

1

A question of sport

TOPIC: Sports and hobbies

In this unit:

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

Preparation

Vocabulary spot If you prefer not to draw on the board in class, use the blank vocabulary tree available on the CD-ROM or webpage and project it onto the whiteboard, or use an OHT.

Activity *Free time* Plan which sport or hobby you will use when demonstrating the activity.

SB pages 10–13

Introduction

PET Speaking Part 1

- 1 Ask students to look at pictures a–o. 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.

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

a cycling b horse riding c skiing d basketball
 e sailing f table tennis g volleyball h tennis
 i gymnastics j surfing k windsurfing l hockey
 m football n rugby o athletics

- 2 Ask students to work alone, ticking the statements that are true for them, then invite them to give their opinions, using *like* + *-ing*. Elicit/supply the names of sports or other activities they like doing.

 **Corpus spot**
Answers

play for ball games (*football, basketball, hockey, rugby, table tennis, tennis, volleyball*)

do for sports which are individual skills (*athletics, gymnastics*)

go for sports ending in *-ing*, which involve travelling from one point to another (*swimming, cycling, horse riding, sailing, skiing, surfing, windsurfing*)

a play b go c play d go e do

- 3 Ask students to work in pairs. If they do not have English–English dictionaries, recommend that they get them if possible, for example the *Cambridge Learner's Dictionary*. 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

bike – cycling	bat – table tennis
boat – sailing	board – surfing, windsurfing
net – football (part of goal), hockey, table tennis, tennis, volleyball	helmet – cycling*
sail – sailing, windsurfing	racket – tennis
stick – hockey (not skiing – skiers use <i>poles</i>)	skis – skiing

*(Note: students may suggest horse riding. If they do, tell them that the term for this is *hard hat*, not *helmet*.)

Listening

- 1 This task practises guessing unknown words.

Check the answers round the class.

Answers

- a snowfering b bossaball
 c karting d curling

Ask students how they guessed. There are linguistic clues in the names of three of the sports. *Curling* can then be guessed by elimination. 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 **1.02** This task practises listening for gist.

Ask students to look at the photographs in 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 speaker 2 b speaker 1 c speaker 4 d speaker 3

Recording script

- We always wear shorts. We sometimes wear shoes, but I usually have bare feet.
- We have a board like the board we use for snowboarding, and we use a kind of sail.
- We use special stones and brushes and we play on ice.
- You can go up to 45 kph indoors, so you wear a helmet, but it's not very dangerous – really!

PET Listening Part 1

- 3 **1.03** This task practises listening for details of 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 (in the) summer
 c special stones and brushes
 d it's a kind of chess (on ice)
 e (up to) 45 kph
 f a kind of small racing car
 g on the snow (on the lakes and fields)
 h a board (like the board they use for snowboarding) and a kind of sail

Recording script

- We always wear shorts. We sometimes wear shoes, but I usually have bare feet. It's called bossaball. It's a new sport. It's like a kind of volleyball with trampolines. It's fun in the sun and we usually play in the summer.
- We use special stones and brushes and we play on ice. It's called curling. It's a very old sport. People sometimes say it's a kind of chess on ice. It's exciting and it's quite skilful. We sometimes wear special shoes.
- 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.
- 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* (like / one type of). If necessary, briefly drill the pronunciation of *a kind of*, drawing attention to the weak stress of *a* and *of*.

- 4 **1.03** This task practises listening for detail in 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

- It's fun (in the sun).
- It's exciting (and it's quite skilful).
- It's not very dangerous.
- It's wonderful.

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

Language focus

a kind of

PET Speaking Part 3

Language presentation

Discuss the example with the class. *A kind of + -ing/noun* is language which can be used strategically in explanations and definitions 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.

Present simple + frequency adverbs

Direct students to the tables.

Check that they understand the grammatical terms.

Grammar spot Frequency adverbs

Discuss the answers to the Grammar spot.

Answer

Frequency adverbs go before a main verb but after an auxiliary verb and *to be*.

- 1 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 Remind students of the rule in the Grammar spot. Practise the examples briefly with the class if necessary. Ask students to work through the exercise orally in pairs.

Corpus spot Word order

Let the students do the exercise, then discuss the correct versions of the sentences with reference to the tables in their books. Draw particular attention to the negative sentences.

Answers

- a She often comes to my house.
- b I sometimes meet them in my free time.
- c At weddings people are usually happy and have fun together.
- d I don't often go to the countryside.
- e He doesn't usually make jokes.
- f We have a basketball team and we often play against other teams.

- 3 Ask students to write their answers to the exercise and remind them to make some of the sentences negative.
- 4 This could be done for homework.

«Pronunciation»

This practises making and distinguishing between the sounds /aɪ/, /i:/ and /ɪ/.

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.

- 1 Write on the board *like*. Elicit the pronunciation. Write /aɪ/ on the board. Model the sound and ask students to repeat it. Tell students about phonetic symbols and, if appropriate, explain that they don't have to know them – they are just an accurate way of showing sounds on paper.
Write on the board *big*. Elicit the pronunciation. Write /ɪ/ on the board. Model the sound and ask students to repeat it. Remind students that the letter *i* is usually pronounced /aɪ/ or /ɪ/ in English.
Write on the board *wheel* and *please*. Elicit the pronunciation. Point out that in English different letters can (and often do) sound the same in different words. This sound is /i:/.
- 2 Ask students to complete the table in their books.

- 3 **1.04** Play the recording for them to check their answers. Check answers by getting individual students to read out a word, and make a list on the board according to what they say. The class can correct any errors as you do this.

Answers

/aɪ/	/i:/	/ɪ/
quite	steep	hill
like	field	little
kind	knee	stick
ice	people	big
line	street	rich
ride	wheel	
bike	team	

Recording script

steep quite hill field like knee kind people
 ice little stick line big street ride rich
 wheel bike team

- 4 Elicit the four different spellings of /i:/: *ee ie eo ea*. Ask students to note them. When they see new words with these spellings, remind them to think about the pronunciation.

«Activity» Free time

- 1 This exercise is preparation for a game in the next exercise (Exercise 2). If your students are not used to this sort of activity, you may like to do a demonstration with three students to show them what to do (see Preparation).

If you think your students will tend to choose the same sports (or hobbies), you can allocate different ones to each pair. To add a more competitive element, you can say that the winners will be the pair whose sport requires the largest number of questions to be asked before it is guessed. To demonstrate this, think of a sport or hobby yourself and get students to ask you questions about it.

Tell students to make sure no one but their partner knows what they are writing about. Ask them to write as many facts as they can in a given time (e.g. four minutes).

- 2 Ask students to work with another pair. If some pairs have chosen hobbies rather than sports, they must tell the other pair before they begin. They should answer *Yes* or *No* or give the facts they are asked for, but no other clues. If they cannot answer a question, they should say *We don't know*.

When a sport or hobby has been guessed, the pairs change roles, so that the other pair asks questions.

When they have finished, students should look at the facts each pair wrote in Exercise 1 to see if they are about the same things as the questions they asked.



Vocabulary spot

Word tree

See Preparation. This task is useful consolidation of the Activity above.

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.

«Activity» Make a poster

This exercise (or the preparation for it) could be homework, if time is short. If appropriate, the posters can be displayed in the classroom. Where accessible, websites, magazines, etc. could be used for pictures and information. Insist that all the wording the students use is their own.

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 they will find in the exam.

- 1 Ask the class to look at the texts, but not to read them just yet.
If necessary, explain the vocabulary *email*, *text message*, *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 email (the typeface and layout suggest an email)
 - 2 notice (the style shows that this is a notice and the words suggest it is for anyone to read)
 - 3 text message (the typeface and layout suggest a text message)
 - 4 telephone message (the word *phone*)
 - 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 Maria and her friends in the email in Exercise 1 (*my friends and I eat in the park*). Does *the park* mean the same as *outdoors*?
Elicit the words about the café (*always crowded*) and the changing room (*small and dirty*) and check that they understand that these words do not mean that Maria likes the café or the changing 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 B 3 A 4 C 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 question 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.
Draw students' attention to the two uses of the word *text* current in English – i.e. short for *text message* (SMS) or meaning a piece of written language.

2

I'm a friendly person

TOPIC: Meeting and describing people

In this unit:

Grammar	<i>like/enjoy + -ing; want / would like + to infinitive; to be + a(n) ...</i>
Functions and vocabulary	Describing people: appearance, personality, interests; inviting and responding to simple invitations
Pronunciation	/ɒ/ as in <i>pop</i> ; /ʌ/ as in <i>fun</i> ; /juː/ as in <i>university</i>
PET skills	Introduction to multiple-choice format; talking about your interests (Speaking Parts 1 and 2)
Revision	<i>have got</i>
Exam folder	Listening Part 3
Writing folder	Writing Parts 1, 2 and 3

Preparation

Introduction, Exercise 4 If appropriate, bring blank pieces of paper to class so that students' work cannot be identified by the paper it is written on.

Exam folder 2 Make copies of the recording scripts (from CD-ROM or webpage) for students.

Writing folder Make OHTs of Exercises 1, 3 and 4, or project them from the CD-ROM or webpage, so that the answers can be marked on them when you go through the exercises with the class. Have coloured markers available, if possible.

SB pages 16–19


Introduction

- 1 This task practises describing people's appearance and area of study.

Language presentation

Read the instructions and talk about the people on the website. Elicit the structures *to be* for age (*He's 17*) and *to be + a(n)* for occupation (*She's a business student*).

Remind students how we ask about appearance (*What does X look like?*) and practise briefly. Elicit some of the vocabulary underlined in the recording script in preparation for Exercise 2.

- 2  Play the recording and check answers with students.

Answers

a Stefan b Mike c Mandana d Julia
 e Kurt (not heard) f Anastasia (not heard)

Recording script

Stefan: Hello, Mandana?

Mandana: Yes. Is that Stefan?

Stefan: Yes, I'm meeting you this afternoon. What do you look like?

Mandana: Oh, well, I've got short dark hair and dark eyes. I'm average height. What about you?

Stefan: Right, er, I'm not very tall, but I'm broad-shouldered and I've got blue eyes. My hair is fair and it's quite short and curly.

Julia: Hi Mike, this is Julia. I'm meeting you at the coach station tomorrow.

Mike: Oh, right. What do you look like?

Julia: Well, I'm slim, and I've got fair hair. It's wavy and shoulder-length. I've got green eyes. And you?

Mike: Er, I'm tall, with short dark hair and I've got a moustache.

Julia: OK. See you tomorrow.

Language presentation

Go through the table of basic structures used in describing people (*to be + tall, slim, etc., to have (got) + dark hair / blue eyes, etc. or with + dark hair / blue eyes, etc.*).

- 3 Practise briefly round the class, then students practise in pairs.
- 4 If you have prepared them, hand out blank pieces of paper to students. Invite students to check with you if they need specific vocabulary (e.g. *red hair*) as they work, and list all the extra words on the board so that the class can note them after they have guessed who each description applies to. With a large class, divide students into two or three groups. Alternatively, students could complete the notes for homework and you could then use the guessing game as a revision exercise next lesson.

Corpus spot Describing people

Confirm the correct answers with the class.

Answers

- a She is tall and slim.
 b He's got short fair hair.

Reading

These exercises are about describing people's personality and interests.

- 1 Check that students understand the meaning of the words *Travel*, *Contacts* and *Accommodation*. Ask them to read the notices as quickly as possible and label them.

Check the answers with the class, discussing which parts of the texts gave them clues.

Answers

- 2 Travel 3 Accommodation 4 Contacts
 5 Travel 6 Accommodation

- 2 Complete the answers for question a with the class, then let them work alone or in pairs. Explain new language as you go through the answers.

Answers

Who	Elena	Adrian	Carola	Henry	Sandra	Maggie
a knows what job he/she wants in the future?	✓				✓	
b has a part-time job now?	✓					
c offers to pay for something?	✓		✓			
d wants to go to another part of the world?		✓				
e wants to find somewhere to live?			✓			
f enjoys sport?		✓		✓		
g likes quiet hobbies?						✓

- 3 Encourage a short class discussion so that students can practise the language in the texts by using it to justify their answers.

Language focus

Personality

- 1 Direct students to the question at the top of the quiz: *What kind of person are you?* Elicit the meaning of *kind of* (see Unit 1). This is an opportunity to introduce students to multiple-choice questions if they have

not encountered them before and point out that PET Reading Parts 1, 4 and 5 and Listening Parts 1 and 2 use multiple-choice questions.

Ask students to work in pairs, noting their partner's answers. Elicit/supply definitions of new vocabulary as necessary. When they have finished, direct them to the results on page 19.

Language presentation

The meaning of *want* and *would like* is the same, but *would like* sounds less certain and is therefore more polite. *Would like* is extremely widely used in English. Suggest that if in doubt, students should use *would like*. If necessary, also remind students that *would* is usually contracted in positive statements.

If students know each other well enough, ask them to read out the result for their partner to the rest of the class and let the class enjoy commenting on its accuracy or otherwise. If students don't know each other, let them comment on their own results. Reassure students, if necessary, that this is not a serious psychological test!

like, enjoy, want, would like and have got

Grammar spot

Tell students that the structures are exemplified in the quiz.

Answers

- a going b going c to go d to go

Note that *like* can of course be followed by the *to* infinitive in certain contexts which students will meet at a more advanced level.

- 1 This could be homework. Ask students to write their answers and go through them with the class.

Answers

- b Would like likes
 c have got haven't got
 d Does like 's/has got
 e do like like
 f Would like don't like
 g 'd/would like likes
 h 'd/would like have got haven't got

- 2 It may be useful to do a sample with the whole class first, eliciting suggestions to demonstrate how they can use phrases from the texts on page 17 to write their own notice.

If appropriate, ask students to write their notices out on pieces of paper and display them on a noticeboard in the classroom. You could ask them to choose a notice to write a response to for homework.

«Pronunciation»

This practises making and distinguishing between the sounds /ɒ/, /ʌ/ and /juː/.

- Elicit/supply the three sounds /ɒ/, /ʌ/ and /juː/ exemplified by the sentence *Stop studying, students!* and practise them briefly with the class.
- Students could do this exercise in pairs or small groups. You may need to point out that some words contain sounds other than /ɒ/, /ʌ/ and /juː/.
- 1.06** Play the recording for them to check their answers before going through them on the board.

Answers

/juː/	/ʌ/	/ɒ/
university music Tuesday you future	fun become some other club above discuss	pop long doctor want cost

Recording script

university fun pop music become some
 Tuesday other club long you above doctor
 discuss want cost future

- 1.07** Ask students to underline the target sounds before playing the recording for them to listen and repeat.

Answers

/juː/ is heard in *university, students, music*
 /ʌ/ is heard in *become, some, fun, run, club, above, other, brother*
 /ɒ/ is heard in *want, doctor, lot, shop, got, long*

Recording script

I want to become a doctor.
 Some university students have a lot of fun.
 I run a music club above a shop.
 His other brother's got long hair.

PET Speaking Parts 1 and 2

«Activity» Invitations and replies

- Remind students of the sports or hobbies they talked about in Unit 1 and of any other free-time activities mentioned in this unit. If necessary, revise the use of the noun or *-ing* form after *I like*.
- Briefly practise the target language with the class. If possible, let students walk around talking to each other; otherwise let them talk to the five or six students sitting nearest them.
 At the end, ask who has found someone to spend some free time with at the weekend. An extension of this language will be practised in Unit 16.

«Activity» What kind of person?

Students can work in pairs or threes. Make sure they choose a character, not an actor. Remind them of the descriptions in the Quiz results and that they are to write about personality, not appearance.
 If appropriate, choose a character known to all and write a model description together.
 Students can write their descriptions for homework and compare in class.

Exam folder 2

SB pages 20–21

Listening Part 3

This Exam folder gives students an introduction to the task. Students practise listening for specific information and should not worry that they cannot understand everything.

- Tell students they are going to hear a student called Dan talking about how he usually spends his day. Ask them to look at the pictures and tell you what Dan does every day. Make sure they use the present simple for routines. Elicit/supply vocabulary from the listening (see recording script), e.g. *gym, lectures, canteen and match*.

- 1.08** This listening task gives students a chance to practise looking at notes on the page and listening to something slightly different which means the same. Direct students to the second picture and say *Dan goes to the gym every day*. Indicate the picture of Dan cycling. Ask *How does he get there?* Elicit and write on the board the two ways of saying this: *He cycles to the gym. He goes to the gym by bike (or bicycle)*. Remind students that there is often more than one way of saying the same thing.

Tell students to do the exercise while they listen. Play the recording. Replay as necessary.

Answers

- b I have a huge breakfast at about half past eight.
 c I'm studying geography.
 d I usually study in my room in the afternoon.
 e I enjoy spending time with my friends.
 f I would like to travel round the world.

Recording script

Dan: My name is Dan Jones and I'm a third-year student at Southgate University. My days are really busy because my hobby is tennis and I play in national matches, so I have to practise a lot.

My day begins at 6 am. I get up and go straight to the gym before breakfast. I always go there by bicycle because the fresh air wakes me up. After an hour or so I come back to the university and then I have a huge breakfast at about eight thirty. Oh, I always have a shower of course before breakfast or nobody would sit next to me! From 9.30 until 1.00, I go to lectures. My subject is geography.

Then all the students have lunch together in the canteen at 1 o'clock. I usually study in my room after lunch – that is, except for one afternoon a week, when we play matches, sometimes against another university. They're always on Wednesday afternoons. In the evenings I like spending time with my friends – we sometimes go to the cinema or to a disco. When I leave university next year, I want to travel round the world.

- 3 Give out the photocopied recording scripts (see Preparation) and play the recording again while students follow. Ask some comprehension questions and check vocabulary, but remind students that they do not need to understand everything.
- 4 Do the first one together: *go there by bicycle*. Students do the others, then check their answers (see underlining in the recording script).

Answers

- b eight thirty c My subject is d after lunch
 e like f want

- 5 Look at the pictures together and talk about what Katy does every day. Some things are the same as Dan and some are different. Ask *How does Katy get to the gym?* and elicit *on foot / she walks*. Ask *Do you think she studies geography like Dan?* and elicit the names of some science subjects and the word *laboratory*. Establish that her sport is football.

- 6 Tell students to listen and fill in the spaces. Don't go through the answers yet. Play the recording. Replay as necessary.

Recording script

Katy: My name is Katy Williamson and I'm a student at Southgate University. I'm the captain of the university women's football team. Women's football is becoming more and more popular and the team is really busy playing matches all over the country.

I get up at 6 am and at 6.30 I go to the gym. I always walk. I usually spend about an hour there and I walk back to the university and have a huge breakfast in the student canteen at about a quarter past eight. I meet all my friends there, so breakfast sometimes takes a long time. Lectures are from 10 o'clock until about 1. I'm studying biology, so I spend quite a lot of time in the laboratories.

I usually have lunch in the canteen but I sometimes go to a café over the road. After lunch I usually study in the library. There's sometimes football practice between 5 and 6, so I have to work hard to finish all my work before then. We play matches against other university women's teams on Friday afternoons, so I have to make sure I'm always free then. Then I have my evening meal – usually in the canteen because it's cheaper there. In the evenings I like watching TV – I'm usually too tired to do anything else. And I go to bed really early, about 10.

When I leave university next year, I want to be a nurse, but I'll continue playing football as a hobby because I love it.

- 7 Give out the photocopied recording scripts (see Preparation). Play the recording again and check the answers. Discuss any other vocabulary. Remind students that they do not need to understand everything in order to answer the questions.

Answers

- 1 gym 2 8.15 / (a) quarter past eight 3 biology
 4 library 5 Friday 6 watching TV 7 nurse

Look at the Exam Advice box together. In Listening Part 3, the words in the notes are not usually exactly the same as the words on the recording. Students must be able to recognise the prompt, even if they don't hear the actual words, so they are ready to write down the missing word(s).

Writing folder

Writing Parts 1, 2 and 3

- 1 Ask students to work through the exercise in pairs, then project or use the OHT or poster (see Preparation) to go through it together. Draw attention to the Exam Advice. Only go into detail on questions f and g if your students are already used to English punctuation.

Answers

- a There are ten. We use them at the beginning of sentences, for someone's name and for the pronoun 'I'. They are also used for place names, days of the week and months.
- b To show the beginning and end of each piece of spoken language. These could also be double (" ").
- c There are four. Three replace missing letters. (In speech and informal written English, these forms are correct. PET students can use them throughout the exam as they are not expected to use formal written English, but they should understand which letters they replace, for grammatical reasons.) One is used to show possession. There is no letter missing.
- d With a full stop.
- e At the end of a question.
- f Between the two halves of a sentence, especially before words like *but* and *so*, but not usually before *and* or *that*; between items in lists, until the last item which is preceded by *and*; in addresses and at the beginning and end of letters (although in the PET exam students would not lose marks for omitting these). Commas are mentioned in later units when they are important (e.g. conditional sentences in Unit 26).
- g The only other punctuation mark PET students may want to use is the exclamation mark. Make sure that they understand that in English it is always at the end of a sentence. It normally denotes surprise or humour or excitement and loses force if overused. Students may meet colons, semicolons and dashes in printed texts, dialogues, lists, etc. but they do not need to use them.
- 2 Teach/revise the position of the apostrophe, which depends on the number of possessors, not the number of things possessed, e.g. *my sister's books*, *the student's car* (singular possessor); *my sisters' books*, *the students' car* (plural possessor). Teach/revise also the irregular plural possessives *people's houses* and *children's room*.
- 3 This exercise focuses on apostrophes and capital letters. Let students do this exercise individually, then go through it with the class, projecting it if possible. When going through the answers, point out that *Dad*, *Uncle Ian* and *National Gallery* are names and start with capital letters, but *my uncle*, *my father* and *a museum* are not.

Answers

- a My brother and I usually watch football matches at my grandparents' flat because their television's very big.
- b On Thursday I'm going to the match between Italy and Scotland with Dad and Uncle Ian.
- c We're travelling in my uncle's car to Edinburgh and after the match, we're staying at the Norton Hotel.
- d Then on Friday morning my uncle and I are visiting Edinburgh Castle and my father's going to the National Gallery and a museum.
- 4 Let students make corrections individually (this could be homework, if time is short) and then go through it with the class, if possible projecting it and correcting it together.
- Draw students' attention to the commas after *Pia* and *With love*.
- An exclamation mark can be used to emphasise that Andy is excited about the new club.

Dear Pia,
 How are you? I must tell you about a new club in my town. It's in Oxford Road and I think you'd love it. We can play tennis and go swimming and there's a small gym. I made a new friend there last Sunday. Her name's Jessica. She's from Canada and she's got blonde hair and she makes me laugh. She's a good dancer too. I hope you can come here soon and meet her.
 With love,
 Andy

Corpus spot

Irregular plurals

Revise irregular plurals. *Persons* exists, but is only used in formal written contexts, so not relevant to PET students. If there is time, you could ask students if they can think of any other words like these, e.g. *man/men*; *tax/taxes*; *mouse/mice*; *wife/wives* and mention *sheep/sheep*, which does not change.

Answers

- a In my country, all the women wear new clothes at weddings.
- b I like the London streets with their red telephone boxes.
- c There are a lot of friendly people at the club.
- d I look after the children when their parents are working.
- e During the break we talk about our lives and our friends.