Free time

5

Lead-in

1 Work in pairs and look at the photos. Do you do any of the activities in your free time? What kind of person likes these activities?

2 **a** Put the activities/equipment in the box into the correct columns.

~~aerobics~~ a musical instrument athletics cards climbing computer games cooking cycling dancing drawing exercise football horse riding jogging karate painting photography reading sailing skiing snowboarding socialising squash surfing swimming volleyball

Play	Go	Do	No verb
		aerobics	

b 1.38 Listen and check your answers. Mark the word stress.

3 Think of three activities you enjoy. What equipment do you need for them? Use the words in the box to help you.

belt board boots brush canvas costume goggles helmet net poles racquet rope saddle trainers

4 Work in pairs and discuss the questions.

1 Which activities do you do now/did you do when you were younger?
2 Which activities are/were you good at/hopeless at?
3 When/Why did you start (or stop) doing these activities?

5.1 Are you creative?

Grammar Present Perfect Continuous and Present Perfect Simple

Can do describe your response to a picture

Speaking and listening

1 Work in pairs and look at the paintings. Which do you like/dislike? Why?

2 **a** 1.39 Listen to three people talking about the paintings at an exhibition. Number the pictures in the order they talk about them.

b Look at the How to... box. Then listen again and tick (✓) the phrases you hear.

How to... describe your response to a picture

It makes me feel ...
It reminds me of ...
I think it's meant to show ...
I like the way ...
It looks (as if) ...

c Look at the adjectives in the box. Which adjectives do the speakers use to describe each poster? Listen again and check.

colourful depressing disturbing
intriguing odd sad striking
unusual vivid

3 Work in pairs. Choose one of the paintings on this page or another painting you know and describe it using the phrases in the How to... box.

4 **a** Work in pairs. Which of these activities do you think is creative? Why/Why not?

- painting
- learning a language
- writing poems or stories
- housework
- discovering a new scientific theory
- cooking
- solving a problem at work

b Which of these definitions of creativity do you agree with?

Being creative is about creating works of art: painting; music; poems and so on.

Being creative is about using your imagination to do anything. Everyone is creative in different ways.

To be truly creative you have to be original; to do something in a completely new way.

5 **a** 1.40 Listen to Mike, Tom and Ruth talking about creativity and answer the questions.

1 Which definition in exercise 4b does each speaker agree with?
2 What does each speaker do that is creative?

b Listen again. Who says these phrases? Write *Mike*, *Tom* or *Ruth*.

1 I've been trying to open my own restaurant for ages ...
2 I've given some away as birthday presents ...
3 I've been playing with my three children this morning and the room is a complete mess ...
4 I've made up lots of my own recipes.
5 I've been taking classes ... for three months.

c Work in pairs. What do you do that is creative? Tell your partner.

Grammar | Present Perfect Continuous and Present Perfect Simple

6 **a** Look at the sentences in exercise 5b. Which use the Present Perfect Simple and which use the Present Perfect Continuous?

b Read the Active grammar box. Then match the example sentences (1–3) with the rules (A–C).

1 I've been trying to phone you.
2 I've been studying Chinese since last year.
3 I've been trying to lose weight for the summer.

Active grammar

We use both the Present Perfect Simple and Continuous to talk about actions/states or activities which have some connection to now.

We use the Present Perfect Continuous (*have/has + been + ing*) ...

A to emphasise how long something has taken.
***I've been trying** to start my own business for ages.*
e.g. sentence ____

B to indicate that an activity or a situation is temporary or incomplete.
***I've been staying** here while I try to buy a flat.*
e.g. sentence ____

C to emphasise the repetition of an activity.
***I've been going** jogging every night.*
e.g. sentence ____

see Reference page 75

7 The sentences below use the wrong verb tenses. Work in pairs and say why the underlined tenses are wrong.

1 A: How long have you waited?
  B: Hours!
2 I've cleaned this morning. I've almost finished.
3 A: I've been giving up smoking!
  B: That's great. Do you feel healthier?
4 A: How long have you been knowing Jim?
  B: About two months.
5 Sorry I haven't seen much of you lately, I've played tennis every weekend.

Pronunciation | weak forms

8 **a** 1.41 Listen to the following sentences. What happens to the pronunciation of *have* and *been*?

1 I've been swimming.
2 I've been learning Chinese.
3 We've been living abroad.
4 They've been looking after me.

b Listen again and repeat.

see Pronunciation bank page 164

9 **a** Read the blog and complete it with the Present Perfect Simple or Present Perfect Continuous form of the verb in brackets. Sometimes both may be possible.

What I've been doing lately ...

This morning is the first time for a while I *have been able to* (be able to) to write my blog. The last few weeks (1) ____ (be) very busy. I (2) ____ (work) hard on a new painting. When it's finished, it's going to be part of an exhibition at Newport Gallery. I (3) ____ (never/exhibit) there before but it is a lovely space.

Jon (4) ____ (start) his new job. He seems to be enjoying it and he (5) ____ (make) a lot of new friends.

And we (6) ____ (look) at houses. We (7) ____ (stay) with my parents while we try to find the perfect place. It isn't that easy. I (8) ____ (see) one I liked but Jon wasn't very keen.

b Write your own blog about what you have been doing lately.

c Work in pairs. Show your partner your blog and answer their questions about it.

Reading

10 Work in pairs and discuss the questions.

1 Is everyone imaginative?
2 Which is more important for artists: hard work or inspiration?
3 Are there any techniques which can help us to develop our imagination?
4 Are children more creative than adults?

11 **a** Read the first paragraph of the article. Which of the questions in exercise 10 does it discuss?

b Read the rest of the article and put the paragraph headings (a–c) in the correct places 1–3.

a No limits!
b Be someone else!
c Making connections

12 Read the article again and answer the questions.

1 Which statement is true?
   a Most people aren't imaginative.
   b Only children are imaginative.
   c We are all imaginative.
2 How does the first technique work?
   a You link your problem with an image or word.
   b You link your problem with the word 'match'.
   c You have to think of a present for a friend.
3 In the second technique, what must you imagine?
   a That you are rich.
   b That you aren't limited in any way.
   c That you can ski.
4 What do you do in the third technique?
   a Imagine you are a negotiator.
   b Imagine you are a different person.
   c Imagine you are a fiction writer.
5 In the third technique, what type of questions should you ask?
   a Questions about other people's shoes.
   b Questions about business techniques.
   c Questions about motivation and making changes.

Speaking

13 **a** Work in groups. Look at the problems on page 147 and discuss how to solve them.

b Tell another group what you discussed, what creativity techniques you used, and what solutions you found.

c Read the solutions to the problems on page 148. Are they similar to your ideas?

3 ways to become more creative

Most people believe they don't have much imagination. They are wrong. Everyone has imagination, but most of us, once we become adults, forget how to access it. Creativity isn't always connected with great works of art or ideas. People at work and in their free time routinely think of creative ways to solve problems. Maybe you have a goal to achieve, a tricky question to answer or you just want to expand your mind! Here are three techniques to help you.

1 _____

This technique involves taking unrelated ideas and trying to find links between them. First, think about the problem you have to solve or the job you need to do. Then find an image, word, idea or object, for example, a candle. Write down all the ideas/words associated with candles: light, fire, matches, wax, night, silence, etc. Think of as many as you can. The next stage is to relate the ideas to the job you have to do. So imagine you want to buy a friend an original present; you could buy him tickets to a match or take him out for the night.

2 _____

Imagine that normal limitations don't exist. You have as much time/space/money, etc. as you want. Think about your goal and the new possibilities. If, for example, your goal is to learn to ski, you can now practise skiing every day of your life (because you have the time and the money). Now adapt this to reality. Maybe you can practise skiing every day in December, or every Monday in January.

3 _____

Look at the situation from a different point of view. Good negotiators use this technique in business, and so do writers. Fiction writers often imagine they are the characters in their books. They ask questions: what does this character want? Why can't she get it? What changes must she make to get what she wants? What does she dream about? If your goal involves other people, put yourself 'in their shoes'. The best fishermen think like fish!

5.2 Time well spent?

Grammar verb patterns with *-ing* and infinitive

Can do describe a pastime

Listening

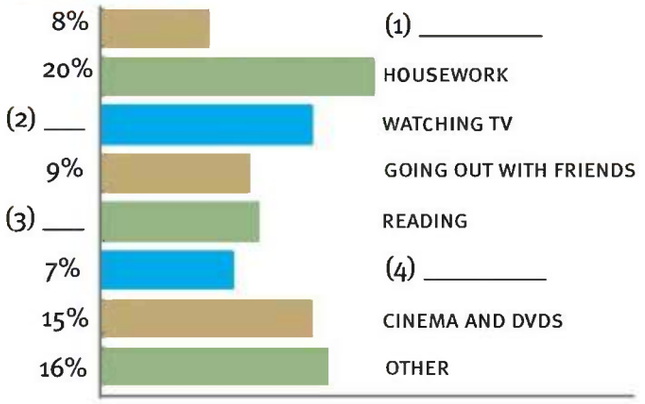
1 **a** Look at the activities in the box. How much time do you think you spend doing these things each day?

playing computer games reading
sport and exercise watching TV and DVDs
working or studying shopping housework
sleeping eating anything else

b Work in pairs and compare your answers.

2 1.42 Read the information about Hannah Cheung. Then listen to an interview with Hannah and complete the information in the diagram below.

Hannah Cheung is a film-maker. Recently she timed everything she did for one month for a film she is planning to make. The diagram below shows how she spends her free time.



3 **a** Listen again and complete the notes.

Hannah says:
I didn't **expect** to see these results ...
I **can't stand** (1) _____ .
I **don't mind** (2) _____ the housework but it's not very interesting ...
I'd **prefer** (3) _____ less of that kind of thing.
I **enjoy** reading ...
I always **look forward to** (4) _____ a new book.
I **love** cooking ...
I **try** (5) _____ a proper meal at least four nights a week.
I often **invite** (6) _____ over to have dinner ...
I never **manage** (7) _____ much exercise.
I never **seem** to find the time.
That's one thing I'd **like** (8) _____ .

b Look at the audioscript for track 1.42 on page 170 to check your answers.

Grammar | *-ing* and infinitive

4 **a** Read the Active grammar box and put the words in **bold** from exercise 3a under the correct headings (A–D).

b Now put the verbs in the box under the headings (A–D).

adore advise agree allow decide hate
refuse remember remind stop

Active grammar

When one verb follows another, the second verb is either an *-ing* form (e.g. *going*) or an infinitive (e.g. *to go*).

A Verbs followed by an *-ing* form
can't stand, mind, ...

B Verbs followed by the infinitive
expect, prefer, ...

C Verbs followed by object + infinitive
told, tell, invite, ...

D Verbs followed by *-ing* or infinitive (usually with a change in meaning)
*I tried **to call** him but he was out.*
(make an attempt)
*Have you tried **calling** him?*
(do something to see what will happen)
try, ...

see Reference page 75

5 Choose the correct words in *italics*.

1 What hobbies do you enjoy *doing/to do* in a big group/alone?
2 What do you expect *doing/to do* in your free time when you are old?
3 Is there any housework that you can't stand *doing/to do*?
4 What should you stop *to do/doing* if you want to be healthier?
5 Is there anything you stop *to do/doing* on your way home from class?
6 Who would you most like to invite *to go/going* out for dinner?

Speaking

6 Work in groups. Ask and answer the questions in exercise 5. Tell other students what you found out.

Reading

7 **a** Work in pairs and discuss the questions.

1 Do you prefer books, films or plays? Why?
2 Do you usually read reviews before going to see a film or play, or buying a book? Why/ Why not?
3 Have you ever liked something that had a lot of bad reviews, or not liked something that everyone else loved?

b If a book has been made into a film, which do you usually prefer, the book or the film? Which of the following opinions do you agree or disagree with? Why?

The book is always better than the film because the film always cuts bits out and changes too much.

The film has to be seen as a separate thing – why should it be just like the book?

You should always see the film first, then read the book.

I prefer books because you can imagine the characters in your mind. The film just spoils that.

8 **a** Read the reviews. Which appeals to you the most? Why?

b Read the reviews again. Are the sentences true (T) or false (F)?

1 The reviewer thinks that the puppets in *War Horse* are better than the actors. ☐
2 The reviewer preferred the film of *War Horse* to the play. ☐
3 The reviewer thinks the play is realistic. ☐
4 The audience were very enthusiastic about *War Horse*. ☐
5 *The Shadow of the Wind* has sold a lot of copies. ☐
6 The reviewer thinks the story in *The Shadow of the Wind* moves slowly. ☐
7 The book Daniel chooses is very rare. ☐
8 The reviewer liked everything about the book. ☐
9 *New Moon* is the second in a series of films. ☐
10 The reviewer thinks that the acting in the film is very good. ☐
11 The reviewer doesn't say anything positive about the film. ☐
12 There are some similarities between the film and a Shakespeare play. ☐

Theatre

War Horse

War Horse, **adapted from** the book by Michael Morpurgo, **tells the story of** a horse in the First World War. Before seeing the play I couldn't imagine how this story could work **on stage** – but it does. Joey and the other horses in the play are astonishingly life-like **puppets** and they **steal the show**. Very quickly, you come to completely believe in them and the unfolding story. In fact they are so good that the human characters seem less **well-rounded** in comparison. The **sound effects** are also incredible and with the **dramatic lighting** create the terrifying sensation of being right in the middle of battle. Although *War Horse* is not a musical, the **musical score** is a highlight, with simple but beautiful **melodies** and **lyrics**. The play is altogether **an amazing spectacle** and I was unsurprised when the **applause** from the **audience** lasted for more than five minutes at the end. Now I can't wait to see Spielberg's film version!

Books

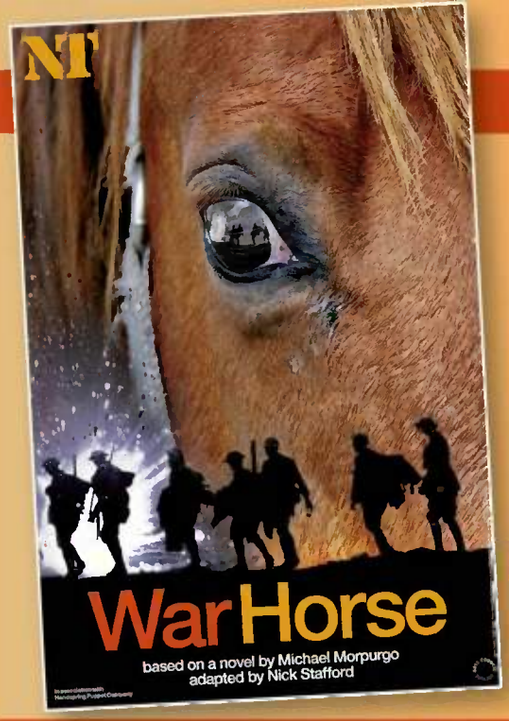
The Shadow of the Wind

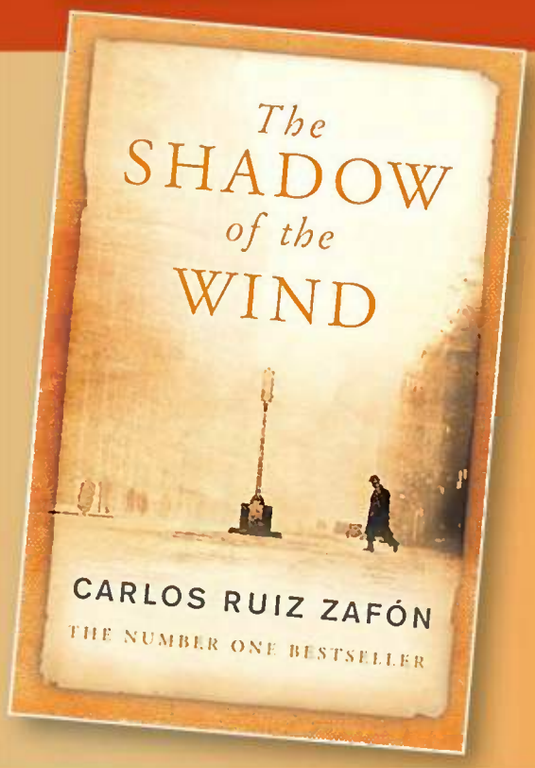
A worldwide **best-seller** from the Spanish **author**, Carlos Ruiz Zafón, *The Shadow of the Wind* is an unusual and moving book which will undoubtedly become **a modern classic**. **The book is set in** Barcelona where there is an old bookshop, called the Cemetery of Forgotten Books, right in the centre of the old city. As its name suggests, the bookshop sells only forgotten and **out of print** books. **The main character**, Daniel, visits the bookshop as a child and is allowed to choose a book to keep and look after. The book he chooses is called *The Shadow of the Wind*. As he grows up several people seem very interested in this book, which is the only copy left in the world. Gradually, he discovers that he is in great danger from a mysterious man who has the same name as one of the characters in the book. *The Shadow of the Wind* is **full of atmosphere** and is part thriller, part love story. Both the **descriptions** and **dialogue** are **beautifully written** and **the plot** is **a real page-turner**. The **first chapter** in particular **took my breath away**. If I have one complaint, it is that the ending feels rather sudden, but perhaps that's just because I **couldn't put it down**.

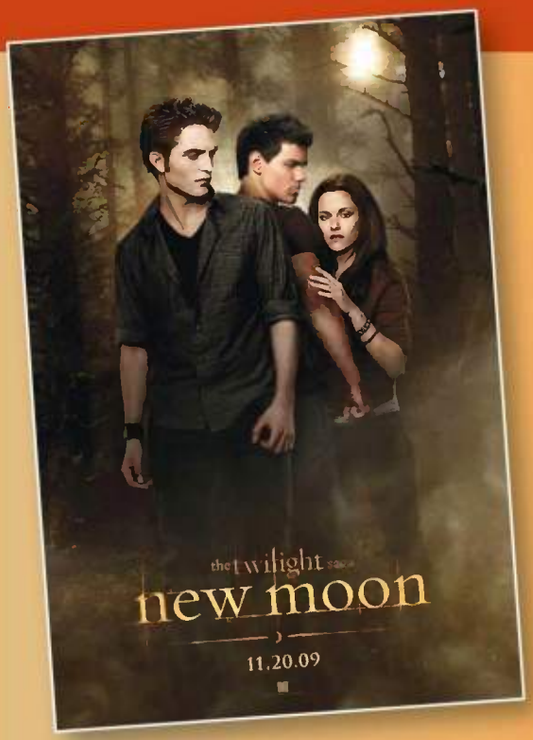
Film

The Twilight Saga: New Moon

The Twilight Saga, based on the books by Stephenie Meyer, tells the story of a young girl whose boyfriend is a vampire. Robert Pattinson **plays the role of** the vampire, Edward Cullen, and Kristen Stewart **stars as** the heroine, Bella. In this **sequel** to the first film, *Twilight*, Bella is abandoned by Edward and starts a relationship with Jacob, a werewolf. Robert Pattinson is a well-established **heart throb**, and the film seems to be aimed very much at teenage girls, with plenty of romantic scenes. **Fans** of the books will love it, of course, but in my opinion the **performances** are rather dull, and the film failed to make me care about any of the **leading characters**. Some people have compared elements of the story to Shakespeare's play *Romeo and Juliet*, suggesting that the vampires and werewolves in the film are like the rival families the Montagues and the Capulets in the play. However, I don't think Shakespeare would approve of the **plot** – it's completely absurd. In fact the only thing I would recommend about the film is the **soundtrack**, which includes songs from The Killers and Editors, and makes a great **album**.







Vocabulary | describing pastimes

9 Look at the Lifelong learning box and read the tip. Then complete the table with the words and phrases in **bold** from the reviews.

Noticing vocabulary

! When you read a text about a particular topic, you will often find words and phrases that you could use yourself to speak or write about this topic.

	Noun or noun phrase	Verb or verb phrase	Adjective or adjectival phrase
Books	*best-seller author*	*The book is set in ...*	*beautifully written*
Theatre/ Musicals			
Film			

Lifelong learning

Pronunciation | sounds and spelling: *'a'*

10 a 1.43 Listen to the words in the box. Decide if the underlined letter 'a' is pronounced /æ/ or /eɪ/, and put the words in the correct column.

abandoned album based chapter character
classic danger page soundtrack vampire

/æ/	/eɪ/

b 'a' is often pronounced /eɪ/, when the pattern is 'a' + consonant + 'e'. What other spelling patterns with 'a' make the sound /eɪ/?

see Pronunciation bank page 163

Speaking

11 a Think about a book you have read or a play or film you have seen. Then make notes about the topics below. Try to use some of the words and phrases in the Lifelong learning box.

- when/why you read or saw it
- the plot
- the characters
- why you enjoyed it

b Work in pairs and describe your book, film or play to your partner. Use your notes to help you. Answer your partner's questions.

5.3 Memorable meals

Grammar countable and uncountable nouns

Can do describe a restaurant

Vocabulary | food

1 **a** Do you know anything about food in Argentina? If not, what do you think the food is like?

b 1.44 Listen to Julia talking about some typical Argentinian dishes. Complete the notes.

'Asado' is *grilled* (1) _____, on a kind of barbecue.
'Chimichurri' is *a kind of* marinade, *made with* (2) _____.
(3) _____ are a kind of pie, baked in the oven. They are *stuffed with* (4) _____ and *can be served* (5) _____.
'Dulce de leche' is a kind of (6) _____. It's *made by* (7) _____. It is usually *served with* (8) _____.

c Work in pairs. Use the words in *italics* in exercise 1a to describe some typical dishes from your country.

Reading

2 **a** You are going to read about a strange restaurant experience. First, try to match these words from the story.

1	long	a	café
2	roadside	b	existed
3	delicious	c	road
4	hungry	d	soup
5	never	e	imagination
6	wonderful	f	and tired

b Work in pairs. What do you think happens in the story? Use the phrases in exercise 2a and the photos to help you.

3 Read the story to check your ideas. Why do you think the man never found the café again?

4 Read the summary of the story below. Find eight mistakes and correct them.

While two engineers, who were hungry, were driving through a busy area in Iran, they stopped in a small city. They found a little café. The owner of the café, who spoke a little English, offered to serve the men a meal. The meal, which was delicious, was surprisingly expensive. After they had finished eating, the restaurant owner asked the engineers to recommend his restaurant to their friends. They did this, but the engineer's friends didn't believe it was possible to find such a poor restaurant in such a remote area. In the end, the engineer returned to the village with his wife. However, when they arrived, they couldn't find the train station. Eventually, they asked a local man about the restaurant. He said he had never heard of it, and he had been there for thirty years.

The world's best restaurant

When I was working as a civil engineer in Iran I had to visit a factory in Marinjab – the centre of a recent earthquake. Marinjab is about 150 miles from Tehran and is a quiet and isolated place. As we drove back along the long road, my colleague and I were both hungry and tired. We didn't have much hope of finding anything to eat, however, as the next town was 80 km ahead. Our only hope was of finding a small roadside café, where you are unlikely to get more than some weak tea and a little sugar to eat.

Just then we came to a village made of small huts with flat roofs. Outside one of the many huts was a sign, 'ghahvehkhaneh' (café) so we went in. It was cool inside, and there were men sitting around smoking pipes. The owner, a proud man, came in from the back and greeted us. 'Good afternoon,' he said, in perfect English. 'My name is Hosseini. My wife is Russian. We do not usually get any foreigners here. It will be a pleasure and an honour to prepare a meal for you.'

A pale-faced lady appeared with a tablecloth, and some knives and forks, shortly followed by Mr H himself, carrying a couple of bowls of soup. Made with spinach and yoghurt, and served hot, it was the most delicious soup I have ever eaten. Soon, the next course arrived – dolmas, stuffed vine leaves. These were so delicious I asked Mr H for the recipe. He replied, 'vine leaves and rice'. It is not an Iranian dish.

The next course was a chelo kebab – the national dish of Iran. The meat was marinated in yoghurt and spices. We ate in silence, and finished with Turkish coffee. There was something almost unreal about the atmosphere of the place. When it was time to go, we asked Mr H how much it cost, and I can tell you the price was astonishingly cheap. It was a fantastic meal – the best I have ever had, and I told him so. Mr H blushed. 'I am glad,' he said. 'As I told you, we do not see many foreigners here. Do come again, and tell your friends.'

I told a lot of friends about the meal I had, yet no one believed me. 'How could you get such a meal in such a remote place?' an English engineer friend asked me.

A few months later, I returned on exactly the same route with this engineer friend and was determined to show him my special restaurant. We reached the village – I recognised the flat roofs – but there was no sign of the café. It was as if the building had never existed. I asked a villager. 'Ghahvehkhaneh?' he said. 'There has never been one here in all the time I have been here. And that is forty years.' We drove away disappointed. Naturally, my companion laughed at me. 'You have a wonderful imagination,' he said. I don't have any explanation. I only know that I definitely had a meal in this village, in a café which, ever since, I have called 'the world's best restaurant'.

Grammar | countable and uncountable nouns

5 **a** Read the Active grammar box. Then complete part A with the words in the box.

and countable counted restaurant rice uncountable

b Complete part B of the Active grammar box using the underlined examples in the story on page 70.

Active grammar

A Separate objects which we can count are usually (1) _____ nouns. (2) _____ nouns are often liquids, substances or abstract qualities, but some just need to be learnt.

Examples:

Countable	Uncountable
village café meal (3) _____	*sugar water money* (4) _____ *coffee soup luggage travel information news advice furniture weather hair bread*

Some nouns can be countable (5) _____ uncountable. This is either because we understand how much someone is talking about:

Can I have a (cup of) coffee please?
Sure. Do you take one (spoonful of) sugar or two?

Or it might be because we can look at the noun both as something that can be (6) _____ and as a substance.

chocolate (a bar) *a chocolate* (in a box)
ice cream (in a bowl) *an ice cream* (in a cone)

B Quantifiers

	None	A small amount	A large amount
Countable		*A _____ months later ... A _____ of bowls of soup ...*	*Outside one of the _____ huts ...*
Uncountable		*We didn't have _____ hope ... a _____ sugar ...*	
Countable and uncountable	*We do not ... get _____ foreigners here.*	*_____ weak tea ...*	*I told _____ friends about the meal ...*

Note that *any*, *much* and *many* are usually used in negatives and questions.

see Reference page 75

6 Some of the following sentences are incorrect. Decide which ones and correct them.

1 How many money do you have?
2 We need to buy a new furniture.
3 Sam ate almost all the chocolates in the box.
4 She has a beautiful long blonde hair.
5 I don't have some luggage.
6 Would you like some rice with that?

7 Complete the questions with a suitable quantifier from the Active grammar box.

1 Do you drink more than a _____ of cups of coffee a day?
2 How _____ vegetables can you name? Which ones do you eat most often?
3 Do you eat _____ meat? Why/Why not?
4 Some people only eat _____ meat. Do you think this is a good idea?
5 How _____ portions of fruit and vegetables should you eat a day?
6 Some people only eat _____ different kinds of fruit. Do you think it's better to eat a larger variety?

Speaking

8 Work in pairs and discuss the questions in exercise 7.

Listening

9 1.45 Listen to Helen describing a restaurant. Tick (✓) the correct summary.

1 The food was good, but it was much too expensive. ☐
2 The service wasn't very good but the food and the atmosphere were great. ☐
3 The atmosphere was good but there was no vegetarian food. ☐
4 The food was very good but the live music made it very noisy in the restaurant. ☐

10 Listen again and complete each sentence with between one and three words.

1 The speaker went to Bruges to celebrate _____ .
2 The restaurant they chose used to be _____ .
3 It was summertime, so they decided to _____ .
4 She had vegetarian lasagne and her boyfriend chose _____ .
5 The restaurant was famous for _____ .

11 Look at the How to... box. Then listen again and tick (✓) the expressions the speaker uses.

How to... describe a restaurant

Location	*It's on the river/on the main square/on a small street/in the centre of ...* *It's near ...*
Atmosphere	*Very lively/busy/noisy/romantic/peaceful/relaxing ...* *It has a bar/live music ...*
Menu	*It specialises in ...* *It's famous for ...* *The menu is varied/traditional. The (food) is fresh/good-quality/beautifully-prepared.*
Service	*The service is quite slow.* *The waiters are very friendly/efficient.*
Prices	*The prices are reasonable.* *It's quite expensive.*

Speaking

12 **a** You are going to talk about a restaurant you like. Plan what you want to say using the phrases in the How to... box.

b Work in groups. Take it in turns to describe your restaurants. Which would you most like to visit?

5 Vocabulary | explaining what you mean

1 **a** Think of situations in which you need to explain something ...

1 to visitors.
2 to family/friends.
3 to colleagues.
4 to other students.

b Work in pairs and compare your ideas.

In a restaurant, I sometimes have to explain the local dishes to visitors to my country.

2 **a** 1.46 Listen to five descriptions and guess what the speakers are describing. Then check your answers on page 148.

b Read the Lifelong learning box. Then listen to the descriptions again and complete the sentences (1–5).

Lifelong learning

Paraphrasing

! You will not always know the words you need in English. But you can communicate your meaning by using alternative words to explain what you mean.

1 It's a type of ...
2 It's a kind of ...
3 It's the stuff you ...
4 It's something you use for ...
5 They're usually made of .../They're a useful thing to ...

c Which word, *thing* or *stuff*, do we use for countable nouns and which do we use for uncountable nouns?

3 Put the words in the correct order. Then match the descriptions (1–6) to the pictures (A–F).

1 in/windows/something/find/of/you/front/it's .
2 you/a/pasta/it's/type/cheese/which/on/of/put .
3 you/opening/wine/use/bottles/it's/something/for .
4 Spain/it's/kind/a/dish/of/from/rice .
5 your/for/use/stuff/you/hair/it's/washing/the .
6 large/made/stone/figure/it's/of/a .

A

B

C

D

E

F

4 **a** Work in groups. Complete the notes below. Which group can finish first?

SHAPE – draw something that's ...
rectangular
oval
round
square

WEIGHT – name an animal that's ...
heavy
light

SIZE – name something that's ...
enormous/huge – The Grand Canyon,
tiny
wide
narrow

TEXTURE – name a type of material or a thing that's ...
smooth – soap
rough
sticky
soft
hard

b 1.47 Listen to the sentences. Do they mention the same things as you?

c 1.48 Listen and repeat the adjectives in exercise 4a.

5 Work in pairs.

Student A: turn to page 149.

Student B: turn to page 152.

You have the same crosswords but with different words completed. Take it in turns to describe your words and complete the crossword.

5 Communication

Can do make a short presentation

1 **a** What are the people in the photo doing?

b 1.49 Listen to Paul talking about Capoeira. Put the sections below in the right order (number 1–5) as you hear them.

2 Listen again and complete the phrases in each section.

3 Choose a skill (it could be anything you enjoy or are good at) and prepare to tell other students about it. Use the phrases in **bold** below to help you plan your ideas.

4 Work in groups and describe your skills. As you listen to the other students, think of one or two questions to ask them when they finish.

Capoeira

☐ 1 Background information/History

Capoeira is a kind of _____ .

It was started by _____ .

The music is important because _____ .

☐ Afterwards

You can relax and _____ .

We often spend _____ .

☐ Other information/Future plans

I have been doing Capoeira for _____ .

I have improved a lot since _____ .

I would like to become _____ .

☐ Personal qualities necessary

You need to be _____ .

You have to _____ .

You should _____ .

☐ Main actions/Activity

Everyone _____ , singing and playing music. Two people fight in the centre.

As soon as _____ , you have to move away quickly.

You must be careful the other person _____ .

If the other person kicks you, then _____ .

If the white costume is still clean at the end of the game, that shows _____ .

Present Perfect Continuous and Present Perfect Simple

We use both the Present Perfect Simple and Present Perfect Continuous to talk about actions, states or activities which happened in an unfinished period of time and have some connection to now.

*I've **been** to Paris.* (some time before now)

*I've **lost** my keys.* (it happened some time before now and they are still lost)

*I've **been waiting** for him.* (I started in the past and I'm still waiting)

We use the Present Perfect Continuous ...

1 to emphasise how long something has taken.
*I've **been waiting** for ages.*

2 to indicate that an activity or situation is temporary.
*I've **been living** here for a few months now.*
Compare with
*I've **lived** here all my life.*

3 to emphasise the repetition of an activity.
*I've **been ringing** and ringing you!*

Verb patterns with *-ing* and infinitive

1 Verbs followed by *-ing*: verbs of feeling, e.g. *can't stand, like, love, enjoy, don't mind, hate, adore*

2 Verbs followed by the infinitive: verbs about future plans, e.g. *agree, promise, want, choose, decide, hope, expect, plan, would like, refuse, prefer*

3 Many verbs can use the pattern: verb + *somebody* + *to* + infinitive, e.g. *allow, help, want, remind, would like, advise, invite, tell*

4 Some verbs can be followed by both forms but the meaning may change.

Countable and uncountable nouns

Countable

A countable noun can be singular or plural. We can count countable nouns (one apple, two apples, etc.).

*She eats **an apple** a day. I love eating **apples**.*

Uncountable

Uncountable nouns have only one form, no singular or plural. We cannot count uncountable nouns.

*In Asia, people eat **rice** with every meal.*

We cannot say *a rice*, so we specify *a ... of ...*

a bowl of rice, a bottle of water ...

Uncountable nouns are generally not used in the plural, e.g. *information, advice, furniture, equipment, travel.*

Can I have some information? NOT: ~~informations~~

Some uncountable nouns are used only in plural form, e.g. *scissors, jeans, news.*

I bought some jeans/a pair of jeans. NOT: ~~a jeans~~

Some uncountable nouns can be used as both countable and uncountable. Sometimes this is because we understand a certain quantity is meant.

Can I have a (cup of) coffee?

Sometimes the meaning changes, e.g. *chocolate, ice cream, hair, noise, room, time, chicken, lamb, potato.*

Quantifiers

Before countable nouns, we use *a few, a couple, some, a lot of* and *many* in positive sentences.

Before uncountable nouns, we use *a little, some* and *a lot of* in positive sentences.

Any, much and *many* are usually used in negative sentences and questions.

Key vocabulary

Leisure activities
aerobics a musical instrument athletics camping cards climbing computer games dancing drawing exercise jogging karate painting photography sailing skiing snowboarding socialising squash surfing volleyball

Equipment
belt board boots brush canvas costume goggles helmet net poles racquet rope saddle trainers

Responding to a picture
colourful depressing disturbing intriguing odd sad striking unusual vivid

Describing pastimes
Theatre: adapted from amazing spectacle applause audience lighting lyrics melody on stage puppet score sound effect steal the show tell the story of well-rounded
Books: a classic atmosphere author beautifully written best-seller chapter character couldn't put it down description dialogue is set in out of print page turner plot take your breath away
Film: album fan heart throb leading character performance play the role of plot sequel soundtrack star as

Describing food
It's ... grilled/baked/boiled/fried/made with .../made by + verb + *-ing*/stuffed with .../served with .../hot/cold.

ACTIVEBOOK
Listen to the explanations and vocabulary.

see Writing bank page 157

5 Review and practice

1 Choose the correct words in *italics*.

1 I haven't bought your present yet because I've *worked/been working* all morning.
2 How long have you *known/been knowing* Sally?
3 A: Why are you looking so happy?!
B: I've *danced/been dancing*.
4 Hi. I don't think we've *met/been meeting*. I'm Tim.
5 Have you *finished/been finishing* the report yet?
6 How long have you *learned/been learning* to play golf?
7 How many matches have you *played/been playing* this season?
8 Molly hasn't done her homework. She's *watched/been watching* TV all afternoon.

2 Complete the dialogues with the correct form of the verbs in brackets.

1 A: You look exhausted. What _____ you _____ (do)?
B: I _____ (play) squash.
2 A: You're late! I _____ (wait) for nearly an hour.
B: I'm sorry. I _____ (work) late in the office.
3 A: I'm really hungry. I _____ (not/eat) all day.
B: Sit down. I _____ just _____ (finish) making dinner.
4 A: I haven't seen you for hours. What _____ (do)?
B: I _____ (play) with the dog.
5 A: _____ you _____ (leave) any messages for him?
B: Yes, I _____ (leave) four messages.
6 A: There's paint on your clothes! _____ you _____ (decorate)?
B: Yes, I _____ (paint) the living room. It's nearly finished.

3 Complete the email with the correct form of the verbs in brackets.

Hi Virginia,

I'd like to (1) _____ (check) a few things with you about next week. I am really looking forward to (2) _____ (see) you here in New York. The good news is that my flatmate, Matt, has agreed (3) _____(give) you his room for the week. He said he would prefer (4) _____ (stay) at his girlfriend's place because he can't stand (5) _____ (listen) to us talking about university all night!

The other thing is that on Thursday I have been invited (6) _____ (go) to dinner with a new colleague from work. I am sure you can manage (7) _____ (entertain) yourself for one night. There is a lot you can do around here if you don't mind (8) _____ (go out) on your own. Remember (9) _____ (bring) your mobile phone, so you can contact me if you get lost. I forgot (10) _____ (ask) you what time your train arrives. Let me know and I'll try (11) _____ (leave) work early so I can meet you.

Speak soon,

Love Felipa

P.S. I need to warn you (12) _____(bring) some warm clothes with you because it is freezing here!

4 Complete the following pairs of sentences using the countable and uncountable form of each noun. Add an article or plural ending if necessary.

chocolate
I'm trying to give up *chocolate*, it isn't good for me.
He bought her a huge box of *chocolates* .

1 coffee
_____ is produced in Kenya.
Would you like _____ ?
2 hair
Waiter! There's _____ in my soup!
He has short spiky brown _____ .
3 noise
I jumped when I heard _____ coming from the bathroom.
There's a lot of _____ in this street.
4 room
The hotel has 100 _____ .
Is there _____ for me at the table?
5 chicken
Susie keeps _____ in her garden.
I had _____ for dinner.

5 Correct the mistake in each sentence. There may be more than one mistake and more than one way to correct it.

We went to buy a furniture
We went to buy some furniture.

1 In the evening I love listening to a music.
2 We went out to lovely restaurant.
3 Hurry up! We don't have many time.
4 I don't think I can come to the theatre, because I only have a few money.
5 Would you like a milk in your coffee?
6 I've got a bad news – the show has been cancelled.
7 I'm going to the market to buy some breads.

6 Choose the correct words in *italics*.

1 The first film was a great success, so they're making the *sequel/chapter/performance*.
2 To play volleyball you need *a racquet/a net/goggles*.
3 The film is *starred/set/played* in Paris in 2001.
4 I love going *aerobics/cooking/climbing*.
5 I don't understand this song because the *melody/lyrics/album* are in German.
6 The *dialogue/plot/description* is really good – they say such funny things!
7 Flour is the *stuff/thing/type* you use to make bread.
8 Pierogi is *made by/made with/served* potato flour.