2 Leisure time

2A Vocabulary

Love it or hate it

I can talk about likes and dislikes and leisure activities.

1 **SPEAKING** Work in pairs. Ask about your partner's hobbies. Find two things that he or she a) usually does at the weekend and b) occasionally does at the weekend.

2 **VOCABULARY** Check the meaning of the activities and sports below. How many can you find in photos A–F?

Activities and sports bake cakes collect figures, cards, stamps, etc. draw hang out with friends make clothes read books read magazines text your friends use social media video blog watch videos online
do, play or go ballet ballroom dancing basketball BMXing board games bowling camping cards chess cycling drama gymnastics horse riding ice hockey ice skating martial arts a musical instrument photography rollerblading running shopping skateboarding table tennis volleyball weights

Unit map

Vocabulary
Activities and sports
Food dishes
Sports venues
Prepositions of place
Adventure activities
School clubs

Word Skills
Compound nouns and adjectives

Grammar
Present perfect and past simple contrast
Present perfect simple and continuous

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LEARN THIS! *do*, *play* and *go*

a We normally use *do* with individual sports and activities not ending in *-ing*.

b We normally use *play* with team sports, ball sports, games and musical instruments.

c We normally use *go* with sports and activities ending in *-ing*.

3 Read the Learn this! box. Which verbs do we use with the blue activities and sports in exercise 2: *do*, *play* or *go*?

4 Put the activities and sports in exercise 2 into groups A–G. You can put some of them into more than one group. How many more activities can you add?

A games
B music
C computer-based activities
D home-based activities
E outdoor leisure activities
F activities and sports you usually do on your own
G sports you do with another person or in a team

5 SPEAKING Which of the activities and sports in exercise 2 ...

a have you tried and enjoyed?
b have you tried but didn't enjoy?
c would you like to try? Why?
d would you prefer not to try? Why?

6 1.18 Listen to five people talking about why they hate certain things. What sports or activities do they talk about?

RECYCLE! Present simple and adverbs of frequency

We use the present simple for habits and routines.

Adverbs of frequency (*always*, *usually*, *often*, *sometimes*, *hardly ever*, *never*) come before the main verb but after the verb *be*.

7 1.18 Read the Recycle! box. Then listen again. Complete the sentences with the present simple form of the verbs below and an adverb of frequency.

be buy go play use

a Speaker 1 _____ camping with his parents.
b Speaker 2 thinks that horror films _____ unrealistic and unconvincing.
c Speaker 3 _____ social media.
d Speaker 4 _____ things online.
e Speaker 5 _____ the guitar at school.

8 SPEAKING Work in pairs. Do you agree with the opinions of the speakers in exercise 7? Why? / Why not?

I disagree with Speaker 1. I think camping is great because sleeping in a tent is fun.

9 Complete the quiz below with words from exercise 2.

10 SPEAKING Work in pairs or small groups. Do the quiz. Then check your answers at the bottom of the page.

SPORT *and* LEISURE QUIZ

1 In which sport are there 10–12 players in a team, with five of them playing at any one time?
a b_____
b i_____ h_____
c v_____

2 How many pieces are there on a c_____ board at the beginning of the game?
a 28 **b** 32 **c** 36

3 How many c_____ are there in a traditional pack?
a 32 **b** 42 **c** 52

4 Which s_____ m_____ app allows users to post six-second video clips?
a Vine **b** Snapchat **c** Pinterest

5 How long is a b_____ alley?
a 12.3 m **b** 18.3 m **c** 24.3 m

6 Can you identify these collectible f_____?

7 The name of which m_____ a_____ means 'empty hand'?
a karate **b** judo **c** aikido

8 Which of these is not a b_____ dance?
a tango **b** waltz **c** ballet

9 Which famous b_____ g_____, invented in 1933, involves buying streets and building houses and hotels?
a Monopoly **b** Cluedo **c** Risk

10 Which of these m_____ i_____ has four strings?
a violin **b** guitar **c** harp

1 a 2 b 3 c 4 a 5 c 6 Spider-Man, Hulk, Captain America 7 a 8 c 9 a 10 a

2B Grammar

Present perfect and past simple contrast

I can use the past simple and present perfect tenses correctly.

1 Look at the photo and the title of the article below. What is the man's hobby, do you think?

2 Read the article and check your ideas. Do you collect anything? If so, what?

Mike Fountaine has the world's largest collection of McDonald's memorabilia. The sixty-year-old McDonald's employee has spent almost fifty years collecting everything to do with the fast-food restaurant. He has already filled nine rooms of his house with 75,000 objects, including toys, badges, cups and uniforms!

Mike has been at McDonald's since 1968. His first job was cooking Big Macs. A year later he began collecting badges, and he hasn't stopped since! A few years ago, Mike opened his own McDonald's restaurant. He has decorated it with memorabilia. 'People say it's the most beautiful McDonald's restaurant they've ever seen,' says Mike proudly.

3 Find all the examples of the past simple and the present perfect in the article. Complete the rules in the Learn this! box below with *present perfect* or *past simple*. Then underline an example of each rule in the text in exercise 2.

LEARN THIS! Present perfect and past simple

a We use [1]_____ to talk about a specific occasion in the past.

b We use [2]_____ to talk about an event during a period of time that is still continuing.

c We use [3]_____ to say how long a situation has existed, often with *for*, *since*, or *how long*.

d We use [4]_____ to talk about an event that has a strong connection with the present, often with *just*, *already*, or *yet*.

e We use [5]_____ to talk about an experience at an unspecified time in the past, often with *ever* or *never*.

4 Complete the lists with the orange time phrases from the article in exercise 2. Which tense is used with 'finished' time phrases and which with 'unfinished' time phrases?

1 Time phrases with the past simple: *yesterday, …*
2 Time phrases with the present perfect: *already, …*

5 The verb *go* has two past participles: *been* and *gone*. Explain the difference in meaning between these two sentences.

1 Jake's been swimming.
2 Jake's gone swimming.

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Jian Yang is in his thirties and collects dolls. So far, he [1]_____ (spent) twenty years and over £250,000 on his collection, which includes 6,000 Barbie dolls. The young man from Singapore [2]_____ (start) collecting Barbie dolls when he [3]_____ (be) just thirteen. The first doll he [4]_____ (buy) was the 'Great Shape' model in a gym outfit and leg warmers. Jian buys dolls when he travels for work and [5]_____ (purchase) 65 dolls on his last trip to New York. A while ago, a girlfriend [6]_____ (walk out) on him because of his hobby. Apparently, she [7]_____ (feel) threatened by his collection. Jian [8]_____ (find) that worrying, but now he accepts it. Another problem is space: he [9]_____ already almost _____ (fill) his house. So [10]_____ he ever _____ (think) about stopping? No. If he runs out of space, he says, he'll buy the house next door!

6 Complete the text above with the present perfect or past simple form of the verbs in brackets.

7 Read the Look out! box. Complete the example with the correct tense of the verb *go*. (Remember that *go* has two past participles.)

LOOK OUT!

We often use the present perfect to ask or talk about an experience and then the past simple to give specific information about it.

[1]_____ you ever _____ bowling? 'Yes, I [2]_____ bowling last week.'

8 SPEAKING Work in pairs. Ask and answer about the experiences below. Give more details using the past simple.

- go abroad
- go ice skating
- do martial arts
- have a Chinese meal
- play Monopoly
- see or meet a famous person
- visit the USA
- download music from the internet
- speak English in a dream
- break a bone
- ride a horse
- find any money

Have you ever been abroad? — Yes, I have.

Where did you go? — I went to the USA.

When was that? — I went last summer.

2C Listening

Eating out

I can identify the context of a dialogue.

1 **VOCABULARY** Match each photo (A–D) with a type of dish from the list below. Which dishes do you like or dislike?

Food dishes curry pie pudding risotto salad sandwich soup stew stir-fry

A _____ B _____ C _____ D _____

2 **SPEAKING** Work in pairs. Do the food quiz. Then check your answers at the bottom of the page.

1 Which food from exercise 1 is Britain's favourite dish?

2 Match the dishes (a–f) with the countries (1–6) they come from originally.

1 France	**a** lasagne
2 Italy	**b** cola
3 Japan	**c** chocolate mousse
4 Mexico	**d** tacos
5 Spain	**e** paella
6 USA	**f** miso soup

3 Complete the sentences about special diets with the words below.

eggs fruit milk pork wheat

a If you follow a gluten-free diet, you can't eat _____.
b Muslims don't eat _____.
c If you're lactose intolerant, you avoid _____.
d Vegans don't eat _____, but most vegetarians do.
e _____ is a good snack if you're following a low-fat diet.

4 Which of these foods contains the most calories? 100 grams of:
a steak **b** avocado **c** peanuts **d** chocolate

Vocabulary Builder Diets: page 122

Listening Strategy

In a listening task, you sometimes need to identify the context of a conversation. The context is implied, not stated, so you have to listen for clues. The information you need may be:

a When the conversation is taking place.
b Where it is taking place.
c Why the conversation is taking place.
d Who is speaking.

3 1.19 Read the Listening Strategy. Then listen to two extracts and answer the questions.

Extract 1
1 Why is the man talking to the waiter?
2 What time of day is the dialogue taking place?
Extract 2
3 Who is speaking?
4 Where is the speaker?

4 1.19 Listen again. Which words and phrases helped you to decide on the answers in exercise 3?

5 1.20 Listen to a dialogue between two teenagers. For each question, write the correct speaker: Matthew (M) or Scarlett (S). Make a note of the words that helped you to decide on the answers.

Which person ...
1 is in the city centre? ___
2 recently finished some exams? ___
3 is not confident about finding the restaurant alone? ___
4 is likely to be late? ___
5 wants a new phone? ___

6 Put the phrases below into the correct group (A, B or C).

a bit special a real let-down fine nothing special not up to standard out of this world pretty average

A good _____
B OK _____
C bad _____

7 1.20 Listen again. Match the phrases in exercise 6 with the different restaurants mentioned: Italian, French, Mexican and Chinese.

8 **SPEAKING** Discuss these questions in pairs. Try to use phrases from exercise 6 in your answers.

1 Tell your partner about the last time you were in a restaurant. How good were the food and service?
2 Which local restaurants would you recommend to a foreign visitor and why?
3 Do you enjoy eating fast food? Why? / Why not?
4 What are your favourite dishes to eat a) at home and b) in a restaurant?

1 curry
2 1c 2a 3f 4d 5e 6b
3 a wheat b pork c milk d eggs e fruit
4 c

2D

Grammar

Present perfect simple and continuous

I can use the present perfect simple and continuous correctly.

1 **SPEAKING** **Ask and answer the questions in pairs.**

1 How often do you watch films? How do you watch them: at the cinema, on DVD, on live TV, or online?
2 Are some types of film better to watch at the cinema than on TV? Why? Give examples.

2 1.21 **Read and listen to the dialogue. Who do you think is more enthusiastic about seeing the film: Jack or Ellie? Find evidence for your opinion.**

Ellie At last! I've been waiting for ages. Where have you been? What have you been doing?
Jack My bus didn't come. I've been trying to phone you since 7.30 ...
Ellie You're 25 minutes late! The film has started.
Jack Sorry. Do you still want to see it?
Ellie Yes, I do. I've been looking forward to it for weeks. It stars my favourite actor. And I've already bought the tickets!
Jack Let's go inside then.
Ellie OK. But why is your hair wet? It hasn't been raining.
Jack That's sweat. I've been running for 25 minutes! And I haven't eaten. Can we see the film later?

3 **Read the Learn this! box and complete the rules. Use the dialogue in exercise 2 to help you. How many examples of this tense are there in the dialogue?**

LEARN THIS! Present perfect continuous

a We form the present perfect continuous with *have* / [1]_____ + [2]_____ + *-ing* form.

b We use the present perfect continuous:

1 for an action that began in the past and is still in progress.
You [3]_____ working much this term. Why not?
We often use *for* or [4]_____ to say how long the action has been in progress.
How long have they been living in France?
They [5]_____ living in Paris [6]_____ ten years.

2 for an action that has recently been in progress and which explains the current situation.
I'm hot because I [7]_____ running.

4 **Write questions about Ellie and Jack from exercise 2. Use the present perfect continuous.**

1 How long / Ellie / wait?
2 How long / Jack / try to phone Ellie?
3 How long / Ellie / look forward to the film?
4 Why / Ellie / look forward to the film?
5 How long / Jack / run?
6 Why / Jack / run?

5 **SPEAKING** **In pairs, ask and answer your questions from exercise 4. Find the answers in the dialogue in exercise 2.**

How long has Ellie been waiting?

Ellie has been waiting for ages.

LEARN THIS! Present perfect simple

We use the present perfect simple, not continuous:

a for completed actions.
I've set up a Twitter account. Will you follow me?

b when we say how often something has happened.
Our team has won three times this season.

c with verbs that are not used in continuous tenses.
I've owed him £50 since the summer.

6 **Read the Learn this! box. Underline an example of the present perfect simple for a completed action in exercise 2.**

➤➤ Grammar Builder 2.2 page 130

7 **USE OF ENGLISH** **Complete the sentences using the correct form of the words in brackets. Do not change the order of the words. You can add up to three other words.**

1 I'm not sure what's happening in this film because I _____ (only / watch / it) for a few minutes.
2 How long _____ (Alex / be / member) of the film club?
3 I can't go to the cinema because _____ (I / finish / my homework) yet.
4 Those two girls in the front row _____ (talk / each other) since the film started!
5 My parents were watching a science fiction film, but they _____ (turn / off / TV) now.
6 How long _____ (they / make / movies) in Hollywood?

8 **SPEAKING** **Work in pairs. Take turns to be A and B.**

A Tell your partner that he or she looks:
exhausted guilty hot relieved sleepy upset worried

B Explain why you look that way. Use the present perfect simple and continuous.

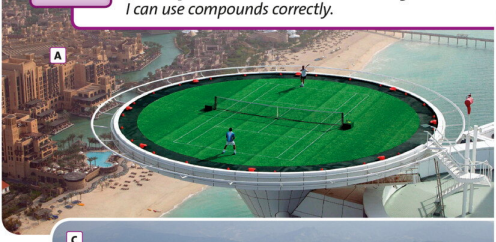
You look exhausted.

I've been getting up very early for the past few days.

2E Word Skills

Compound nouns and adjectives

I can use compounds correctly.



1 **SPEAKING** Look at the photos. What do they have in common? Which is the most spectacular, in your opinion?

2 **VOCABULARY** Match the nouns below with the photos in exercise 1. Some nouns go with more than one photo.

Compound nouns flood lights football pitch main road mountain range safety net sea shore swimming pool tennis court tennis player tower block

3 1.22 Listen and repeat the compound nouns from exercise 2. Which word is stressed: the first or second?

LEARN THIS! Compound nouns

a Compound nouns are nouns formed from two words.
1 noun + noun (*bathroom, safety barrier*)
2 *-ing* form + noun (*dining room, recording studio*)
3 adjective + noun (*wet room, whiteboard*)

b We usually write compound nouns as two words, but sometimes as one word (*whiteboard*) or with a hyphen (*make-up*). Check in a dictionary.

c The stress is usually on the first word.

4 Read the Learn this! box. Then look at the compound nouns in exercise 2. Underline at least one example of each type (1, 2 and 3). Which type has the most examples?

5 Work in pairs. Match the words in A and B to form sports venues, using a dictionary to help you. Find three more sports venues in exercise 2.

A athletics basketball bowling boxing climbing dance golf ice weights

B alley course court ring rink room studio track wall

LEARN THIS! Compound adjectives

a Compound adjectives are adjectives formed from two words.
well-known half-eaten record-breaking wind-powered

b We usually write compound adjectives with a hyphen.

c Sometimes, compound adjectives have more than two words (*state-of-the-art*).

6 **VOCABULARY** Work in pairs. Read the Learn this! box. Decide which sports venues from exercises 2 and 5 you are likely to describe with these compound adjectives.

Compound adjectives 25-metre 400-metre air-conditioned brightly lit eight-lane eighteen-hole full-sized open-air solar-heated soundproof well-equipped

7 1.23 Listen to four students arguing in favour of a new facility for their school. Match the facilities below (a–e) with the speakers (1–4). There is one extra facility.

a a state-of-the-art recording studio ___
b a well-equipped art and design studio ___
c a high-speed Wi-Fi network ___
d a 300-seat theatre ___
e an all-weather football pitch ___

8 **SPEAKING** Which facility from exercise 7 would you like most for your school? Why? Can the whole class agree on one choice?

2F Reading

Field games

I can understand a text about an outdoor game.

1 **SPEAKING** **Look at the blog and the photos. What kind of game do you think the people are playing? What do you think happens?**

2 **Read the blog post quickly and check your ideas from exercise 1.**

> **Reading Strategy**
> Multiple-choice questions may test:
> - factual information (detailed or general).
> - the writer's opinion.
> - the writer's intention.
>
> You can sometimes (but not always) tell what a question is testing by reading the first part without the options (a–d).

3 **Read the Reading Strategy and the questions in exercise 4. Then answer the following questions.**

1 Which questions in exercise 4 ask about ...
   a the writer's intention?
   b the writer's opinion?
   c factual information?
2 How did you decide on the answers to question 1?
3 Which question in exercise 4 is about the whole blog post?

4 **Read the blog post again. Choose the correct options (a–d).**

1 To take part in geocaching you need
   a a mobile phone with GPS.
   b a mobile phone with GPS and a toy or gift.
   c a mobile phone, a toy or gift and a logbook.
   d nothing – just yourself!
2 The activity of geocaching
   a began in the 19th century, but only became popular after 2000.
   b was originally only popular in one region of England, but now has fans all over the world.
   c was called 'letterboxing' when it was first invented.
   d has similarities with a 19th-century game.
3 When you find a gift in a geocache, you
   a make a note of the gift on the website.
   b can borrow the gift, but have to return it.
   c are allowed to take the gift if you replace it with something else.
   d take a photo of the gift as proof that you have found it.
4 The writer thinks that the most enjoyable kind of geocaching is when
   a you have to find a public webcam.
   b you have to find a series of geocaches.
   c you have to find a geocache and then hide it in a different place.
   d you simply have to find one geocache.
5 The writer believes the 'Fumble after Dark' event
   a is less fun than geocaching with a couple of friends.
   b would be a very enjoyable event to attend.
   c is only suitable for adventurous people.
   d needs to attract more people.
6 The writer has written the blog mainly to
   a suggest that people try geocaching.
   b explain the differences between letterboxing and geocaching.
   c publicise a geocaching event in Sweden.
   d warn the reader that geocaching is addictive.

5 **VOCABULARY** **Match the prepositions below with definitions 1–5. Underline them in paragraphs 1, 2 and 3 of the blog.**

Prepositions across all along all over below beside by

1 lower than _____
2 at many points on something long _____
3 in many parts of a place _____, _____
4 next to _____
5 near; at the side of _____

Vocabulary Builder Prepositions of place: page 122

6 **SPEAKING** **Work in pairs. Would you like to play this game? Why? / Why not? Use the adjectives, verbs and phrases below to help you.**

Adjectives addictive boring difficult exciting exhausting healthy time-consuming

> **Explaining preference**
> I'd find it ... It sounds really ...
> I'd like to play it because ...
> It appeals / doesn't appeal to me because ...
> I'm (not) really into ... I'd rather ... I can't stand ...
> I don't mind ..., but ...

7 **SPEAKING** **Share your opinions with the class.**

2F

GPS CHALLENGE

1.24 CLAUDIA'S BLOG

Dear Friends,

Sorry I haven't blogged for a while. I've been a bit busy lately. You'll find out why … But first of all, have you ever heard of geocaching? It's a kind of treasure-hunting game that uses a GPS device – usually your smartphone – to find small containers called geocaches. These are hidden all over the world – but usually people start with geocaches that are close to their home. The great thing about geocaching is that it leads you to some beautiful and amazing places that you probably didn't know about. I can definitely recommend it – it's healthy and it's fun. Although I should warn you that it's also seriously addictive!

So how does it work, exactly? Well, the first step is to go to the geocaching website or download the geocaching app onto your phone. Then you choose a geocache and you start looking. People have been hiding geocaches for more than ten years, so there are literally millions of them around the world. There are sure to be some near your home, wherever you live. (There are geocaches across all seven continents, including Antarctica!) Some are very hard to find. They may be hidden beside a river, up a tree, or even below the ground.

Geocaching is quite a new game: it began around the year 2000. However, similar games did exist in the past. For example, in the middle of the 19th century, a game called 'letterboxing' became popular in the south of England. People who enjoyed walking in the countryside began to hide boxes all along the route. These boxes contained postcards addressed to themselves. When other walkers found a box, they collected the cards and posted them. This often took many weeks, because the boxes were often hidden in remote places, not by the paths.

In geocaching, the boxes don't contain postcards. They contain a logbook, where the person who finds it can write their name and the date. (They also record the find on the website.) As well as the logbook, geocaches often contain a toy or gift. You are welcome to take this, provided you replace it with something you have brought with you.

The basic game just involves finding a geocache and recording it online and in the logbook. However, there are lots of variations. For example, there are multi-cache challenges, where each cache contains the co-ordinates for the next cache, until you reach the final cache containing the logbook. There are also 'travelling caches', where each person who finds the cache then hides it in a different location and updates the information on the website. And there are 'webcam caches'. When you do these, you don't find a physical container or logbook; you find a public webcam and then capture an image of yourself on the webcam as proof that you have been successful. I've tried all of these types, and personally, I've enjoyed the multi-cache challenges the most.

Geocaching is an activity you can do alone or, like me, with a couple of friends. But there are also geocaching events where you can get together with hundreds of other fans of the game. For example, the 'Fumble after Dark' event is held every November in Sweden and sounds like great fun. About a thousand geocachers get together for a day of talks and presentations about geocaching. And then they head outside into the darkness for some night-time adventures! I've been enjoying my geocaching experiences so much that I'm seriously thinking about going to 'Fumble after Dark' next year. So why don't you get into geocaching too, and I might see you there!

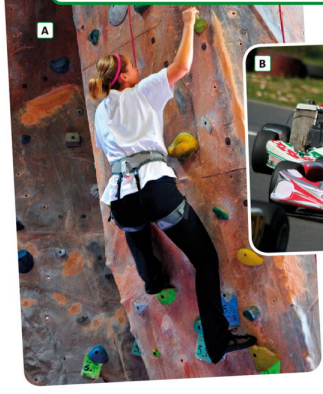
Bye for now!!

Claudia

2G Speaking

Stimulus-based discussion

I can discuss ideas for a day out and justify my opinions.



1 **SPEAKING** Look at the photos. Match the activities with four of the adventure sports below.

Adventure activities abseiling bodyboarding bungee jumping climbing hang-gliding hiking karting kayaking mountain biking parkour snowboarding surfing

2 **SPEAKING** Work in pairs. Ask and answer the questions. Give reasons for your opinions.

1 Which of the activities in the photos looks ...
   - **a** most fun?
   - **b** most challenging?
   - **c** most dangerous?

2 Have you ever tried any of the adventure activities in exercise 1? If so, did you enjoy them? If not, would you like to try them?

3 1.25 Read the task below. Then listen to two students doing the task. Which activities do they consider? Which one do they agree on?

You and a friend are planning a day out doing an adventure activity. Discuss with your friend what you are going to do. Give reasons for your opinions. Agree on an activity.

Speaking Strategy

When you have to reach an agreement, be sure to use a range of phrases for expressing preferences, raising objections and coming to an agreement.

4 1.25 **KEY PHRASES** Read the Speaking Strategy and the phrases below. Check that you understand them all. Then listen again. Which of the phrases did the students use?

Expressing preferences
I quite fancy ...
I think ... would be (fun).
I'm quite keen on ...
I like the idea of ...
I think ... is a better option than ...

Raising objections
Sorry, but I don't really fancy ...
Don't you think it (would be expensive)?
The problem with ... is that ...
Sorry, but I don't think that's a very good idea.
I'm not keen on ... because ...
I don't think ... would be as (interesting) as ...
I'd rather (go climbing) than (karting).

Coming to an agreement
We need to make a decision.
Overall, ... would be better.
Can we agree on ... , then?
OK, I agree.
That's settled then.

5 Work in pairs. Prepare to do the task in exercise 3.

- Choose three activities each that you would like to do using the list in exercise 1 or your own ideas. Make sure you and your partner choose different activities.
- Make notes about:
  - **a** why you want to do the activities you have chosen.
  - **b** why you do not want to do the activities your partner has chosen.

6 **SPEAKING** Work in pairs. Do the task in exercise 3 using your notes and the phrases in exercise 4 to help you.

2H Writing

A blog post

I can write a blog post expressing an opinion.

1 **SPEAKING** **Match the photos with two clubs from the list below. Which clubs from the list would you like to belong to? Give reasons.**

School clubs art club astronomy club baking club ballroom dancing club computer club debating society drama society film club fitness club handball club photography club school choir school orchestra science club

2 **Read the task and the blog post below. Which clubs from exercise 1 are mentioned? Which other clubs that are not in exercise 1 are mentioned?**

Your school recently organised an open day for parents and students to find out about extra-curricular activities. Write a blog post about it for the school website.

- Where and when did the event take place?
- Who attended the event?
- What happened at the event?
- Give your personal opinion of the event and say what effects the event has had.

One Saturday last month, the school organised an open day for students and parents to learn about all the school clubs. The event took place in the playground and also in the school hall.

More than two hundred people came to the school to find out about the activities the school can offer. Most of them were parents of primary school children who are going to start at the school in September, at the beginning of the next school year. Some students who are already at the school were there too, as well as most of the teachers.

More than twenty different school clubs had stalls in the playground. Students and teachers at the stalls explained to the visitors what goes on at the clubs. In the school hall, there were karate displays from the martial arts club and a short performance by the choir.

In my view, the day was a great success. Everyone seemed to have a very good time. Since the open day, lots of people have been asking for information about clubs. As well as that, the school has received suggestions for new clubs, including ballroom dancing and ice skating!

3 **Answer the questions about the blog post.**

What phrase does the writer use to ...

a say when a past event took place? _____

b introduce a personal opinion? _____

c introduce an additional point? _____

Writing Strategy

Where there is a word limit for the writing task, make sure you keep within it. If you went over the limit, decide which words you can delete. For example, there may be unnecessary adjectives or examples. When you have cut the words, make sure that a) the text still makes sense and b) all four points in the task are still covered.

4 **SPEAKING** **Read the Writing Strategy. In pairs, look through the blog post in exercise 2 and suggest twelve words you could delete. Then compare ideas with another pair.**

5 **Read the task below. Then prepare a plan for your blog post by answering the questions.**

You recently went to a show performed by a number of different clubs at school. Write a blog post about it.

- Where and when did the show take place?
- Who attended the event and how did they react?
- Give your personal opinion of the event.
- Suggest two improvements for next year.

Paragraph 1

- When and where did it take place?
- Which clubs took part? (Use clubs from exercise 1 or your own ideas.)

Paragraph 2

- Who attended the show?
- How did the audience react?

Paragraph 3

- What did you think of the show?

Paragraph 4

- What would make the show better? A different time / venue? Longer / Shorter? Different acts? Anything else?

6 **SPEAKING** **Work in pairs. Compare your notes from exercise 5 and suggest at least one improvement for your partner's plan.**

You could mention what music the orchestra played.

Why don't you say how long the show lasted?

7 **Write a blog post using the task and plan from exercise 5. Include phrases from exercise 3 if appropriate.**

CHECK YOUR WORK

Have you ...

- followed your writing plan?
- kept your writing clear and concise, deleting extra words if necessary?
- included appropriate phrases from exercise 3?
- checked the spelling and grammar?