

3

Having fun



Starting off

1 Complete the leisure activities with the verbs from the box. Which activities can you see in the photos?

diving ~~doing~~ going playing
posting riding seeing taking

- 1 *doing* sports
- 2 photos
- 3 dancing
- 4 a bike or a horse
- 5 computer games
- 6 friends
- 7 messages on social media sites
- 8 in the sea

2 Work in pairs. What's the best way to spend your free time? Put the leisure activities in order.

3 Work in small groups.

- Which other leisure activities do young people enjoy in your country? Why?
- Are these activities difficult to learn? Why? / Why not?
- How much time a week do you spend doing your favourite leisure activity?

Listening Part 4

1 Work in pairs.

- Look at the photo of a boy skateboarding, and the photo of a building. Do you think they are interesting?
- How old do you think the photographer is?

2 You will hear a radio interview about a young photographer called Ryan Parrilla. Look at questions 1–6. What kind of information (a reason, a place, a person, a thing or an action) do you think you need to listen for?

- Before you listen, look at each question and decide what kind of information you need.
- Listen for details about this kind of information and choose the best answer.

Exam advice



3 For each question, choose the correct answer. Then listen again and check.

- 1 Why did Ryan put his photos on Instagram?
 - A A firm he worked for said it would make him famous.
 - B It meant he could communicate with people in many countries.
 - C Most new photographers use Instagram at first.
- 2 Ryan most likes to take photos of
 - A people and places in New York.
 - B wildlife on the coast.
 - C famous people he sees in the city.
- 3 Ryan believes that he has taken his best photos
 - A when unexpected things happened.
 - B after making careful preparations.
 - C very early in the morning.

4 Work in groups.

- What kind of photos do you like taking?
- What kind of photos do you like looking at?
- Is there a hobby you would like to turn into a job?

- 4 Ryan first took photos with
 - A his father's camera.
 - B his own camera.
 - C his sister's phone.
- 5 When Ryan was twelve he used to
 - A play lots of computer games.
 - B read about top photographers.
 - C have lessons at home with a teacher.
- 6 What does Ryan think young photographers should do?
 - A Wait until they are older to try to become successful at photography.
 - B Find out what type of photography is in fashion.
 - C Do the kind of photography that they particularly enjoy.



Vocabulary Prepositions of place



1 Listen to Kirsty talking on the phone. Draw these objects on the picture. Check on page 163.

- Kirsty's racket
- her trainers
- her tennis balls
- her T-shirt

2 Write sentences describing where the objects from Exercise 1 are. Use the prepositions from the box.

above behind in front of inside
 next to on on the right
 opposite under

Kirsty's racket is in front of the wardrobe. It's on the floor.



Reading Part 3

1 Work in pairs. Look at the photos. What do you think they show? Do you like them?

2 Read the text quickly. What is the writer's purpose?

- 1 to explain how to become an expert at making sand sculptures
- 2 to describe a sand sculpture that she made
- 3 to give some advice about making sand sculptures
- 4 to encourage more people to make sand sculptures

3 Read the text again and answer the questions.

- 1 Why did Ariana decide to start making sand sculptures?
- 2 What did Ariana realise when she started making her first sculpture?
- 3 How did Ariana feel when her first sand sculpture failed?
- 4 In the final paragraph, what does Ariana say annoys her?

- Quickly read the text to get the general idea of what it is about.
- For each question, decide what the text says about it before you look at options A–D.
- Choose the option that is most similar to what the text says.

Exam advice

4 Read the text and the questions below. For each question, choose the correct answer.

- 1 Ariana decided to start making sand sculptures
 - A because she's always been good at other kinds of art.
 - B because she saw some sculptures that her friends had made.
 - C because she wanted to do a new outdoor activity with her friends.
 - D after being impressed by some near her house.
- 2 What did Ariana realise when she started making her first sculpture?
 - A She wasn't very patient.
 - B She thought it would be easier.
 - C She knew straight away it wouldn't be a success.
 - D She disliked people watching her make the sand sculpture.
- 3 How did Ariana feel when her first sculpture failed?
 - A She felt like giving up her new hobby.
 - B She was embarrassed because of how it looked.
 - C She regretted that she ignored some useful advice.
 - D She was angry with herself for wasting four hours.
- 4 In the final paragraph, what does Ariana say annoys her?
 - A people damaging her sculptures
 - B the sea covering her sculptures
 - C the weather destroying her sculptures
 - D people believing it is only a hobby for children

ARIANA'S HOBBY

SAND SCULPTURES



I live on the coast of Portugal where there are lots of beautiful sandy beaches and warm sunny days. It's the perfect location for my favourite hobby – making sand sculptures. I'd never actually thought of making sand sculptures before until my friends and I discovered some fantastic ones that were all along the shore near where I live. I couldn't believe that such beautiful model buildings, incredible creatures, and some amazingly realistic faces of famous people were all made out of sand. From that moment, I knew that this was something I just had to do, even though I'd never considered myself to be an artist or very creative.

In fact, anyone can create a sand sculpture, but it's much harder than it looks as I soon discovered. The first sand sculpture I ever tried making was a two-metre long dolphin. I was making brilliant progress on it until quite suddenly the

head started to break off! I tried everything to try and fix it, so it would stay in one piece, but it was hopeless. Soon the whole thing was a big pile of sand on the beach. Some people sunbathing nearby seemed to think this was extremely funny, but that just made me want to keep trying even more. I wished I'd listened to an expert on YouTube who recommends digging up wet sand and to use it to build the sand sculptures because it sticks together better. So, I did that for my next sculpture of a camel. And I managed to complete it in four hours, though they don't always take me that long to make.

I've heard people say that making sand castles is for kids, not adults, but that doesn't bother me at all. Many people don't understand that even lightly touching a sand sculpture can make a whole section fall off, which can take ages to rebuild and I get upset when that sometimes happens. Of course, heavy rain can do some damage, but not as much as you might think. As long as you build far enough up the beach, the waves won't wash a sand sculpture away either. So, when you're next at the seaside, make one yourself – you'll get a great sense of achievement!

- 5 Work in pairs.
- Would you like to build sand sculptures? If so, what kind?
 - Which of the activities below do you enjoy doing?
 - Which would you not like to do? Why?

flying a kite sailing sunbathing
swimming in the sea windsurfing

Grammar

Verbs followed by to or -ing

▶ Page 122 Grammar reference
Verbs followed by to or -ing



Rules

- We can use *-ing* or *to* (+ the infinitive) after verbs such as *start*, *begin*, *like*, *love*, *hate*, *prefer* and *continue* with little difference in meaning.
*Its head **started breaking** off.*
*Its head **started to break** off.*
- With other verbs, only one form is possible.

- 1 Look at the underlined verbs. Which are followed by a verb ending in *-ing*? Which are followed by *to*? Complete the table.
- 1 Some people sunbathing nearby seemed to think this was extremely funny.
 - 2 ... that just made me want to keep trying.
 - 3 I wished I'd listened to an expert on YouTube who recommends digging up wet sand.
 - 4 I managed to complete it in four hours.

verb + <i>-ing</i>	verb + <i>to</i>
<i>keep</i>	<i>seem</i>

- 2 Add these verbs to the table. Can you add more verbs?
- afford agree decide enjoy fancy feel like
finish hope learn mind miss practise
promise want would like

- 3 Some verbs can be followed by *-ing* or *to*, but with a change of meaning. Look at sentences 1–4.



Which two are about:

- something the speaker has to do?
- a memory of something in the past?

- 1 I remember just chatting to her.
- 2 I must remember to get a map.
- 3 Don't let me forget to take my sunglasses.
- 4 I'll never forget flying over that beach.

- 4 Some of the sentences have a mistake. Underline the mistakes and correct them.



- 1 I forgot asking you about your family. *to ask*
- 2 I hope see you soon!
- 3 I really enjoyed to help at a pop concert.
- 4 I remember moving into our new house.
- 5 Do you fancy to come out with us?
- 6 We hope to go to the same island again next year.
- 7 When we finished to eat I went home.

- 5 Complete the questions with the correct form of the verbs in brackets.

- 1 Where do you fancy *going* (go) this evening?
- 2 What kind of music do you enjoy (listen) to at home?
- 3 What are you planning (do) at the weekend?
- 4 Do you remember (go) away on holiday when you were younger?
- 5 Do you ever forget (bring) anything to your lessons?
- 6 What would you like (do) tomorrow?

- 6 **/P/ -ing endings /ɪ/**



Listen and check the sentences from Exercise 5. Then answer the questions.

- 1 How do we pronounce *-ing*? Is there a /g/ sound?
- 2 Is this part of the word stressed?

- 7 Work in pairs. Ask and answer the questions from Exercise 5.

- 8 Tell your partner about the things below.

- Something you ... I'm learning to play the drums.
- 1 are learning to do.
 - 2 can't afford to buy.
 - 3 decided to do last week.
 - 4 must remember to do tomorrow.
 - 5 will finish doing soon.
 - 6 shouldn't forget to do next weekend.
 - 7 are planning to do on Sunday.
 - 8 really love doing.

Grammar

Phrasal verbs

▶ Page 123 Grammar reference
Phrasal verbs

phrasal verb:

a phrase which consists of a verb plus a preposition or adverb or both. The meaning of this phrase is different from the meaning of its separate parts: **look after** (= be responsible for), **hang on** (= wait) and **run out of** (= use all of) are all phrasal verbs.

1 Complete these example sentences with the three phrasal verbs in the dictionary extract.

- 1 Can you a moment? I'm nearly ready.
- 2 If you money, I'll lend you some.
- 3 Could you my phone while I go for a swim?

2 Match the phrasal verbs in the article to meanings 1–10.

CHOOSE YOUR HOBBY

Which kind of hobby would be good for you? If you find group activities exciting and you'd like to join in, why not put your name down for something like white-water rafting or rock climbing? Or, if you love animals, you could take up horse riding. It can be a bit expensive, though, so before you sign up for 20 or 30 lessons, you need to be sure you won't give up a couple of weeks later! Cycling may be cheaper, and of course you can set off along the road whenever you like and go on riding all day if you want. Or how about a creative hobby such as painting, photography or playing a musical instrument? That's something you can look forward to doing whenever you have a spare moment, and once you find out which you like best you'll probably never go off it.

- 1 take part in an activity with other people *join in*
- 2 start doing a hobby
- 3 register to do something
- 4 arrange to do an organised activity
- 5 start a journey
- 6 stop doing something before you have completed it
- 7 continue
- 8 feel happy about something that is going to happen
- 9 stop liking
- 10 get information about something

3 Which *two* of the phrasal verbs have three words? Which phrasal verb is separated by other words?

4 Work in pairs. Complete the dialogue with the correct form of phrasal verbs from Exercise 2.

Chris: Hi, Ava. Are you and Megan going away on holiday soon?

Ava: Yes, on Saturday. We want to (1) *set off* very early in the morning.

Chris: Are you going to the coast?

Ava: No, we (2) beach holidays a long time ago. There are always too many people. We've decided to (3) skiing instead. We're off to the Alps.

Chris: Do you know how to ski?

Ava: Er, not really. That's why I'm going to (4) my name for lessons.

Chris: I tried skiing once but I found it really difficult. After three days I (5) and went home!

Ava: Well, the lessons (6) until the afternoon, every day, so I hope I can improve quickly. I'm really (7) trying, anyway!

Chris: Yes, I'm sure you'll have a great time.



5 Listen and check.



6 Work in pairs. Tell your partner about an activity, sport or subject you found difficult at first.

- When did you take it up?
- Did you ever feel like giving up?
- Do you look forward to playing/doing it now?
- Do you want to go on doing it?

Vocabulary

People's hobbies

1 Work in small groups.

- 1 Match the hobbies in box A with the pictures.
- 2 Match the hobbies with the people and equipment in box B.

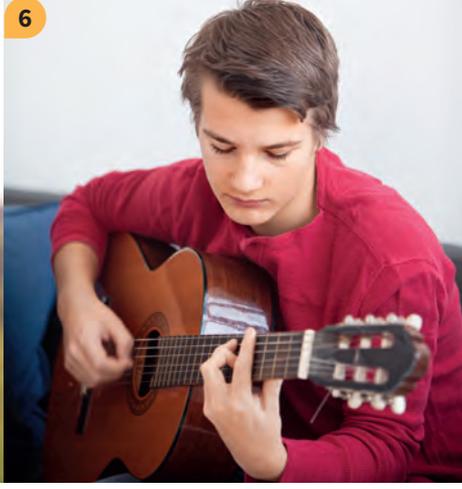
chess: picture 7, chess player, board, pieces.

A

chess camping cooking cycling music painting photography

B

backpack bike board brush camera camper chess player
cook cooker cyclist helmet instrument musician oven
paint painter photographer pieces tent



2 Work in pairs. Which other words go with the hobbies?

chess: indoor game, black and white squares, queen, move

3 Choose a hobby from Exercise 1 and describe it to your partner. Do not say the hobby. Your partner has to guess what it is. Then swap roles.

You're outdoors. You have to find somewhere safe and dry. You put up your tent, light a fire to cook your food or use a little gas stove. You sleep in a sleeping bag . . .

Speaking Part 2

▶ page 154 Speaking bank

1 Work in groups. Look at the photos.

- What are these activities called?
- What do you know about each activity?
- Which activity do you think is most fun? Why?



2 Listen to Rosa describing one of the photos. Which photo is it? Tick (✓) the things she talks about.

- | | | | |
|------------|--------------------------|-------------|--------------------------|
| activities | <input type="checkbox"/> | people | <input type="checkbox"/> |
| clothes | <input type="checkbox"/> | place | <input type="checkbox"/> |
| colours | <input type="checkbox"/> | time of day | <input type="checkbox"/> |
| equipment | <input type="checkbox"/> | weather | <input type="checkbox"/> |
| objects | <input type="checkbox"/> | | |

3 Listen again. Complete the sentences.



- 1 In this photo I *can see* some boys.
- 2 The boy at the front a red cap.
- 3 It a very quiet road.
- 4 there are some buildings.
- 5 they're in a city.
- 6 There also some traffic lights behind them.
- 7 The weather cloudy.

4 Answer the questions.

- 1 Why do we say *looks like* in Question 3, but *looks* (without *like*) in Question 7?
- 2 Which prepositions of place does Rosa use in sentences 1–7?

- Listen carefully to the instructions and then study your photo.
- Talk about everything you can see (the place, people, objects, colours, clothes and weather).
- Use prepositions of place (e.g. *next to*, *opposite*) to say where things are.

Exam advice

5 Work in pairs. Using expressions from Exercise 3, take turns to describe one of the other photos for one minute.

6 Discuss the questions with your partner.

- Did you both speak for at least a minute?
- Did you follow the Exam advice?
- Can you think of ways you could improve the description?

7 Work in pairs. Look around your classroom and describe these to your partner.

- a part of the room (where it is and what size it is)
- three objects in the room (where they are and what they look like)
- another pair of students (where they are, what they are wearing and what they are doing)

8 Think of a photo that you really like (e.g. of you, your family or your friends). Describe it to your partner and say why it is special to you.

Writing Part 2 (A story)

▶ page 150 Writing bank
A story

1 In Writing Part 2, you can choose to write a story. Look at this task and answer the questions.

- 1 Do the instructions give you the first line?
- 2 Should you write in the first person (*I*) or the third person (*he/she/it*)?

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:
I had a really great day out.

2 The story below has three paragraphs. Decide which paragraph:

- a describes the main events 2
- b sets the scene for the action
- c describes the writer's feelings after the main event
- d tells us how the writer felt during the action
- e introduces the story (saying who did what, where and when)

3 Plan your own story for the task from Exercise 1. Make notes before you write. Use the ideas below.

- Use your imagination to invent a completely new story.
- Write about something that has happened to you, or someone you know.
- Use an idea from a film, TV programme or book, but change it a bit.
- Discuss your ideas with a partner, and ask them for suggestions.
- Plan your story in two or three paragraphs.

- Read the instructions. If you are given the first sentence, don't forget to use it.
- If there's a name or pronoun (e.g. *I* or *she*) in the first sentence, use it in your story.

Exam advice

4 Write your story in about 100 words.



SNOW BIKING

1 *I had a really great day out last week. The weather was good and my brother took me high up into the mountains. There, we hired bicycles with huge, thick tyres. We were going snow biking!*

2 *We set off down the mountain, following the steep, narrow track round trees and rocks and doing some exciting jumps. It was great fun and although I fell off twice, I didn't hurt myself because I landed in deep, soft snow. We carried on for hours, enjoying the cool, fresh air.*

3 *Afterwards, we sat in a nice little café. We felt tired but very, very relaxed!*