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UNIT 1

A question of sport

| Topic | Sports and hobbies |
|--------------------------|--|
| Grammar | Present simple; <i>to be</i> ; frequency adverbs |
| Functions and vocabulary | Definitions and explanations with <i>a kind of</i> + <i>-ing</i> /noun; expressing attitude; sports, sports equipment |
| Pronunciation | /aɪ/ as in <i>like</i> ; /iː/ as in <i>steep</i> ; /ɪ/ as in <i>big</i> |
| PET Skills | Listening for detailed understanding (Listening Part 1); talking about personal interests (Speaking Part 1); talking about things you don't know the name of (Speaking Part 3); guessing unknown words |
| Revision | <i>there is/are</i> ; present simple; the alphabet; <i>like</i> + <i>-ing</i> ; spelling aloud (Speaking Part 1) |
| Exam folder | Reading Part 1; Speaking Part 1 |

Point out that the names of sports are not preceded by *the* in English.

You could also use this exercise as an opportunity to check how well students know the alphabet in English. Correct major errors and draw their attention to the importance of the alphabet – it is a life skill and is tested in Speaking Part 1 and sometimes in Listening Part 3.

Answers

b 1 cycling **c** 14 basketball **d** 6 football
e 15 gymnastics **f** 4 hockey **g** 12 horse riding
h 11 rugby **i** 2 sailing **j** 7 surfing **k** 5 table tennis
l 13 tennis **m** 9 volleyball **n** 8 windsurfing
o 10 skiing

2 *like* + *-ing*

Invite students to give their opinions, using *like* + *-ing*. Elicit/supply the names of sports or other activities they like doing.

Point out that we usually use *play* for ball games (*basketball, football, hockey, rugby, table tennis, tennis, volleyball* – *I like playing basketball*), but we use *do* for sports which are individual skills (*athletics, gymnastics* – *I like doing athletics*). For sports whose names end in *-ing*, (*cycling, horse riding, sailing, surfing, windsurfing*), we can say *I like cycling*. We often use *go* with these sports, which involve travelling from one point to another, e.g. *I like going horse riding*.

3 *Vocabulary*

Ask students to work in pairs.

If students do not have English–English dictionaries, recommend that they get them if possible. Where dictionaries are not available, offer definitions yourself when necessary as they do this exercise.

Go through the exercise by saying each word in turn as you write it on the board and asking students to supply the names of the sport(s).

Suggested answers

bat – table tennis **bike** – cycling **board** – surfing, windsurfing **boat** – sailing **helmet** – cycling (Note: students may suggest horse riding. If they do, tell them that the term for this is *hard hat*, not *helmet*.) **net** – football (part of goal), hockey, table tennis, tennis, volleyball **racket** – tennis **sail** – sailing, windsurfing **skis** – skiing **stick** – hockey (Note: not skiing – the word is *pole*.)

Preparation

1.1 Exercise 4 If you prefer not to draw on the board in class, draw a blank vocabulary tree on an OHT or large piece of paper to demonstrate with.

1.6 Exercise 1 Plan which sport or hobby you will use when demonstrating the activity.

SB pages 10–13

INTRODUCTION

1.1

PET Speaking Part 1

1 *Names of sports*

Ask students to look at pictures 1–15.

Invite them to identify some of the sports pictured.

Check that they understand what an anagram is, using the example. Ask them to do the others as quickly as they can and match them to the pictures. When several students have finished, stop the exercise and ask students to take turns to come up and write the answers on the board. Ask students to say the words aloud when they have written them on the board and make sure their pronunciation is correct.

4 Vocabulary tree

See Preparation.

If students have not met vocabulary trees before, point out how the words are grouped on the example and explain that this can help you to remember words because you can make a picture of the tree in your head and visualise the words in position.

Using the board, an OHT or a large piece of paper, demonstrate filling in a blank tree with the class. Then ask them to work out their own tree for a sport or hobby they are interested in, so that they have a record of important words that they need to talk about it. This could be homework, if time is short.

Alternatively, students could work in small groups producing shared trees to display round the class. Draw attention to the Vocabulary spot.

LISTENING

1.2

1 Guessing unknown words

Can students guess which sport is which in the photographs? Check the answers round the class.

Answers

- a snowfering b street hockey
c karting d mountainboarding

Ask students how they guessed. They should come up with the linguistic clues contained in the names of the sports. Point out that it is often possible to guess the meaning of words and phrases even without pictures to help because there can be words you already recognise within them.

2 Listening for gist

👂 Ask students to look at the photographs in 1.2 Exercise 1 and explain that they have to match what they hear to the photographs. Tell them not to worry if they do not understand every word, but just to try and match the speakers and photographs.

Play the four initial statements and check the answers. Discuss what helped them. (See the underlined words for suggestions.) ◀ If they found it difficult, play the recording again, stopping as necessary.

Answers

- a 4 b 2 c 3 d 1

Recording script

- 1 We use a very strong board, it's like a skateboard with big wheels and we do it on a steep hill or mountain.
- 2 We wear our rollerblades. Er, they're like skates with four little wheels in a straight line.
- 3 You can go up to 45 kph indoors so you wear a helmet, but it's not very dangerous – really!
- 4 The weather's very cold and windy in Canada in winter and there's always ice and snow on the lakes and fields.

3

PET Listening Part 1

Listening for detail – factual information

👂 Tell students they are going to hear some more from the same speakers.

Ask them to read through the questions and think about the information they need to answer them. They can write their answers during or after listening. They need not write full sentences.

Play the four statements and check the answers.

Answers

- b helmets
c sticks like ice hockey sticks and a ball
d in the summer
e (up to) 45 kph
f a kind of small racing car
g a board (like the board they use for snowboarding) and a kind of sail
h on the snow (on the lakes and fields)

Recording script

- 1 We use a very strong board, it's like a skateboard with big wheels and we do it on a steep hill or mountain. It's called mountainboarding. There's lots of space to jump and turn. It's great. It's quite easy, but we sometimes fall so we always wear helmets and we usually wear something to cover our elbows and knees.
- 2 We wear our rollerblades. Er, they're like skates with four little wheels in a straight line. It's called street hockey. We use sticks like ice hockey sticks and a ball. It's fun in the sun and we usually play in the summer.
- 3 You can go up to 45 kph indoors so you wear a helmet, but it's not very dangerous – really! It's called karting. We use a kind of small racing car. It's got a real engine. Champion racing drivers often begin in them.

- 4 The weather's very cold and windy in Canada in winter and there's always ice and snow on the lakes and fields. It's called snowfering. We have a board like the board we use for snowboarding and we use a kind of sail. It's a kind of windsurfing on the snow. It's wonderful.

Elicit the explanation of *a kind of* (*likelone type of*). If necessary, briefly drill the pronunciation of *a kind of*, drawing attention to the weak stress of *a* and *of*.

4 Listening for detail – expressions of attitude

🎧 Ask students how the speakers feel about their sports. Do they enjoy them?

◀ Ask them to listen again for the adjectives which describe these feelings. Play the four statements and check the answers.

Answers

- 1 It's great. It's quite easy. 2 It's fun.
3 It's not very dangerous. 4 It's wonderful.

Elicit other words they could use, e.g. *exciting, pleasant, enjoyable*, and perhaps some negative ones, e.g. *boring, silly, difficult*.

LANGUAGE FOCUS

PET Speaking Part 3

1.3 Definitions: a kind of + -ing / noun

Discuss the example with the class.

A kind of is language which can be used strategically to compensate for the necessarily restricted vocabulary of students at this level. It is especially valuable in the Speaking test in PET, and such discourse strategies will be awarded marks when used appropriately.

Point out that we can use a noun or the *-ing* form.

Do the exercise round the class. This could be homework, if time is short.

Answers

- b It's a kind of bat. c It's a kind of surfing on water.
d It's a kind of tennis. e It's a kind of team game.
f It's a kind of car. g It's a kind of windsurfing on the snow.

1.4

1 Position of frequency adverbs in positive sentences

Write on the board:

we sometimes fall

we always wear

we usually play

drivers often begin

Underline the adverbs. Point out that they go before the verb.

Write on the board:

there is always ice

Underline the adverb. Elicit the fact that it comes after the verb when this is *to be*. Ask students to write their answers to the exercise individually.

When they have finished, ask students to read each answer. Let others say whether the adverb is in the correct position and then comment on the choice of adverb (which is a matter of opinion).

Suggested answers

- b Cyclists sometimes go very fast. c Footballers are often very rich. d Surfers always get wet. e Gymnasts never wear helmets. f There are usually two people in a tennis match. g Good athletes never smoke.

2 Position of frequency adverbs in questions

Write on the board:

Do you often play football?

Underline the adverb. Point out that it goes before the verb (*play*) in a question, and after the subject (*you*).

Write on the board:

Are you usually happy?

Underline the adverb. Elicit the fact that it is after the subject (*you*). Point out that this is the verb *to be*.

Ask the class to work through the exercise orally in pairs.

3 Position of frequency adverbs in negative sentences

Write on the board:

I don't often play football. He doesn't always play football.

Underline the adverbs. Elicit the fact that they go immediately before the verb (*play*) in negative sentences.

Write on the board:

They never play football.

Ask/elicite what is special about this sentence. It has a negative adverb. Write on the board:

He never plays football. She's never happy.

Underline the adverbs. Elicit the different position after the verb *to be*. Ask students to write their answers to the exercise and remind them to make some of the sentences negative.

1.5 PRONUNCIATION

Note: Producing the sound /i:/ is unlikely to cause difficulties, but understanding the ways it can be spelt in English is important, especially as so many languages use *i* to represent the sound. In English, this is normally only the case in words originally from other languages (e.g. *visa* /vi:zə/). There are very few of these at PET level.

Exam folder 1

SB pages 14–15

Reading Part 1

This Exam folder is at a lower level than the exam but gives students an introduction to the type of task.

- 1 Ask the class to look at the texts, but not to read them just yet.
If necessary, explain the vocabulary *email*, *postcard*, *post-it note*, *telephone message* and *notice* and ask students to guess which is which. Do not indicate whether they are correct at this stage.
- 2 Ask students to read the five texts and decide whether their guesses were correct.
Check their answers and ask what clues the texts contained. Draw attention to the Exam Advice box.

Answers

- 1 postcard (the handwriting and the content of the message)
 - 2 email (the typeface and layout suggest an email)
 - 3 telephone message (the word *phoned*)
 - 4 notice (the style shows that this is a notice and the words suggest it is for anyone to read)
 - 5 post-it note (*Here's ...* means the note is stuck to something, e.g. a leaflet)
- 3 Check that students understand what they have to do.
Go through the question and elicit the words about food (*is great*). Elicit the words about the sea (*is dirty so I swim in the hotel pool*) and the room (*but ... is very small and dark*) and check that they understand that these words do not mean Maria likes the sea or her room.
 - 4 Ask students to find the answers to the questions for the other texts. Suggest that underlining the words which help them is a good idea. Go through the answers, asking which words contain the information.

Answers

- 2 A 3 C 4 B 5 A

Speaking Part 1

- 1 Ask students to make some questions to ask Pablo and Cristina, using the prompts provided. Supply/elicite suitable questions, e.g.
Where do you come from?
Where do you live?
How old are you?
What do you like doing?
Practise briefly with the class as necessary.
- 2 Read the texts with the class and teach any vocabulary as necessary. Get them to find the answers to the questions they prepared in Exercise 1.
- 3 Ask students to work in pairs, asking and answering as Pablo and Cristina.
Note: In the PET Speaking test, students will be asked these kinds of questions by the examiner, not the other student. It is important that students understand the questions and saying them reinforces this.
- 4 Draw students' attention to the Exam Advice box. Ask them to think about the answers they need to give for themselves. Teach any necessary language, e.g. their nationality in English.
- 5 Students practise answering as themselves.
- 6 Ask students to write a short text about themselves which answers the questions they practised in Exercises 1 and 3.