

Word of the Month: PITCH

by *Sarah Gudgeon*

1. Read these sentences

- a. The **pitch** was very wet. The boys cancelled their football game.
- b. Justin hit the cricket ball very hard with his **bat**.
- c. The basketball **court** in the town centre was new. All the kids played basketball there.
- d. John hit the golf ball with his **club** - hurray, a hole in one!
- e. Vicky decided to buy a new tennis **racket**. Her old racket was broken.
- f. It took Philip three hours to complete the Spanish golf **course**.

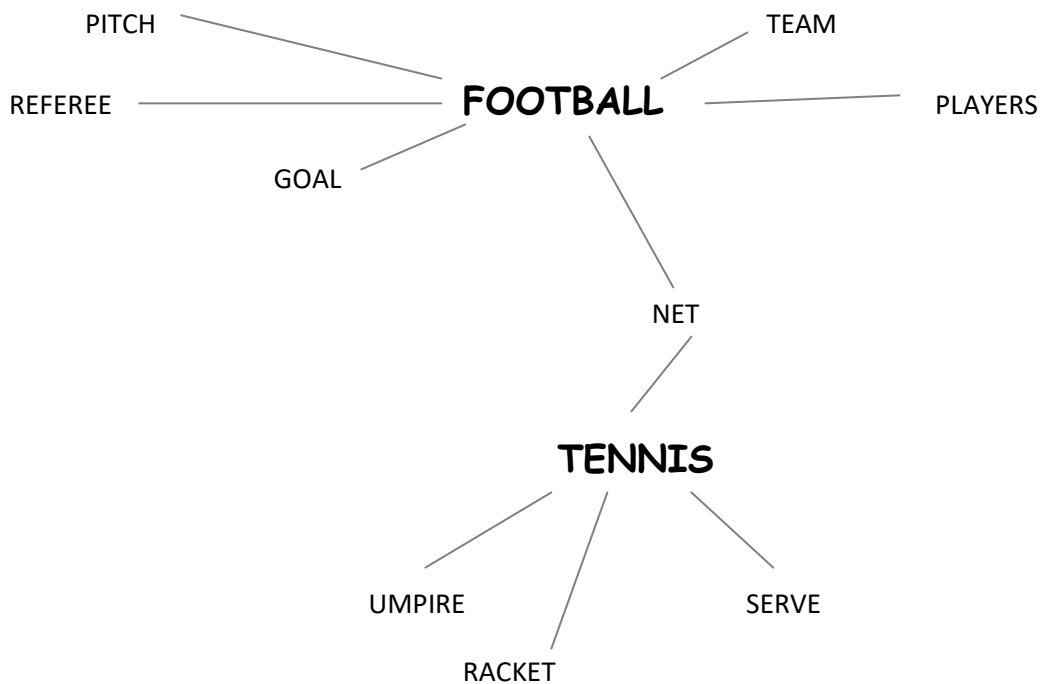
2. Match each sport to one word. One sport has two words!

- | | |
|---------------|------------------|
| a. tennis | 1. club / course |
| b. football | 2. court |
| c. basketball | 3. racket |
| d. golf | 4. pitch |
| e. cricket | 5. bat |

3. Complete the sentences with one of the words from exercise 1.

1. Josh got a new set of golf _____ for his birthday.
2. Kerry and Joanne loved playing football on the new _____ near the park.
3. Mark took the _____ from Patrick. It was his turn to hit the ball.
4. Nick bought his _____ and balls from a specialist tennis store.
5. Margaret was very tired- the 18 hole _____ was difficult.
6. The basketball tournament was at the _____ near the beach.

4. Make your own sports spider-grams. Use a dictionary to help you. For example:



Teachers Notes

1. Ask the students to read the sentences and then work with a partner and write down the words in bold in Italian. Ask them to think about if you have different words in Italian for the places where different sports are played. (No, campo, is generally used).

2. a3 b4 c2 d1 e5

3.

1. Josh received a new set of golf clubs for his birthday.
2. Kerry and Joanne loved playing football on the new pitch near the park.
3. Mark took the bat from Patrick. It was his turn to hit the ball.
4. Nick bought his racket and balls from a specialist tennis store.
5. Margaret was very tired- the 18 hole course was difficult.
6. The basketball tournament was at the court near the beach.

4.

Before asking the students to do their own spider-grams go through the example with them. Show them how easy it is to build vocabulary from such a simple exercise. Ask them to pick a new word (for example, team) and extend on that together before they create theirs. Students should do their spider-grams individually and then work in pairs to compare with a partner.

Extension idea: use this exercise to drill good pronunciation by dividing students into groups, getting them to produce one poster-sized spider-gram together, checking the pronunciation via the phonetic spelling given in the dictionary and then coming to the front to present their poster to the rest of the class. You will need to monitor this activity carefully to make sure that the pronunciation is indeed correct.