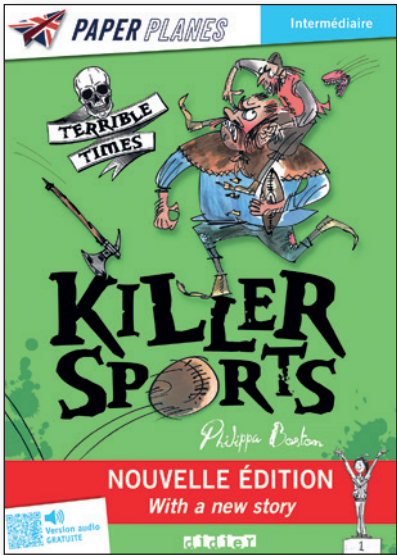


# Killer Sports

de Philippa Boston



**FICHES POUR L'ÉLÈVE**  
par Annie Coghlan



 Version audio : [www.paperplanes.fr](http://www.paperplanes.fr)

PART I - The Ferocious Facts! (p. 5-25)	.....Fiches 1 à 6
PART II - Story: The Greatest Gymnast (p. 26-48)	.....Fiches 7 à 14

## FICHE 1

Part I - p. 6-11

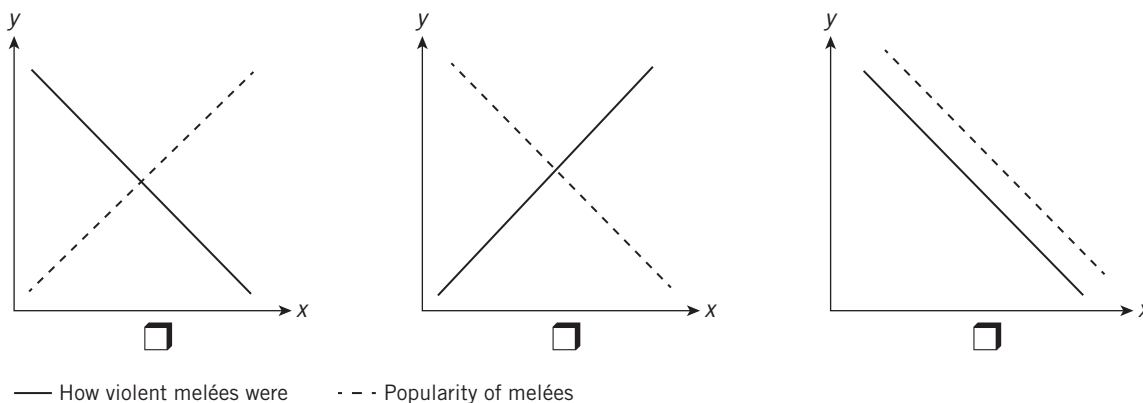
### I What do they get out of it?

Tick everything that an ancient and a modern athlete are likely to get from competing in the Olympics.

	Ancient athlete	Modern athlete
Injuries and possibly death	<input type="checkbox"/>	<input type="checkbox"/>
A bottle of olive oil	<input type="checkbox"/>	<input type="checkbox"/>
Brand sponsorship	<input type="checkbox"/>	<input type="checkbox"/>
Prize money from their country	<input type="checkbox"/>	<input type="checkbox"/>
Glory and honour	<input type="checkbox"/>	<input type="checkbox"/>
A gold medal	<input type="checkbox"/>	<input type="checkbox"/>
More followers on social media	<input type="checkbox"/>	<input type="checkbox"/>

## 2 What's the correlation?

a. Choose the graph that best describes the evolution of melées over the centuries:



b. Quote one sentence from page 9 to justify your choice:

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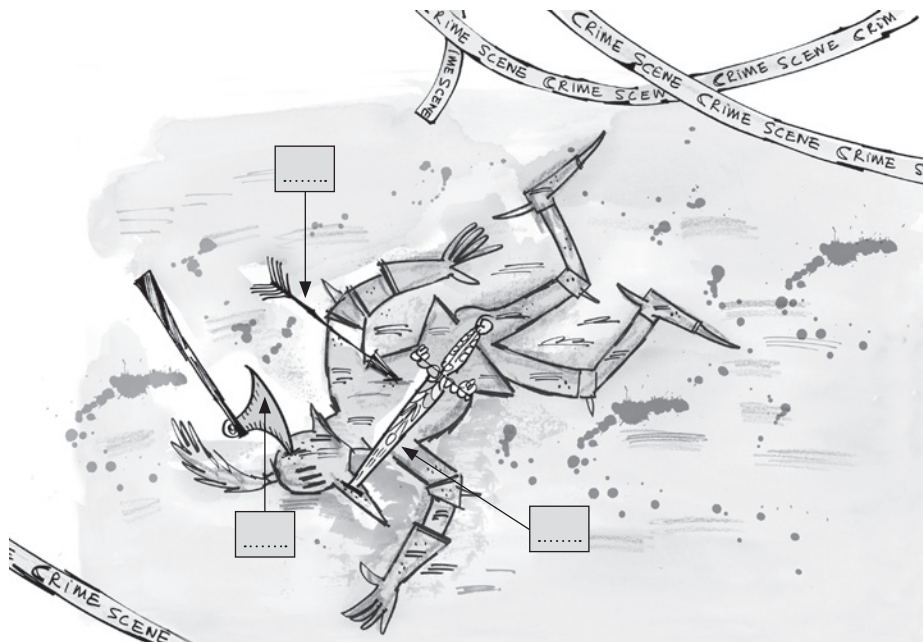
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## 3 What killed Sir Robert Morley?

Imagine you're investigating Sir Robert Morley's death.

a. Number the picture with the three possible causes of death:

- ① An axe blow to the head      ② An arrow in his chest      ③ A sword blow to his nose



b. Circle the final cause of death and add your conclusions to the autopsy report:

### Conclusions:

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### 1 How do you win?

Tick all the boxes that best explain how you could win a game of football in the past versus how you win at football today.

	Ye olde football	Modern football
Getting the ball back to your village		
Keeping the ball on the field		
Kicking the ball into the opponent's goal		
Kicking the ball into your own goal		
Scoring the most goals during the match		

### 2 Can I kick it? Yes, you can!

Based on the rules, highlight the parts of the body allowed to touch the football.

Ye olde footballe



Modern Football



### 3 Match of the Day

Imagine the football commentary of the match between Medieval and Modern Manchester.

- a. For each comment, tick whether the commentary is about a medieval or a modern player.  
Underline the parts that helped you decide.

Commentary	Medieval player	Modern player
And they're off! <b>Number 11</b> quickly took possession of the ball and he's kicking – or trying to kick – it down the field...		
And here comes the opposition... Ouch! <b>He's</b> just kicked Number 11 and not the ball... good tactic as he's now in possession and running off the pitch and through the street...		
<b>Number 7</b> has just intercepted the ball... But oh no! He's immediately lost control – not used to playing with a pig's bladder I imagine...		

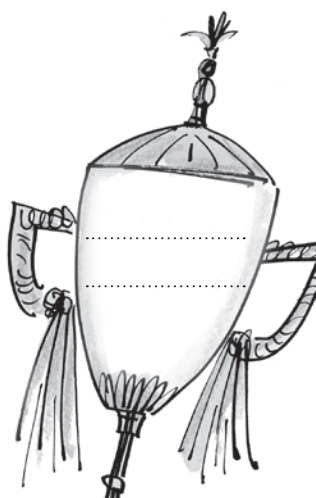
Commentary	Medieval player	Modern player
But <b>he</b> is off again after the bladder... I mean the ball... he's having a hard time though... he's not used to running on the street with those football boots on...		
Ohhh but here come <b>50 villagers</b> ... They've ran at Number 7 en masse, attacked him and now they're running off with the ball!		

- b.** Form a sports commentary duo with a friend. Perform the commentary, reading one line each in turn!

#### 4 And the winner is...

Who do you think would win the match between Medieval and Modern Manchester?

- a.** Add the name of the winning team to the cup.



- b.** Explain why (in English or in French).

.....

.....

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.....

- c.** Draw a picture of the winning team. Add a caption to explain what they are doing with the cup. The “Did you know?” section (p. 15) might help!

.....

Compare with a friend's drawing. Did you choose the same winning team?

### Fun Fact!

A few English towns still have an annual game of medieval “football” on Shrove Tuesday – also known as Pancake Day. The towns all seem to have one rule in common today which is “Don’t kill anyone”!



◀ Medieval-style football in Ashburne, England

## FIGHE 3 | Part I - p. 16-19

### 1 Definitions!

Read the descriptions below and find the terms in the text:

1. A period of rapid technological development in the 18<sup>th</sup> and 19<sup>th</sup> centuries marked by urbanisation, mechanisation and economic growth: .....
2. Educational establishments where students live on campus during term-time: .....
3. A social group that holds significant wealth, power and influence and is historically linked with the aristocracy: .....

### 2 Football or rugby?

In your opinion, which of these two sports is the closest to the mêlées in Medieval times?



Why? You can answer in English or in French.

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## 1 Rules, rules, rules!

"The British became sports mad, inventing the rules for almost every game we know today in the space of about thirty years".

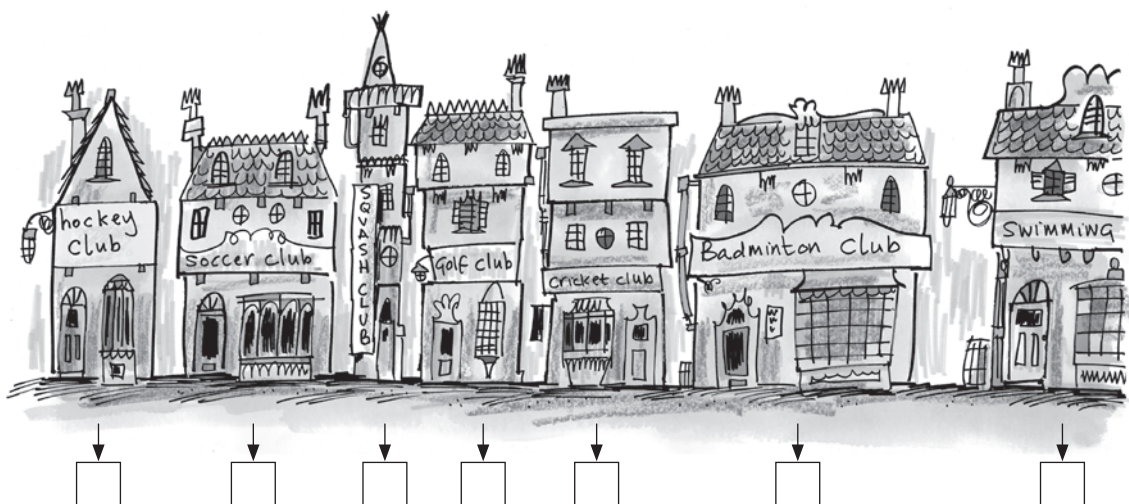
Tick the time period this refers to:

- ☐ 1830-1860  
☐ 1860-1890  
☐ 1890-1920

## 2 Join the club!

a. The new sports clubs are looking for members. Label each club in the illustration below with the number of the right advert.

1. If you love being in water, dive into our club!
2. If you're looking for a relaxing sport you can practise in beautiful landscapes, join us on the green!
3. Discover the exhilaration of rallies back and forth over the net. Bring a racquet and join us on the court!
4. Whether you like batting, bowling, catching or running, there is something for everyone. Join us for a nice long game this weekend!
5. If you're looking for a fast-paced stick and ball team sport, come and meet us on the field!
6. Bring a racquet and discover the thrill and speed of the ball bouncing off the walls. Come and join us on the court!
7. Join us to play the oldest team sport in the world! All we need is a ball and a goal. Come and play the beautiful game!



b. Which club would *you* join? Explain why in English or in French.

.....

.....

## 1 The ban

- How many years were women playing football for before the ban? .....
- How many years was women's football banned for? .....
- Why do you think it was banned? You can answer in English or in French.

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## 2 Sports lingo!

Match the terms below with the right definitions. Collect a medal for each one you find!

*ticket - match - spectator - league - team - stadium - record-breaking - ban*

1. A person who watches an event: .....



2. Surpassing a record: .....



3. A contest in which teams compete against each other in a sport: .....



4. A group of players forming one side in a competitive sport: .....



5. A document which shows someone has paid for an event, activity or journey: .....



6. A group of sports clubs which play against each other over a period of time for a championship:



7. To officially prohibit something: .....



8. A sports ground with lots of seats for viewers: .....



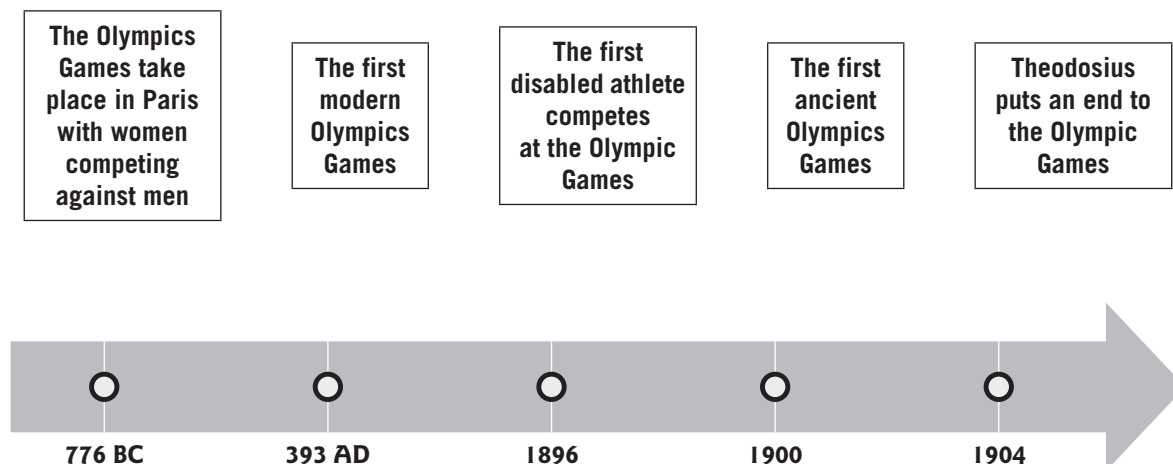
How many medals did you get? .....





## 1 The Olympics through the ages

Draw an arrow from each event to the timeline:



## 2 Women in the Olympics

Circle the correct option to explain the role of **women** at each stage of the Olympics.

<b>The Ancient Olympic Games</b>	→	Women <i>were</i> / <i>weren't able</i> to compete.
<b>1900 Olympics</b>	→	Women <i>could</i> / <i>couldn't</i> compete. They were able to compete against <i>other women only</i> / <i>both men and women</i> .
<b>The Olympics today</b>	→	Women can compete against <i>men</i> / <i>other women</i> / <i>both men and women</i> .

## 3 Athletes with disabilities

Now use the text and your own knowledge to compare the situation for **disabled athletes**.

Tick the two sentences which best describe the situation.

<b>The Olympics in 1904</b>	→	<input type="checkbox"/> Disabled athletes were not allowed to compete.
		<input type="checkbox"/> Disabled athletes were able to compete.
		<input type="checkbox"/> Disabled athletes were able to compete in the Paralympic Games.
<b>The Olympics today</b>	→	<input type="checkbox"/> Disabled athletes can only compete in the Olympic Games.
		<input type="checkbox"/> Disabled athletes can compete in both the Olympics and the Paralympics.



**Anticipate!**

Look at the cover (p. 27) and read the introduction (p. 26).

What can you imagine about the story and the “greatest gymnast” at this stage?

.....

.....

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.....

Read on to find out!

**Team photo!**

a. Look at this picture from the narrator’s scrapbook. Add a caption to it using the information in chapter 1.



b. Draw an arrow to the narrator of the story and label it “me”. How do you know it’s her?

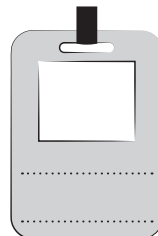
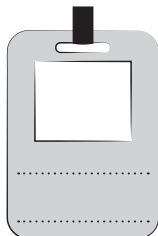
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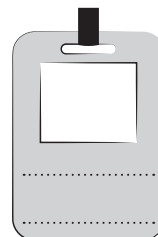
**1 Official passes!**

Imagine you're working at the Olympic Village. There are thousands of people, all with different roles.

a. Three roles are mentioned in the chapter. Prepare some security badges for them.

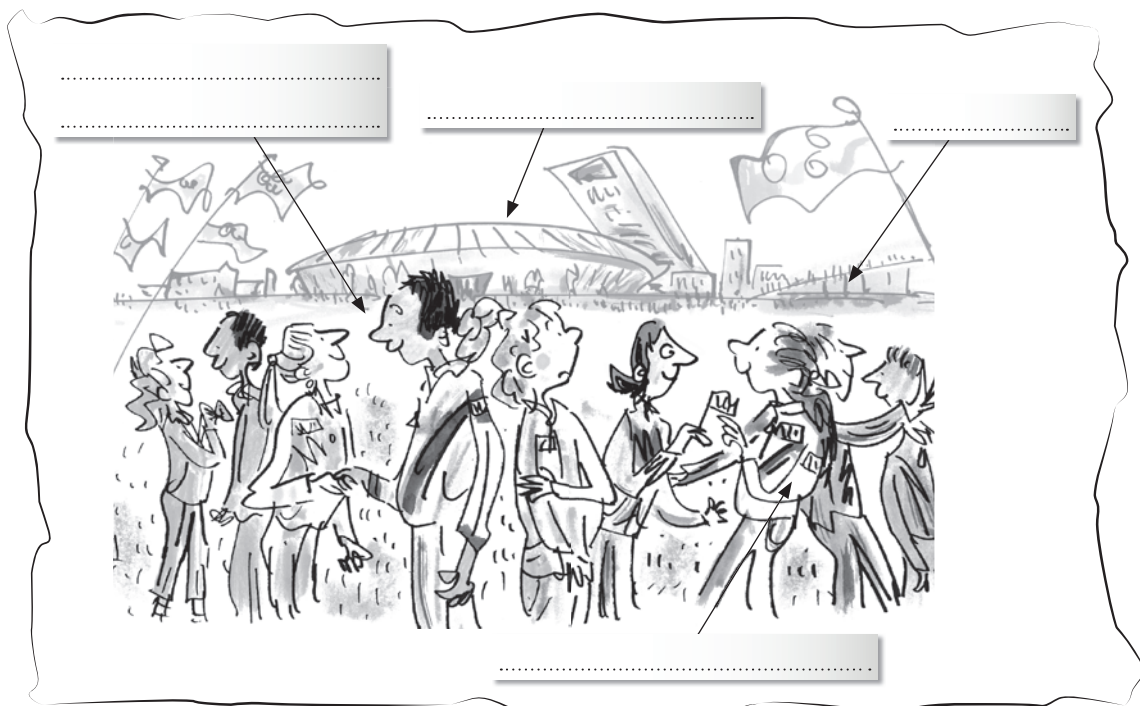


b. Now think of what *you* would like to do at the Olympics and make a badge for yourself!



**2 Inside the Olympic Village!**

a. Label another picture from the narrator's scrapbook below and add a caption.



b. Circle the adjectives that best describe how Carly is feeling in the picture.

*excited - lost - nervous - confident - worried - relieved - comfortable*

c. Why is she feeling that way?

.....

.....

.....

### 1 Who's who?

Give as much information as you can about each of the girls so far. You can add to it as you find out more later.



Name: .....

Name: .....

Age: .....

Age: .....

Nationality: .....

Nationality: .....

Sport: .....

Sport: .....

Olympic performance:

Olympic performance:

.....  
.....  
.....


.....  
.....  
.....



### 2 Drama club!

**In pairs**

**a. Create a mini storyboard of the moment the girls meet.**

 <i>Carly is lost in a sea of strangers.</i>	<p>.....</p> <p>.....</p>
<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>

**b. Then act it out! How does your scene compare with the other groups?**

**Well they seem nice!**

a. Circle the adjectives that best describe the narrator's new friend's security officer.

*sociable - austere - friendly - intimidating*

What makes you think so? Give some examples from the text.

.....

.....

.....

b. Circle the adjectives that best describe the narrator's coach.

*funny - angry - impatient - friendly - supportive - bossy*

How do you know? Give some examples from the text.

.....

.....

.....

**A bit of competition!**

Find the terms to match these definitions.

Collect a medal for every one you find!

Choose your level:

Level 2: Find the terms in chapters 5 and 6.

Level 1: Choose the terms from the list in the box below.

1. An event or contest in which people take part to win something: .....
2. A person who takes part in a sports contest: .....
3. Participating in a contest: .....
4. A person who is victorious in a contest: .....
5. A person who is competing against another for the same goal: .....
6. A person who decides on the results of a competition: .....
7. To be eliminated or ineligible for a contest: .....

How many medals did you get?  .....

competing  
judge  
disqualified  
competition  
rival  
competitor  
winner

### 1 Head, shoulders, knees and toes

Add the labels to Nadia's picture.

wrist

foot

feet

ankle

eye

head

hand

shoulder



### 2 Carly's state of mind

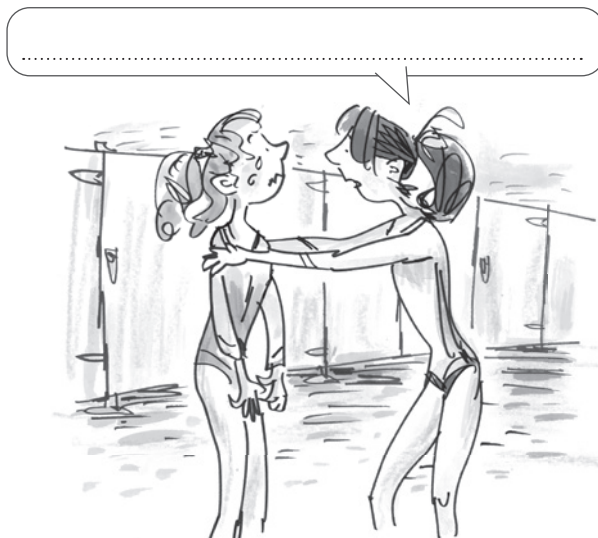
Tick the sentence which best sums up the narrator's feelings at this stage of the story.

- ☐ She hopes that her ankle will get better so she has a chance of winning.
- ☐ She is devastated that she won't be able to win because of her ankle.
- ☐ She recognises she can't win but still really wants to take part.

### 3 Talking without words!

Carly and Nadia manage to communicate without speaking the same language.

a. Imagine what Nadia is really saying.



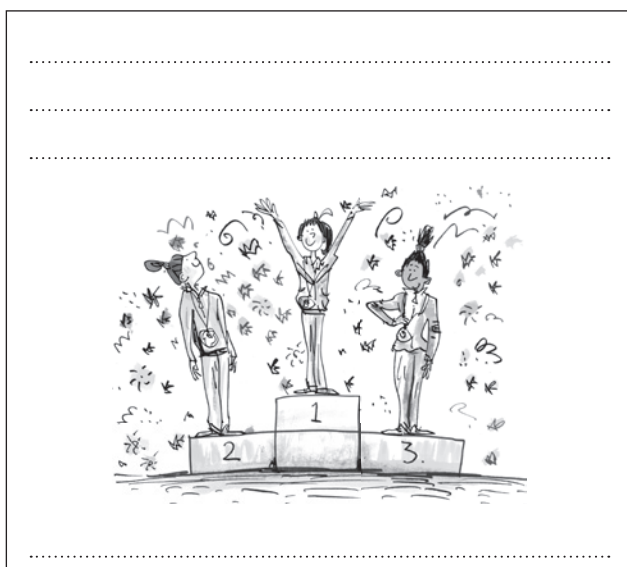
b. What advice would *you* give?

.....

## FIGHE 14 | Part II - Chapter 9 - p. 46-47

### Read all about it!

Imagine a newspaper article about Nadia's Olympic performance. Write the headline, subtitle and photo caption for it.



#### To go further!



You can watch Nadia's 1976 Olympic performance online!