**Phrase bank**

- athletics
- basketball
- cycling
- skiing
- work out
- aerobics
- weight training
- ice skating
- badminton
- squash
- skating
- swimming
- hockey
- martial arts
- modern dance
- Pilates
- spinning
- yoga
- darts
- pool
- tenpin bowling
- running

---

**Vocabulary:** leisure activities

1. Label the photos with activities from the Phrase bank.

2. Try to classify the activities in 1 as games, sports or keep fit. Use the ideas below to help you.

   - expends energy
   - develops muscle tone
   - no physical effort
   - improves stamina
   - just a bit of fun
   - has a clear set of rules

3. Write five activities from the Phrase bank in the table below according to the verb used.

<table>
<thead>
<tr>
<th>do</th>
<th>play</th>
<th>go</th>
</tr>
</thead>
<tbody>
<tr>
<td>weight training</td>
<td>pool</td>
<td>cycling</td>
</tr>
</tbody>
</table>

4. Listen to five people talking about activities they do. Which activity in 1 does each speaker do?

5. Listen again to the speakers in 4. Which speaker (1-5) ...

   1. likes being able to do the sport when and where they want.
   2. has tried different varieties of the same activity.
   3. plays a team sport.
   4. sees the activity as a way to relax with friends.
   5. took up an activity to get fit.

6. Which of the activities in the Phrase bank are popular in your country? Do you do any of them?
Speaking: talking about hobbies

1. Look at the graphs of the most popular sports and exercise activities for 16–24-year-olds in Britain. Predict which activities are among the top five for men and for women.

- snooker/pool
- football
- aerobics
- swimming
- cycling
- running
- weight training
- tenpin bowling
- hockey
- baseball
- tennis
- badminton
- working out
- cycling
- swimming
- running
- golf
- cricket
- football
- tennis
- running
- swimming
- badminton
- basketball
- squash
- bowling
- squash
- tennis
- running

2. Listen and check your predictions.

3. Write a verb phrase from thePhrase bank for the definitions.
   1. Register for a course or activity.
   2. Stop doing something you have done for a period of time.
   4. Learn without too much difficulty.
   5. Persist in trying to do something.
   6. Participate in an activity.

4. Listen to someone describing a sport. Complete the speaker’s column of the table.

| You | What:
|-----|-----------------------------------|
|     | the sport/activity I’m going to talk about is ...
|     | When:
|     | I took it up ...
|     | How long:
|     | I did it for/I’ve been doing it for ...
|     | Who:
|     | I do/play it with ...
|     | Where:
|     | I do/play it in ...
|     | Why:
|     | I like/liked it because ...

5. Make notes in the table about a sport or activity you do now or did in the past. Work in pairs and tell each other about it.

Phrase bank
- take something up
- pick something up
- sign up for something
- stick at something
- give up something
- take part in something

- bar
- court
- track
- pool
- gym
- pitch
- mountains
- park

Language note

We use the verb **practise** when we work at trying to improve the way we do things, e.g.

I’m studying the piano and I practise every day.

I play tennis a couple of times a week. I’ve been practising my serve.

Pronunciation

Final sounds

a. **Listen to the words. Pay attention to the final sound. Match the words to the correct final sound symbol.**

practises kicks teams /s/ /z/ /lz/

b. **Say the words below and write the correct final sound symbol for each one.**

- aerobics
- watches
- dances
- plays
- athletics
Phrase bank

Do you fancy … meeting up with …? going to the cinema? going to a gig? playing pool/snooker/ darts?

Listening: invitations

Listen to two dialogues in which people are making plans to go out together. Answer the questions for each dialogue.

<table>
<thead>
<tr>
<th></th>
<th>dialogue 1</th>
<th>dialogue 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the invitation for?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are both speakers keen to go?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do they make an arrangement?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Dialogue 1
1 Sally’s father recognizes Celia’s voice. ___
2 Celia suggests more than one option. ___
3 They agree to talk again later. ___

2 Dialogue 2
1 Mark’s mother recognizes Karl’s voice. ___
2 Mark hasn’t done his maths homework. ___
3 There are four free tickets. ___
4 Mark is busy earlier on Saturday. ___

Listen again and decide if the statements are true or false.

1 In which conversation is someone evasive?
2 Do you ever react to an invitation in the way that Sally did?
3 Read the culture box. Are there any differences between the way you make invitations and the way English people do?
Functional language: making arrangements

1 Listen again to the beginning of the two phone conversations from page 36. In your notebook write ...

1 two different ways to ask to speak to someone.
2 one way to ask for the name of the caller and one way to answer.
3 two ways to say you are going to pass the phone to someone.

2 Copy the table in your notebook. Complete it with expressions from the Phrase bank.

<table>
<thead>
<tr>
<th>asking about plans or options</th>
<th>making a suggestion</th>
<th>making an arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>being evasive</td>
<td>showing enthusiasm</td>
<td>suggesting an alternative</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

3 Work in pairs. Choose which student to be by tossing a coin. Write a dialogue about making plans to go out.

Student A
You want to go out with Student B. Try suggesting ...
• going to watch a sports match
• going out for something to eat

Student B
You don’t mind going out with Student A but you want to suggest ...
• a different activity
• a different time

4 Practise reading your dialogue.
Final task: making a date

1 Work in pairs. Read the webpage, then close your book and tell your partner what advice it offers.

2 Listen to someone trying to make a date, then answer the questions.
   1 What does Dave do right, according to the advice on the webpage?
   2 What errors does Dave commit, according to Samantha’s tips?

3 You are going to ask someone out on a date. Choose who will be Student A and Student B.

Student A
You are going to ask Student B out on a date. You should …
• ask about how he/she spends their free time.
• try to show a genuine interest in what you hear.
• use Samantha’s tips to move the conversation on to the key question.
Invite Student B out on a date.

Strategy
Using just
Read extracts 1 and 2 from the listening in 2. Match them to uses a and b.
1 I was just wondering, do you want to do something later?
   a To indicate that something is inconvenient or impossible.
2 Well, it’s just that I had something else planned.
   b To mean ‘only’ or to indicate that something is optional.
Use just to help you indicate that an offer you make is optional and to decline an unwanted invitation.

Student B
You are potentially interested in Student A as a partner for a date. However, your decision depends on whether he/she …
• shows genuine interest in you.
• has similar free-time interests to you.
• proposes something that sounds fun.
Remember to turn down student A if you are not satisfied.
Vocabulary

1 From the list of activities in the Phrase bank find ...
1 three team sports.
2 a winter sport and a water sport.
3 four activities you would do in a gym.
4 two activities you would do in a park.

2 Write five words or expressions from the Phrase bank to describe this sequence of events
start an activity – enrol on a course – learn without difficulty – continue trying – stop doing something

3 Substitute the expressions in bold with percentages and the word approximately.

Screen Time
Just under a third of teenagers have their own computer and four out of ten have their own camera. Nearly half of the students interviewed said they watched DVDs at least once a month, and one in five watches every week. A little over three-quarters of the respondents said they connected to the internet daily, and almost all of those we surveyed said they watched television every day.

Pronunciation

4 Write the words under the correct headings.
teenagers students DVDs watches three-quarters respondents

<table>
<thead>
<tr>
<th>/s/</th>
<th>/z/</th>
<th>/iz/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Functional language

5a Make complete sentences to create a dialogue using the prompts below.
Mike you / free / Saturday night?
Anna why?
Mike wonder / fancy / go out / pizza?
Anna mmm / not fancy / pizza
Mike Chinese?
Anna good idea
Mike 8 o’clock?
Anna make / later?
Mike 8.30?
Anna great / call/ you / then

5b Listen and check.

6 Work in pairs to practise the dialogue.