



B1 (PET) Worksheet – Roland Garros

1. Warm-up Game – Which words are about tennis?

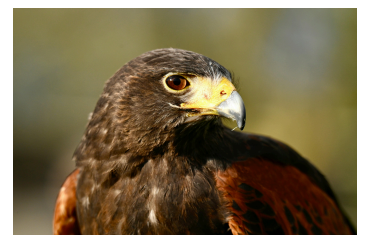
Circle the words related to tennis:

ball	racket	goal	net	
referee	court	helmet	serve	
match	swim	opponent	score	

Compare with a partner. How many did you get? Put the words into four categories related to tennis:

Equipment	Actions/verbs	Places	People
Example: <i>ball</i>			

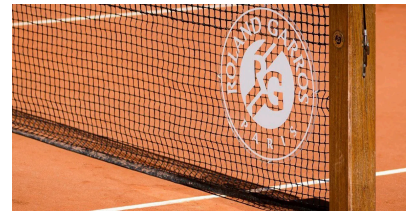
Tennis Fun Fact: Rufus – a **Harris Hawk** – is stationed at Wimbledon **to keep its sky clear of local pigeons**. Would you believe that this hawk has more than 10,000 followers on Twitter?



2. Roland Garros Fun Facts

Complete the text with the words in the box:

tournament / organised / stadium / Grand Slam / May / weeks
/ pilot / clay / difficult / France

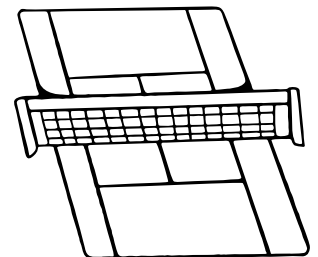
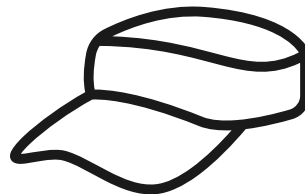


The French Open, also called Roland Garros, is a famous tennis _____ in Paris, _____. It is _____ every year by the French Tennis Federation and takes place at a _____ called Stade Roland Garros.

It begins in late _____ and lasts for about two _____. It is named after a French _____ called Roland Garros.

It is the second _____ tournament of the year, after the Australian Open and before Wimbledon and the US Open. The tournament started in 1891, but it only became a Grand Slam event in 1925.

Roland Garros is the most important _____ court tournament in the world. Clay courts make matches longer and more physically _____, so many people think it is the hardest Grand Slam to win.





3. Vocabulary

A. Match the words:

1. serve	a. the person that you play against
2. opponent	b. competition with many players
3. score	c. a shot to start a point
4. tournament	d. result of a game

B. Tennis and sports verbs (Conversation)

<p>Use these verbs to complete the questions:</p> <p>win / lose / play / train / watch</p>	
<p>Ask your partner:</p> <ol style="list-style-type: none">1. Do you usually _____ or lose when you play games?2. Do you _____ sports on TV? Which ones?3. Where do you _____ sports?4. How often do you _____ for something (sport, exam, etc.)?5. Do you get frustrated when you _____ at something?	

4. Pre-Reading – Famous Players

Discuss

- Do you know any famous tennis players?
- What makes a player successful?
- Is it important to start young?



5. Reading – Part 5 (Multiple Choice Cloze)

For questions 1–6, choose the correct answer: A, B, C or D

The Spanish Success at Roland Garros

Every year, thousands of people travel to Paris to (1) _____ part in Roland Garros. It is one of the most important tennis tournaments in the world and many players dream of winning it.

Spanish players have always been very successful at this tournament. This is (2) _____ because they often grow up playing on clay, so they feel more (3) _____ on this surface.

Rafael Nadal is the most (4) _____ example. He has won the tournament 14 times and is known for his incredible determination. During matches, he never gives (5) _____, even in difficult situations.

More recently, Carlos Alcaraz has become a rising star. He won the tournament in 2025 and is not afraid of strong opponents. Many experts believe he has what it (6) _____ to win more Grand Slams in the future.

	A	B	C	D
1	take	do	make	have
2	partly	always	already	never
3	comfortable	safe	capable	familiar
4	obvious	well-known	popular	common
5	away	off	up	out
6	takes	needs	requires	wants

Discuss with a partner:

- Why do you think Spanish players are good at this tournament?
- Do you think Nadal is the greatest tennis player? Why / Why not?
- Do you think Alcaraz will be as successful? Why?



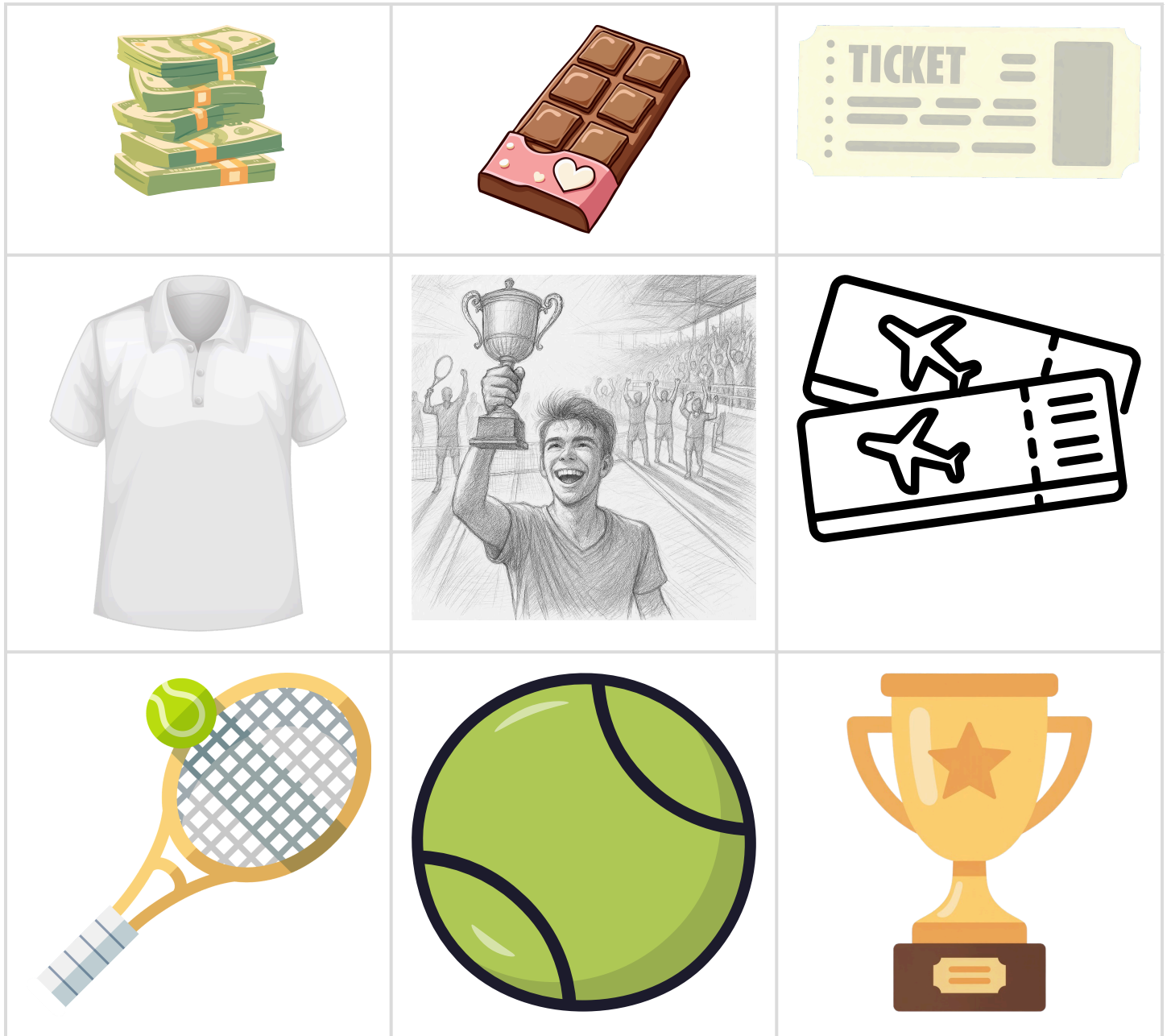
6. Mingling Activity – Find Opinions

Walk around the class and ask your classmate about sports. Write one different opinion for each:

	Do you think tennis is exciting?	Do you prefer individual or team sports?	Who is your favorite professional athlete?
Name: _____			
Name: _____			
Name: _____			

7. Speaking – Collaborative Task

You have won a tennis tournament! Here are some pictures of prizes that the tournament organizers could give to the winners. Talk with your partner about the advantages and disadvantages of the possible prizes:



Discuss:

- Which prize is the best?
- Which is the most useful?
- Which is the most exciting?

Decide together which prize you want and explain why. Be ready to tell the class your decision!

ANSWER KEY

TENNIS TOURNAMENTS — B1 (PET)

Answer Key & Teacher's Guide

Level: B1 (PET) | Topic: Tennis / Roland Garros | Time: 60–75 minutes

ANSWER KEY

1. Warm-Up — Which words are about tennis?

A. Circle the tennis words: ball, racket, net, court, serve, match, opponent, score

Not tennis: goal, helmet, swim

B. Categories:

Equipment	Actions/Verbs	Places	People
ball, racket, net	serve, score, match	court	opponent

Note: "match" and "score" can generate discussion — accept reasonable justifications. "Score" can be both a noun and a verb; either category is fine.

2. Roland Garros Fun Facts — Gap Fill

1. tournament
2. France
3. organised
4. stadium
5. May
6. weeks
7. pilot
8. Grand Slam
9. clay
10. difficult

3A. Match the words:

- serve → c (to hit the ball to start a point)
- opponent → a (the person you play against)
- score → d (result of a game)
- tournament → b (competition with many players)

3B. Complete the expressions:

1. win
2. watch
3. play
4. train
5. lose

Accept any grammatically correct answer that makes sense in context.

4. Pre-Reading — Famous Players

Open discussion. No single correct answer. Prompt students who struggle with:

- *Famous players: Nadal, Alcaraz, Djokovic, Swiatek, Sinner*
- *Success factors: hard work, physical fitness, mental strength, starting young*
- *Starting young: accept all opinions, encourage reasons*

5. Reading — Multiple Choice Cloze

1. A — take (*take part*)
2. A — partly (*partly because*)
3. A — comfortable (*feel comfortable*)
4. B — well-known (*most well-known example*)
5. C — up (*give up*)
6. A — takes (*have what it takes*)

Post-Reading — Your Opinion

Open discussion. Suggested language for students:

"I think Spanish players are successful because... / I believe Nadal is/isn't the greatest because... / In my opinion Alcaraz will/won't be as successful because..."

6. Mingling Activity

Open task. Monitor for correct question formation and encourage full sentence answers rather than one-word responses.

7. Speaking — Collaborative Task

Open task. Listen for students using comparative language (better, more useful, most exciting).

Suggested model answer:

"We think the best prize is the trip because it is more exciting than a trophy and more memorable than money."

9. Final Discussion

Open discussion. Encourage students to use advantage/disadvantage language:

"One advantage is... / On the other hand... / However..."

TEACHER'S GUIDE

Section by Section

1. Warm-Up (8–10 min)

This works well as a whole-class starter before moving into pairs for the categorisation task. The circling task is quick and confidence-building — most students will get 7 or 8 without difficulty, which is intentional. The category table is where the real thinking happens.

Teaching tip: Don't over-correct the category task. "Match" as both a noun (Equipment?) and an action (Verbs?) is genuinely debatable and makes for a productive 2-minute class discussion. The goal is activating vocabulary, not finding one right answer.

Common mistake: Students often include "referee" — point out it isn't in the circle task, but accept it in the People category if they add it spontaneously. It shows good topic knowledge.

2. Gap Fill — Roland Garros Fun Facts (8–10 min)

Students often know more about Roland Garros than they think. Before they attempt the gap fill, ask: "*Has anyone watched Roland Garros? What do you know about it?*" — 2 minutes of this primes the vocabulary they're about to read.

Teaching tip: "Pilot" (gap 7) is the most surprising answer and the one students are most likely to leave blank. If they're stuck, give the clue: "*He flew planes in World War I.*" This is also a nice cultural moment — the tournament's name has an interesting story behind it.

Common mistake: Students may write "June" for gap 5 — the tournament starts in late May but finishes in June. Accept "May" only, as the text says "begins in late May."

3. Vocabulary (8–10 min)

3A is a straightforward matching task. The pre-filled example (court → a) removes the "where do I start?" paralysis that weaker students often feel.

3B is more communicative. The five conversation questions are designed to feel natural rather than forced — students are more likely to give genuine answers. Monitor for correct verb form, especially "*Do you usually win or lose?*" which sometimes produces "*I win usually*" — a good teachable moment on adverb position.

Teaching tip: If the class is lively, turn 3B into a mingling activity rather than a paired one — students ask three different classmates instead of just their partner.

4. Pre-Reading — Famous Players (4–5 min)

Keep this brief — it's a springboard, not a full discussion. The three questions are deliberately open so that both tennis fans and non-fans can contribute. The third question ("*Is it important to*

start young?") often generates the most debate and can be cut if time is tight.

Teaching tip: If students don't know any tennis players, show a quick image of Nadal or Alcaraz on the board. Visual prompts unlock conversation at B1 level far more reliably than names alone.

5. Reading — Multiple Choice Cloze (10–12 min)

This is the core exam task. All six gaps test vocabulary rather than grammar tenses, which is authentic to PET Part 5.

Gap notes for class feedback:

- Gap 1 (*take part*): The most common wrong answer is C (*make*). Ask students: "*Can you 'make part'? Does that sound natural?*" — peer correction works well here.
- Gap 2 (*partly*): Students often choose B (*mostly*) — discuss the difference in meaning. "*Partly*" implies other factors exist; "*mostly*" implies one factor dominates.
- Gap 3 (*comfortable*): All four options are adjectives that follow "feel," making this a genuine vocabulary test. "*Familiar*" is the most tempting wrong answer — point out that "*feel familiar*" needs an object ("*feel familiar with something*").
- Gap 5 (*give up*): If students don't know this phrasal verb, use it as a teaching moment. "*Give up*" is high-frequency at B1 and worth drilling.
- Gap 6 (*have what it takes*): This is the most challenging gap. If weaker students struggle, tell them to read the whole sentence first — the fixed expression "*what it takes*" should click once they see it in full.

Teaching tip: After checking answers, ask students to write one new sentence using any two of the vocabulary items tested (e.g. "*I gave up swimming because I didn't feel comfortable in the water.*") — 3 minutes of consolidation that dramatically improves retention.

6. Post-Reading — Your Opinion (5–6 min)

This flows naturally from the reading. Encourage students to refer back to the text when giving reasons — "*The text says Nadal never gives up, so I think...*" — this is a skill PET speaking rewards.

Teaching tip: If the discussion dies quickly, add a fourth question: "*Would you rather watch tennis live or on TV? Why?*" — it's more personal and reliably gets quieter students talking.

7. Mingling Activity (8–10 min)

Give students 30 seconds to read the three questions before they stand up, so they're not reading and walking at the same time. Remind them to write a name AND an opinion — not just a tick.

Teaching tip: Set a clear time limit (6–7 minutes) and warn students at the halfway point. Without a deadline, mingling activities drift.

Common mistake: Students write their own name in all three boxes. Insist on three different classmates.

8. Speaking — Collaborative Task (8–10 min)

This mirrors the PET Speaking Part 3 format closely. Students should discuss all five options before deciding — not just pick their favourite immediately. If they finish early, push them: *"Can you think of any disadvantages of the prize you chose?"*

Teaching tip: Model the task briefly before students start. Say: *"I think money is the most useful prize because you can spend it on anything. But a trip might be more exciting because..."* — 30 seconds of modelling removes a lot