

1

READING

Leisure Activities



1 Introduction

In your opinion, what factors influence whether people take part in sports as an adult? Tick the appropriate box to show how far you agree with each statement.

Doing sports regularly as an adult depends on ...

	No, not at all	Maybe	Yes, definitely
1 ... your gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 ... how rich you are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 ... how healthy you are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 ... how active your family/friends are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 ... your exposure to sports as a child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 ... how busy you are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 ... your educational background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 ... (your idea)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Recognising main and supporting ideas

A Main ideas are often found in the first sentence of a paragraph, but sometimes you need to read further. Read the following paragraph from an article and identify the main idea.

PHIL JONES is a happy man. Last night, playing in front of family and friends from his local community centre, he won the regional chess competition. 'I only started to learn chess two years ago and I'm really grateful for the help and guidance I've received from the Jonson Street Community Centre.' Community centres such as Jonson Street provide

an opportunity for people from a variety of backgrounds to try a range of activities, including martial arts, cooking and foreign languages, in addition to Phil's favourite activity – chess. The great thing about places like Jonson Street is that they are cheap to join, generally well-equipped and conveniently located.

The main idea of the article is

- a Phil Jones won the regional chess competition.
- b there are chess clubs in community centres.
- c community centres offer a range of activities for the community.

B In the following article, the paragraph can be divided into two parts. Decide where the first part ends and the second part begins and mark it with two lines (/ /).

<p><i>Looking into the distance, you can make out a dark shape, gliding through the water towards you. Your breathing starts to increase rapidly and you become tense. Suddenly, out of the blue, a large fish swims past you. It isn't dangerous, and you can continue to enjoy your dive. As your breathing comes back under control, you relax and can</i></p>	<p><i>begin to look more closely at the wonderful underwater scenery around you. Scuba diving experiences like this are unforgettable and training is easy to come by in many resorts. Costs vary (expect to pay around \$500) but make sure you find a reputable dive company with qualified instructors to ensure quality and safety.</i></p>
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The first part of the text is **supporting information**. What is the reason for including it?

- a to make the reader interested enough to read more
- b to give the reader a feeling of scuba-diving through an example
- c both a and b

The second part is the **main idea** of the paragraph. First, underline the main words/ideas in this part and then use them to write a one-sentence summary of the paragraph.

.....

.....

C Supporting information can include examples, reasons and explanations. It is important to be able to separate the main ideas from the supporting information. Read the extract from a brochure below and identify the main idea and the supporting information. There may be more than one piece of supporting information.

<p>Whatever kind of outdoor activity you're into, New Zealand has it all: whale-watching, fishing, walking, swimming. Or maybe you'd prefer something with a slightly higher thrill factor? So-called 'extreme sports', such as bungee jumping and tandem skydiving, have become a lucrative market, allowing</p>	<p>the New Zealand travel industry to attract a wider range of visitors than ever. Young people from many countries are spreading the word that New Zealand has much to offer, contributing to the changing perception of the country once known more for its population of sheep than excitement.</p>
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- 1 The main idea of this paragraph is
 - a New Zealand has become a popular travel destination.
 - b You can do extreme sports in New Zealand.
 - c New Zealand attracts a diverse range of tourists.
- 2 The supporting idea(s) is/are
 - a New Zealand has become a popular travel destination.
 - b You can do extreme sports in New Zealand.
 - c New Zealand attracts a diverse range of tourists.

3 Skimming

A Skim the text below (no more than 30 seconds). Where would this text most likely appear?

- a in a newspaper b in a specialist magazine c in a brochure

B Read Paragraphs A and B. Choose the main idea of each paragraph.

Paragraph A

- 1 There are many types of sport that interest young people and this should be encouraged for the sake of their health.
- 2 Recruiting young people as volunteers in their favourite sports encourages them to carry on with sport in later life and benefits society.

Paragraph B

- 1 Volunteers can get credits towards their degree by volunteering through their university.
- 2 Universities provide organisations with a good way to reach potential volunteers.

Volunteering – The Relationship Between Sports Events and Young People

A Sport and sport events provide a significant source of volunteering opportunities for a wide range of individuals. Events may be seasonal, such as the football season, or major one-off events such as the Olympic Games. Organisers of major sport events tend to target the youth market to source volunteers due to the apparent high level of interest in sport by this group, not only in terms of young people who watch a particular sport, but also those who participate in it. It is therefore suggested that sport may act as a kind of 'nursery' for volunteering and that the experiences afforded to young people in sport may be critical for their future volunteer involvement, not only in sport but the broader society. By developing an interest in volunteering as a young person, it is hoped that these people will continue to volunteer as they become adults. If this is to occur, it is important to ensure that the experience of volunteering is a positive one.

B One of the most common approaches by many event organisers is to place an advertisement in the local media which invites readers to contact the organisation. In addition to this, it is possible to adopt a more formally structured recruitment programme through schools and universities. The benefit of this approach is to establish a relationship between the governing body of a particular sport and young people from an early age, in the hope that young people who are either spectators or participants in the sport continue from childhood to adulthood. At university level, some of these programmes may extend to credit-bearing experiences such as industry placements. In the run up to the Sydney Olympics in 2000, this opportunity was offered to students in the case of the pre-Olympic event and competition programme conducted in Queensland, Australia. The programme was organised through the Department of Tourism and Sport, which contacted several local universities. The basis of the approach was to use university students as volunteers for the pre-Olympic training and competition schedule. This participation was administered through the respective university faculties and industry training courses.

C In several studies conducted in the 1990s, a variety of reasons for volunteering were identified. The first of these relates to the social aspect of volunteering, where the participant is attracted to take part in an activity involving many people in society (for example, other friends or family members). The second reason to volunteer is altruism, which is a sense of giving something back to society. The

participant feels the activity is a valuable or useful thing to do. For some, volunteering may offer a form of career enhancement, where the participant believes that the activity may benefit them in the future. This occurs, for example, when an employer is interested in a job-seeker's wider skills. Some volunteers indicate that participating in events develops their understanding of other cultures or parts of society.

D As people get older they may be less willing to devote as much time to activities which do not seem to directly relate to their work or family commitments. Traditionally, certain posts held within voluntary organisations have been medium to long term (such as the treasurer) and this aspect may not be attractive to volunteers. It is clear that even organisations which are related to leisure activities (such as sports or recreational clubs) are changing in terms of their administration and legal requirements. The increasing 'professionalism' of leisure activities relates to factors such as accountability, especially with regard to legal issues. On a smaller scale, however, volunteers now have to demonstrate competent computing skills, the ability to submit 'professional' grant applications and an increased need to be aware of legislative requirements. Furthermore, some potential volunteers may feel they do not have the skills required to be effective in this new professionalised and more accountable environment, particularly when there are perceptions that legal action could be taken against them.

E Young people have many pressures on their time; therefore one key aspect of effective volunteering is how and when young people are recruited: students must be given sufficient time to plan and incorporate the volunteer experience into their schedules. The real nature of the work and the expectations of the required hours should be communicated realistically to prospective volunteers. Organisers must also ensure that gaining work and career related outcomes are realised and, importantly, provide a means by which the experiences and specific skills gained by the participants can be communicated to prospective employers. Such goals should also therefore form part of the marketing of the programme to prospective youth volunteers. It is essential to offer potential volunteers a rewarding experience which offers clearly stated benefits. Naturally, the experience should also be enjoyable and fun. If young people perceive that an activity will be boring, they are less likely to commit to it.

Source: Christopher Auld, *Australian Journal on Volunteering*

4 Matching headings

Before the task

First read the list of headings **i–ix**. Re-read Paragraph A of the text and identify the main idea. Then consider each option in the list and choose the best one.

Task practice

Questions 1–5

The reading passage has six paragraphs **A–F**.

Choose the correct heading for each paragraph from the list of headings below.

List of headings

- i** What factors reduce participation in volunteering?
- ii** How can university students get involved?
- iii** What formal recruitment methods are used to attract volunteers?
- iv** What skills do volunteers need to do the job well?
- v** What motivates people to volunteer?
- vi** How can the volunteering experience be made rewarding?
- vii** Why is volunteering popular?
- viii** Why do volunteering organisations focus on young people?

Example

- 1 Paragraph A
- 2 Paragraph B
- 3 Paragraph C
- 4 Paragraph D
- 5 Paragraph E

Answer

-
-
-
-
-

Follow-up

Go back and check that each heading left over is not a better choice than one you have chosen.

5 Short-answer questions

Before the task

Read Question 6. Scan the passage to find the relevant section of the text. Remember to look for synonyms and paraphrasing of the question words in the text. When you have found the right section, check the word limit in the instructions, and then answer the question.

Task practice

Questions 6–10

Answer the questions below using **NO MORE THAN THREE WORDS** for each answer.

- 6 Which potential volunteers do sports organisers target?
- 7 How did the Department of Tourism and Sport find volunteers for the Sydney Olympics?
- 8 Apart from social and cultural factors, why do people volunteer?
- 9 What commitments take people away from volunteering in later life?
- 10 What is it essential to offer volunteers?
.....

6 Summary completion

Before the task

Skim the text for paragraph(s) with similar ideas in order to find the correct section. Look for any words or phrases from the text that might fill any of the gaps. Pay attention to the word limit given in the instructions.

Task practice

Questions 11–15

Complete the summary below.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

Sports events often provide a valuable first opportunity for **11** for many young people and the quality of that experience is **12** to their continuing involvement in sport and volunteer work in later life. Young people are often recruited to volunteer through formal **13** organised through schools and universities. The experience they gain is seen as offering them possible **14** as they seek to promote themselves to future employers. Older adults often drift away from volunteering due to work and family commitments, so in order to keep their volunteers, organisations need to make sure that voluntary work is a **15** in order to encourage long-term commitment.

Follow-up

Go back to the text and compare the way the summary is phrased with the original text. Take note of any synonyms or paraphrasing used.

1 Word building

A The following endings (or *suffixes*) are common for nouns: *-ment*; *-tion*; *-ance*. Complete the table below with the correct noun form.

verb	noun
predict	<i>prediction</i>
retain	
establish	
invest	
indicate	
participate	
contribute	
significant	
recognise	
develop	
important	
retire	
continue	
improve	
increase	

B Complete the following sentences with the correct form of the verbs in the table above.

- The bowls club was in 1822 and is still the best in the area.
- No one could have the fantastic win by Range Rovers over a strong team like Manchester United.
- While many people still watch sporting events, in sports is decreasing these days.
- He gets little for all his hard work at the club, but they would miss him if he left.
- Despite the emergence of younger players, she her dominance of the game.
- Helen's face gave no that she was losing badly.
- She had to from the competition after pulling a leg muscle.
- There was a significant to her golf swing after several lessons.
- The coach felt that the goalkeeper's magnificent save had really to the team's win.
- John was disappointed that after the huge of time, money and energy to train his horse, it still didn't win the race.

2 Vocabulary in context

Complete the following passage with the correct form of the words in the table in Exercise 1A.

Xpro Boosts Its Funding

Electronics and gaming company Xpro has announced a huge **1** in funding for the **2** of a new gaming platform to compete with the market leaders. The American company plans to **3** an extra \$18,000,000. CEO Jeff Gold said, 'We have to **4** that, if we want to compete with the **5** companies, we will need to dig deep and put money into research. Gaming **6** most of the company profit'. Despite this news, analysts **7** that Xpro will not achieve a **8** rise in market share. Industry sources point out it is very difficult to break the control of the two leading game providers. Unless Xpro is able to come up with a substantially new concept or offer major **9** to the gaming platform, its competitors are expected to **10** the largest market share for the next few years.

3 Vocabulary revision

Choose 12–15 words to learn from this unit and write them in your vocabulary notebook. See page 3 for vocabulary learning tips.

1 Expressing preferences

A Read the list of hobbies and interests in the box. Put five interests under each heading in the table below. Add one extra item of your own to each category.

hip-hop	classical music	attending concerts	doing yoga/Pilates
walking the dog	doing aerobics	emailing	going to the theatre
restaurants	action films	gardening	department stores
sci-fi movies	buying online	reading	international dishes
romantic comedies	local food	rap	text messaging
markets	food courts	talking to friends/family	dramas
small boutiques	jazz	playing team sports	downloading files
shows	art galleries	watching team sports	playing online games

me	my friends or family members	common in my country

Language *bite*

Stating Preferences

Prefer means you like one thing more than another. *prefer* + (noun or gerund) *to* (noun or gerund)

I prefer rugby to football; I prefer cooking for myself to eating out.*

*although this looks incorrect, '*prefer ... to ...*' requires the gerund after it rather than an infinitive form of the verb.

I'd rather means the same as *I prefer*. The '*d*' means *would*. Notice the grammar pattern: *I'd rather* + infinitive *than* + bare infinitive.

I'd rather go to a live rugby match than watch it on TV.

B Complete each sentence by choosing one of the options in bold.

- 1 I'd rather **go/going/to go** out with my boyfriend than my friends.
- 2 I don't like classical music. I prefer **listen/listening/to listen** to rhythm and blues music.
- 3 I'd rather not **to do/do/doing** exercise but I know I need to!
- 4 I prefer **watch/watching/to watch** movies at the cinema to **watch/watching/to watch** TV at home.
- 5 I'd rather **eat/eating/to eat** Chinese food than Italian.



C Say which you prefer from the options below, making sure you use the correct form of the verb. If you can, record yourself speaking.

Would you rather ...

- ... study with a friend *or* study alone? ... buy things on the Internet *or* buy things in a shop?
- ... watch TV *or* listen to music? ... send a text message *or* send an email?
- ... visit friends *or* visit relatives? ... eat traditional dishes from your country *or* eat fast food?

2 Providing additional information

A 1 Listen to some students talking about their preferences. Complete each gap with **three** words.

1 To be honest, I'd much rather study alone than with a friend. is because I feel I get more done when I work alone. Maybe it's because I am an only child, so I didn't grow up with other children to share things with. I suppose I have always by myself.

2 On the whole, I prefer visiting relatives. One of the it is that my friends are people I have chosen to have in my life, whereas you have no choice over your family. I know it sounds horrible, but family can be difficult sometimes!

3 Actually, I'd rather send a text message than an email because texting is really fun. I because it's instant – my brother, for example, gets the message immediately and can reply. And I love all the shortcuts – it's like another language.



B Answer the questions in 1C on page 11 again, this time extending your answer by adding some extra information. Use some of the phrases below to give reasons. Try to speak for 20–30 seconds on each. If you can, record yourself speaking.

The main reason I like it is because ...	I enjoy this because ...	Actually, ...
One of the reasons I prefer it is because ...	To be honest, ...	On the whole, ...

C 2 Listen to the eight questions on the recording. Pause the recording after each question and answer aloud. Try to speak for between 30 seconds and one minute. If you can, record yourself speaking.

Express Tip

Always try to extend your answer by giving some more information on the topic, but make sure it is relevant to the question you were asked.

3 Talking about the past

Language bite

Talking about the past with *used to* and *would*

Past simple can be used to describe single actions, repeated actions or states in the past. We can also use *used to* or *would* to talk about things that happened more than once in the past but that do not happen now.

States

We can use *used to* (+ infinitive) to describe past states.

I used to be a good swimmer. I used to enjoy chess. I used to live in Toronto.

Actions

You can use either *used to* (+ infinitive) or *would* (+ infinitive) to describe repeated actions in the past.

I used to go swimming every morning; I used to play chess with my cousin; When I was child, my grandmother would take me to the swimming pool on Saturday mornings. Afterwards we would go to her house and she'd make my favourite meal.

Would/used to are not used for actions where we say how many times something occurred.

Compare:

We went to Africa three times when I was a child. (limited to three times only – not a habit)

We used to go to the market three times a week when I was child. (three times each week as a habit)

- A** Complete each sentence by choosing one of the choices in bold.
- 1 I **used to/would** have a car, but I sold it so that I would walk more often.
 - 2 I **would/used to** be really overweight, but I exercised and went on a diet and lost 20kg.
 - 3 I **used to go/went** swimming three times last week.
 - 4 I **used to go/have gone** swimming every week when I was at high school.
 - 5 I **would/used to** think Liverpool was the best football team in the world.
 - 6 I **used to read/read** *Pride and Prejudice* while I was on holiday – what a great book!

- B** Complete the sentences with either the simple past, *used to* or *would*. Note that for some, more than one answer may be correct.
- 1 I (be) thinner than I am now.
 - 2 I (play) more sport when I was younger.
 - 3 I (spend) time in my room listening to my favourite music.
 - 4 I (go) to the book club every week as a student.
 - 5 I (go) to the cinema to see *Circles of Light* last week.


- C** Look at these two Part 2 speaking cards and the candidates' notes below. Cross out the two pieces of information in the notes that are not relevant.

- 1
- Talk about a leisure activity you used to do as a child or teenager.
- You should say:
- what it was
 - where you did it
 - how long you did it
 - and why you stopped.

- 2
- Talk about a book or movie you have seen recently.
- You should say:
- what the book/movie was
 - what happened in the story
 - why you chose it
 - and whether you would recommend it.

- a**
- canoeing
- my brother – best in school
 - on the river – near our house
 - river is clean – nice place for swimming or picnics
 - from 13–18 yrs old (university)
 - exams – too busy

- b**
- read *Cider with Roadies*
- about a boy growing up; his obsession with music; becoming a music journalist and radio DJ
 - don't read much – no time
 - author came from my town – I recognised the places
 - my town is famous for famous authors
 - good book if interested in music of '70s to '90s

-  **D 3** Listen to the recording of the students talking about the cards above. Did the speakers include the relevant information?

- E** Read the listening script on page 91 and underline the examples of past tenses.

4 Exam practice: Speaking Part 2

Before the task

- A** Choose one of the cards from 3C. Look carefully at the main topic of your chosen card and pick out the main words. Look at the four points and write an idea in note form for each one.

- B** For each of the ideas you have written, write an additional note to extend your answers. Make sure that any additional information is relevant to the topic.



Task Practice

- Answer the questions on the card yourself. Try to talk for at least a minute. If you can, record yourself speaking.



Follow up

- Listen to the recording you made of yourself speaking, or ask your Study Buddy for comments. Check that you covered all four points and extended your answers.