ tb _ ll

9. s _ _ l _ ng

10. sh _ _ t _ ng

11. b _ x _ ng

12. t _ bl _ t _ nn _ s

Now list the sports in alphabetical order.

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Curriculum links

Adult literacy curriculum links <http://www.excellencegateway.org.uk/sflcurriculum>

Covers many aspects of the adult literacy curriculum *including* those listed below. For related resources and further links visit the download page for this resource at www.skillsworkshop.org

Rt/E2.1 Trace and understand the main events of chronological and instructional texts.

Ws/E2.1 Construct simple and compound sentences.

Rw/E2.1 Recognise high-frequency words and words with common spelling patterns

Rw2.4 Use initial letter to find and sequence words in alphabetical order

Wt/E2.1 Use written words and phrases to record or present information.

Ww/E2.2 Use knowledge of sound symbol relationships & phonological patterns (e.g. consonant clusters, vowel phonemes) to help work out correct spellings, as appropriate for needs of learner

Functional English Criteria

Ofqual (2009), Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.

<http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria>

Ticks indicate the *main skills* covered in this resource, although these will vary with the student group and how the resource is used by the teacher.

Entry Level 2 Skill standards	Coverage and range statements <i>The coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts; however, relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.</i>
Speaking, listening and communication Participate in discussions / exchanges about familiar topics, making active contributions, with one or more people in familiar situations	<ul style="list-style-type: none"> • Identify the main points of short explanations and instructions <input type="checkbox"/> • Make appropriate contributions that are clearly understood <input type="checkbox"/> • Express simply feelings or opinions and understand those expressed by others <input type="checkbox"/> • Communicate information so that the meaning is clear <input type="checkbox"/> • Ask and respond to straightforward questions <input type="checkbox"/> • Follow the gist of discussions <input type="checkbox"/>
Reading Read and understand straightforward texts that explain, inform or recount information	<ul style="list-style-type: none"> • Understand the main events in chronological texts <input checked="" type="checkbox"/> • Read and understand simple instructions and directions <input checked="" type="checkbox"/> • Read and understand high frequency words and words with common spelling patterns <input checked="" type="checkbox"/> • Use knowledge of alphabetical order to locate information <input checked="" type="checkbox"/>
Writing Write short texts with some awareness of the intended audience	<ul style="list-style-type: none"> • Use written words and phrases to record and present information <input checked="" type="checkbox"/> • Construct compound sentences using common conjunctions <input type="checkbox"/> • Punctuate correctly, using upper and lower case, full stops and question marks <input type="checkbox"/> • Spell correctly all high frequency words and words with common spelling patterns <input checked="" type="checkbox"/>

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