

Vocabulary

A

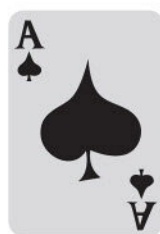
Love it or hate it

I can talk about likes and dislikes and leisure activities.

1 Label the sports and activities.



1 _____ 2 _____ 3 _____



4 _____ 5 _____ 6 _____



7 _____ 8 _____ 9 _____



10 _____ 11 _____ 12 _____

2 Complete the leisure activities with the verbs below.

bake collect hang out make
read read text use watch

- 1 _____ cakes
- 2 _____ with friends
- 3 _____ books
- 4 _____ clothes
- 5 _____ magazines
- 6 _____ your friends
- 7 _____ videos online
- 8 _____ social media
- 9 _____ figures, cards, stamps, etc.

3 Complete the table with the sports and activities below.

Then add the sports and activities from exercise 1.

basketball BMXing board games cycling drama
 martial arts a musical instrument photography
 rollerblading running shopping skateboarding volleyball

do +

- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

play +

- | | |
|---------|---------|
| 1 _____ | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |

go +

- | | |
|---------|----------|
| 1 _____ | 7 _____ |
| 2 _____ | 8 _____ |
| 3 _____ | 9 _____ |
| 4 _____ | 10 _____ |
| 5 _____ | 11 _____ |
| 6 _____ | |

4 1.07 Listen to three people talking about their hobbies. Which two activities from exercises 1 and 3 do the speakers mention?

- 1 _____ and _____
 2 _____ and _____

5 1.07 Listen again. Match the speakers (1 and 2) with the sentences (a–d).

This person:

- a started a new hobby recently. ☐
 b has bought some new equipment. ☐
 c didn't use to like team sports. ☐
 d finds it difficult to make time for his / her hobbies. ☐

6 Write about two sports and activities you enjoy doing. Say where and when you do them and why you enjoy them.

Present perfect and past simple contrast

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

1 Circle the correct answers.

- 1 Fran **went** / **has gone** ballroom dancing last night.
- 2 **Did you finish** / **Have you finished** vlogging yet?
- 3 I **had** / **have had** this camera for over a year.
- 4 I **read** / **have read** the whole magazine in an hour.
- 5 Sam isn't hungry because he **already ate** / **has already eaten**.
- 6 **Did you go** / **Have you been** cycling last weekend?

2 Correct the mistakes in the sentences.

- 1 I didn't go rollerblading before. Is it fun?

- 2 I've fallen over while I was ice skating.

- 3 Did Jasmine text you yet?

- 4 Dan has gone bowling on his birthday.

- 5 I didn't go camping since last summer.

3 Complete the sentences with the verbs in brackets. Use the past simple in one sentence and the present perfect in the other.

- 1 a I _____ skateboarding lots of times. (go)
b Katie _____ shopping yesterday. (go)
- 2 a When _____ you _____ that cake? (bake)
b I _____ cakes since I was ten. (bake)
- 3 a Joe loves karate. He _____ it for ages. (do)
b I _____ ballet for a year, but I gave it up. (do)
- 4 a *Northern Lights* is a great book. _____ you _____ it? (read)
b I _____ four novels last month. (read)

4 USE OF ENGLISH Complete the second sentence so that it has a similar meaning to the first. Use the words in brackets and the past simple or present perfect. You will need to add other words.

- 1 I can still remember my tenth birthday party. (never)
I *have never forgotten* my tenth birthday party.
- 2 Tomorrow, Jason will go horse riding for the first time. (never)
Jason _____ horse riding before.
- 3 I haven't played table tennis for a year. (ago)
I last _____.
- 4 Tom has just texted me. (a moment ago)
Tom _____.
- 5 The last time I vlogged was a year ago. (for)
I _____ a year.
- 6 Is this your first time at this gym? (ever)
_____ before?
- 7 My brother has collected stamps since he was six. (collecting)
My _____ when he was six.



5 Complete the interview with the past simple or present perfect form of the verbs in brackets.

Interviewer When ¹ _____ you _____ (start) rollerblading?

Tiffany I first ² _____ (go) rollerblading when I was nine. I ³ _____ (stop) for a few years, then I ⁴ _____ (take) it up again when I was in my teens.

Interviewer How often do you practise?

Tiffany As often as I can. But it ⁵ _____ (be) very wet recently, so I ⁶ _____ (not be able) to get out on the streets much, which is very frustrating.

Interviewer Who are your favourite rollerbladers?

Tiffany I love watching Chris Haffey. I ⁷ _____ (always / admire) him. In 2011, he ⁸ _____ (break) the world record for the longest jump – 30 metres!

Interviewer ⁹ _____ you _____ (have) much success in competitions?

Tiffany Yes, I ¹⁰ _____ (win) quite a few competitions. I ¹¹ _____ (come) first in the 2014 Street Rollerblading Open Championship.

Interviewer That's fantastic!

Eating out

I can identify the context of a dialogue.

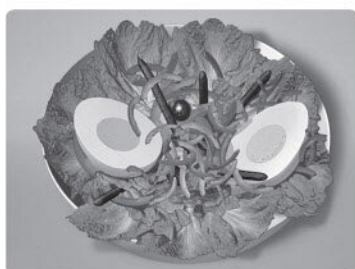
Revision: Student's Book page 21

- 1 Complete the labels for the pictures with the words below. There are three extra words.

curry pie pudding ~~risotto~~ salad sandwich
soup stew stir-fry



1 risotto



2 egg _____



3 prawn _____



4 cherry _____



5 vegetable _____



6 chicken _____

- 2 Think about dishes which are popular in your country. Write down:

two types of curry or stew.

_____, _____

two types of salad or sandwich.

_____, _____

two types of soup or pie.

_____, _____

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 **1.08** Read the Listening Strategy. Then listen and circle the correct answer.

- a shortly after / before dinner
- b inside / outside a restaurant
- c They might have the wrong day / restaurant.
- d a woman and her father / son

- 4 **1.09** Listen to two short dialogues. Read the questions about context and circle the correct answers.

Dialogue 1

- 1 Who is the woman talking to?
 - a a waiter
 - b the man she's having dinner with
 - c a man at the next table
- 2 Why is the woman unhappy with her food?
 - a It isn't what she ordered.
 - b It doesn't look very tasty.
 - c She can't eat it.

Dialogue 2

- 3 Where is the conversation taking place?
 - a at home
 - b in a restaurant
 - c in the town centre
- 4 What time is it, approximately?
 - a 7 p.m.
 - b 9 p.m.
 - c 11 p.m.

- 5 Complete the useful phrases with the words below.

bit nothing pretty real up world

- 1 a _____ special
- 2 a _____ let-down
- 3 _____ special
- 4 _____ average
- 5 not _____ to standard
- 6 out of this _____

- 6 **1.10** Listen to a dialogue between two friends. Check your answers to exercise 5.

- 7 **1.10** Listen again. For each question, write the correct speaker: Tom (T) or Zoë (Z).

Which person ...

- 1 is planning to book a restaurant? ☐
- 2 can't remember last year's meal? ☐
- 3 always checks online reviews for restaurants? ☐
- 4 recommended an Italian restaurant? ☐
- 5 is going to ask about a special diet? ☐

Present perfect simple and continuous

I can use the present perfect simple and continuous correctly.

1 Complete the text with the present perfect continuous form of the verbs below.

ask attract focus get not go
post not update visit write

Purple POPCORN

Sam Delaney, a student at Imperial College London, ¹ _____ film reviews since he was eleven years old. At first, he posted them on Facebook, but for the past four years, he ² _____ them on his own website – Purple Popcorn. The website ³ _____ the attention of the media recently, since it emerged that several Hollywood producers ⁴ _____ it to read his reviews. 'They've finally noticed me,' says Sam, proudly. 'They ⁵ _____ if they can put lines from my reviews on their own websites and adverts.'

Since September, Sam ⁶ _____ his site very often. That's because he ⁷ _____ to the cinema very much while he's preparing for exams. 'I ⁸ _____ on my university work,' he says. Even so, his website ⁹ _____ a lot of hits thanks to a growing number of followers on Twitter.

2 Complete the sentences with the present perfect continuous form of the verbs in brackets and *for* or *since*.

- She _____ (collect) badges _____ ten years. She's got thousands!
- _____ (you / learn) Japanese _____ a long time?
- I'm going home. I _____ (not feel) well _____ this morning.
- My sister _____ (drink) coffee _____ most of the evening and now she can't sleep!
- I don't know why he's being so impatient. He _____ (not wait) _____ long.
- I should do well in my exams. I _____ (work) hard _____ the start of term.

3 Circle the correct answers.

- You're two hours late! What _____ all afternoon?
a have you done b have you been doing
- This farm _____ to our family for two centuries.
a has belonged b has been belonging
- 'I sent you an email.' 'Really? I _____ it.'
a haven't received b haven't been receiving
- Is Tom OK? I _____ him three times this week, but he hasn't replied.
a 've texted b 've been texting
- _____ my popcorn? The box is half empty!
a Have you eaten b Have you been eating
- Is dinner ready yet? You _____ for hours!
a 've cooked b 've been cooking
- I'm really enjoying this novel, but I _____ all of it.
a haven't understood b haven't been understanding
- My dad _____ his car. He goes everywhere by bike now.
a has sold b has been selling

4 Complete the replies with the present perfect simple or present perfect continuous form of the verbs in brackets.

- A Have you finished that history project?
B No, I haven't. And I _____ (do) it all day!
- A Why are your hands so dirty?
B I _____ (try) to repair my bike.
- A Did your brother forget about football practice?
B Yes. And I _____ (remind) him three times this week!
- A Did you write a letter to the town council?
B Yes, but I _____ (not send) it.
- A Are those potatoes ready yet?
B No, they aren't. How long _____ (we / cook) them?
- A Has Billy replied to your messages yet?
B No, he hasn't. And I _____ (text) him five times!
- A You're nearly an hour late. What _____ (you / do)?
B Sorry. I was asleep!
- A This film doesn't make sense. Why are the police chasing that man?
B I don't know. I _____ (not watch).

Compound nouns and adjectives

I can use compounds correctly.

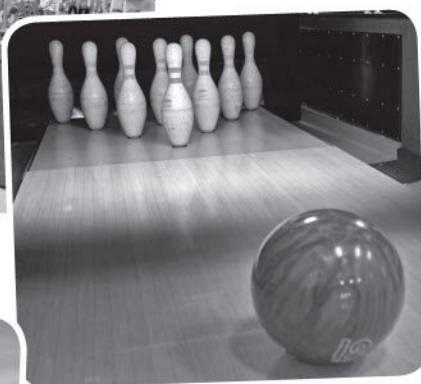
- 1 Complete the sports venues with the words below. Then use six of them to label the photos.

basketball bowling boxing court football golf
ice room studio swimming track wall

- 1 _____ alley 7 _____ court
2 _____ course 8 dance _____
3 athletics _____ 9 climbing _____
4 _____ rink 10 _____ pitch
5 tennis _____ 11 weights _____
6 _____ ring 12 _____ pool



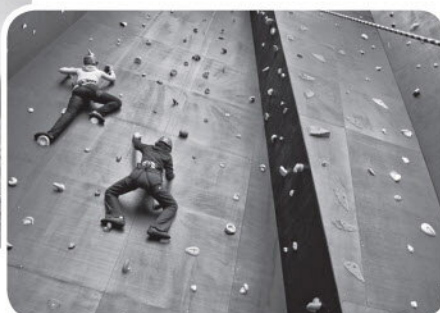
a _____



b _____



c _____



d _____



e _____



f _____

- 2 Match the words to make more compound nouns. Use each word only once.

- 1 mountain ☐
2 flood ☐
3 main ☐
4 sea ☐
5 tennis ☐
6 safety ☐
7 tower ☐

- a road
b block
c net
d range
e player
f shore
g lights

- 3 Complete the table with compound nouns from exercises 1 and 2. Write two in column A, three in column B and four in column C.

A adjective + noun	B -ing form + noun
C noun + noun	

- 4 Complete the compound adjectives in the sentences with the words below.

25 air full open sound well

- 1 It's an amazing house. There's a _____-sized bowling alley in the basement!
2 There's also a new _____-air swimming pool in the garden.
3 Is it healthy to spend all day in _____-conditioned offices?
4 The gym has a _____-equipped weights room.
5 She reached the top of the _____-metre climbing wall in less than a minute.
6 They record the podcasts in a _____proof room.

VOCAB BOOST!

Many compound adjectives are not in the dictionary because they are formed from other words. When you come across a new compound adjective, you need to work out the meaning by looking at the words which form it.

a three-wheeled motorbike = a motorbike with three wheels

a well-drawn picture = a picture which has been drawn well

- 5 Read the *Vocab boost!* box. Then complete the second part of each sentence with an explanation.

- 1 A three-headed monster is a monster with *three heads*.
2 A man-eating lion is a lion _____.
3 A million-dollar apartment is an apartment _____.
4 A five-storey house is a house _____.
5 A well-prepared student is a student _____.

Sport changes lives

I can understand a text about a sports charity.

Revision: Student's Book page 24

1 Complete the prepositions in the sentences.

- 1 We drove a _____ o _____ r town looking for a chemist's that was open.
- 2 There are trees a _____ a _____ g the road that goes to our school.
- 3 There's a post office b _____ e the church in Kings Road.
- 4 Snow fell a _____ s Britain last night, and temperatures were well b _____ w zero.
- 5 Let's go to the café b _____ the river.

2 Read the article. Are the sentences true (T) or false (F)?

- 1 This sports organisation brings activities to school for young people. ☐
- 2 The organisation believes that sport helps young people in other areas of their lives. ☐

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) see what a question is testing by reading the first part without the options (a–d). Turning it into a direct question can also help.

3 Read the Reading Strategy. Then circle the correct answers.

- 1 Nearly three quarters of teenagers
 - a aspire to play better sport.
 - b have found the sport they are looking for.
 - c haven't played any sport.
 - d would like to play sport if it was less expensive.
- 2 The aim of the charity is to
 - a help communities to get fitter.
 - b organise local sporting activities cheaply.
 - c advise young people on how to succeed in life.
 - d provide intensive sports training for teenagers.
- 3 Adventure sports were
 - a chosen by boys only.
 - b selected by both boys and girls.
 - c more popular than dance classes.
 - d not as popular as football.
- 4 The writer wants
 - a to encourage teenagers to join the sports project.
 - b young children to contact the organisation.
 - c young people to pay for sporting activities.
 - d to help young people at home.



StreetGames

Who are we?

StreetGames is a sports charity that changes lives and communities. We are proud to give young people exactly what they are looking for – the chance to enjoy sport, give back to their communities and aspire to greater things. Seventy-one percent of young people have said that they would like the chance to try more sporting activities, but that they can't afford to.

What do we do?

'Doorstep Sport' is what we do – we bring sport close to home in disadvantaged communities, at the right time, for the right price and in the right style. Sport is great! It provides fitness, fun and friendship opportunities, and since 2007 we have been using it to improve the lives of countless young people. It teaches them skills and knowledge which they can then use to make their own way in life.

What do we offer?

We have been speaking to a lot of young people about sports they would like to be involved in, and these are the answers: boys between the ages of 16 and 19 have voted for playing football, badminton and tennis, going swimming, cycling, running and to the gym and doing adventure sports. The girls have chosen similarly, except for netball rather than football, plus dance and fitness classes. Multi-sports sessions have also proved popular with everyone.

What do we want?

We are bringing sport to your neighbourhood, and we need some assistance. We are looking for young volunteers for this task. We need young people both to take part in our wonderful sporting activities and also to look after and coach the younger children. So, if you are aged 16–19, contact us if you would like to be involved. We need YOU!

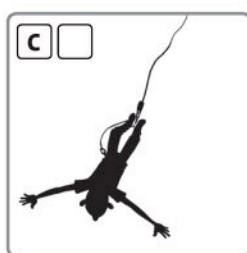
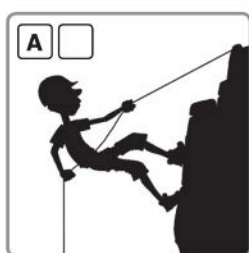


Stimulus-based discussion

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

- 1 Complete the words with *a, e, i, o* and *u*. Then match them with the diagrams (A–L).

- 1 k _ rt _ ng
- 2 k _ y _ k _ ng
- 3 _ bs _ _ l _ ng
- 4 cl _ mb _ ng
- 5 sn _ wb _ _ rd _ ng
- 6 s _ rf _ ng
- 7 b _ ng _ _ j _ mp _ ng
- 8 b _ dyb _ _ rd _ ng
- 9 p _ rk _ _ r
- 10 h _ ng-gl _ d _ ng
- 11 h _ k _ ng
- 12 m _ _ nt _ _ n b _ k _ ng



- 2 Write four sentences using the phrases below and activities from exercise 1.

I like the idea of ... I think ... would be (fun).

I'm quite keen on ... I quite fancy ...

- 1 _____
- 2 _____
- 3 _____
- 4 _____

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

- 3 1.11 Read the task above. Then listen to two students doing the task. Answer the questions.

1 Why does the girl want to go bodyboarding?

2 Why doesn't the boy want to go bodyboarding?

3 Why does the girl prefer parkour to abseiling?

4 In the end, they agree to _____.

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 1.11 Read the Speaking Strategy. Complete the sentences. Then listen again and check.

1 I'm _____ on bodyboarding.

2 Sorry, but I don't _____ that's a very _____.

3 I _____ trying that.

4 I think parkour is a _____ than abseiling.

5 Yes, I _____.

6 _____ on climbing, then?

- 5 You are going to do the task in exercise 3. Make notes about which two activities you would like to do and why.

Which activities would you choose? Why? _____

Which activities would you not like to do? Why? _____

- 6 Now do the speaking task. Use your notes from exercise 5.

A blog post

I can write a blog post expressing an opinion.

Preparation

1 Match six school clubs below with the pictures (1–6) opposite.

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 At which of the other school clubs from exercise 1 could you:

- 1 sing with other students? _____
- 2 act in a play? _____
- 3 do interesting experiments? _____
- 4 draw and paint? _____
- 5 discuss important issues? _____
- 6 do physical exercises? _____
- 7 look at the planets? _____
- 8 play a musical instrument? _____

3 Read the task and the model text. Number the four points (a–d) in the order they appear in the text.

- a Say who attended the meeting and what happened at it. ☐
- b Give your opinion of how the first meeting went. ☐
- c Say why you formed the new club and where and when the first meeting took place. ☐
- d Describe your plans for the club. ☐

You have organised a new after-school club and attended your first meeting. Write a blog post about it.



1



2



3



4



5



6

Writing Guide

Writing Strategy

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

4 Read the Writing Strategy. Which two of the five underlined sentences in the text could you delete?

- 1st sentence ☐ 3rd sentence ☐ 5th sentence ☐
2nd sentence ☐ 4th sentence ☐

5 Read the task. Then make notes for each point (a–d). Use the questions (1–4) below to give you ideas.

You have joined a new club at school and attended your first session. Write a blog post about it.

- a Say when and where it took place.
- b Say who attended the session and what happened.
- c Suggest how the club could improve its activities.
- d Make a request for some equipment.

- 1 What club is it? Where / When was the session? How many people were there? What did you do?
- 2 Did you enjoy the session? What was the best / worst thing about it?
- 3 What would make the club better?
- 4 What equipment does the club need? Why?

6 Write a blog post. Use your notes from exercise 5.

CHECK YOUR WORK

Have you ...

- ☐ covered all four points in the task?
☐ written clearly and concisely with no irrelevant details?
☐ checked your spelling and grammar?

Last Thursday was the first meeting of the fitness club. This is a new club which I have organised with two classmates. We all love sport and PE and we thought it would be a good idea to encourage other people to be more active. We met in the gym after school and then we went out onto the playing field. Luckily the weather was good.

Fifteen students turned up for the club. Eight of them were girls and seven were boys, and we all spent an hour doing a variety of games and exercises. For example, we played volleyball in the gym and football on the playing field.

All in all, I think the meeting was a success. Fifteen students is a good number, especially for a first meeting, although it would of course be better with more. Everybody took part very enthusiastically, which is very encouraging.

In the future, I hope to organise a wider variety of games and sports. I also plan to advertise the club better, with posters on the main noticeboard and an article in the school newspaper. I'd also like us all to enter a fun run next spring. We could even wear special costumes!



Posted today at 11:32