UNIT 2: LEISURE AND RECREATION

A. GRAMMAR – VOCABULARY:

Exercise 1 :

Choose the two correct sports or events for each group.

1 team games: ☐ basketball ☐ volleyball ☐ weightlifting

2 watersports: ☐ canoeing ☐ kickboxing ☐ rowing

3 running events: ☐ badminton ☐ marathon ☐ sprint

4 winter sports: ☐ gymnastics ☐ ice hockey ☐ ski jumping

5 ball games: ☐ hiking ☐ hockey ☐ table tennis

6 fighting sports: ☐ boxing ☐ karate ☐ triathlon

Exercise 2 :

Read the information and look at the examples. Then complete the sentences. Use the words in the box. You can use the words more than once.

You can use different adjectives to describe how much you do something or how much you like doing something.

Examples:

*I'm a **keen** musician. (= I enjoy playing music. / I'm very interested in playing music.)*

*I'm an **avid** musician. (= I spend as much time as possible playing music.)*

*I'm an **amateur** musician. (= I play music for fun / as a hobby, not for money.)*

*I'm a **dedicated** musician. (= I take my hobby very seriously; I do it as much as I can.)*

amateur | avid | dedicated | keen

1 I enjoy gardening. I'm a _____ gardener.

2 I'm extremely interested in bird-watching. I'm an _____ bird-watcher.

3 I do photography for fun. I'm not paid for it. I'm an _____ photographer.

4 I'm very interested in mountain-climbing. I'm a _____ mountain-climber.

5 I spend all my free time blogging. I'm a _____ blogger.

6 I really like cycling. I've been told that I'm good enough to be a professional cyclist, but I prefer to be an _____ and cycle for fun.

7 Many people think that playing video games isn't a real hobby. However, I take it very seriously. You could say that I'm a _____ gamer.

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8 My friends say that I'm such a good cook I should enter a national competition for _____ cooks.

9 I'm extremely interested in collecting stamps from across the world and have a book of my collection.

I've been an _____ stamp collector since I was a child.

Exercise 3 :

Choose the correct prepositions to complete the sentences.

1. I'm keen *about / in / on* board games like chess, where you have to think a lot.
2. I'm good *at / from / on* most sports, but I'm terrible at tennis
3. I'm interested *for / in / of* politics, so I spend a lot of time reading political newspapers and blogs.
4. I'm passionate *about / on / to* the environment, and I'm a member of a local wildlife centre.
5. I spend all my free time building and fixing things like cars. I'm fascinated *at / by / for* anything with an engine.
6. My hobby is dressmaking. I don't spend a lot of time *on / over / to* it though – just a few hours a week.

Exercise 4 :

Read the information and think carefully about the way *like*, *love* and *prefer* are used in the sentences. What does each sentence mean? Choose the correct answers.

Verb forms with *like*, *love* and *prefer*

- After some verbs (e.g. *enjoy*, *finish*), the next verb must be an *-ing* form.
  Example: *I enjoy* ***swimming***.
- After some verbs (e.g. *want*, *decide*), the next verb must be a *to*-infinitive.
  Example: *I want* ***to go***.
- After some verbs (e.g. *like*, *love* and *prefer*), both forms are possible, with a small difference in meaning.
  Example:
  I like ***swimming***. (= *I enjoy the action or experience of swimming.*)
  I like ***to swim*** *every day.* (= *Swimming is a habit or something I prefer to do.*)

1 *I like to go to the gym twice a week.*

- ◯ The person has a lot of fun at the gym.
- ◯ The speaker feels positive about his/her routine.

2 *I like going for long walks in the countryside.*

- ◯ The person feels happy while he/she is walking.
- ◯ The person thinks it's important to go for long walks.

3 *Board games are OK but I prefer playing video games.*

- ◯ The person is happier about the fact that he/she plays video games than board games.
- ◯ The person thinks video games are more fun than board games.

4 *I prefer to read a book before I watch the film version.*

- ◯ The person enjoys reading books more than watching films.
- ◯ The person thinks it's better to read the book before watching the film version of the book.

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5 *I love to get up really early and take photos of the sunrise.*

- ◯ The person enjoys the process of getting up early.
- ◯ The person often gets up early, and enjoys being awake at that time of day.

6 *I love playing football.*

- ◯ The person has a good time when he/she plays football.
- ◯ The person is happy about the fact that he/she often plays football.

Exercise 5 :

Complete the conversation. Use the words in the box.

active	busy	exhausted	free	relax	running	social	stressful

A: Do you get a lot of _____ time?

B: Not really. I spend most of my time at work. I've got quite a _____ job.

A: So what do you do to _____ after a day at work?

B: I usually like to sit and watch TV. I'm always too _____ to do anything else.

A: Maybe you should take up a sport or a hobby. Then you might have a bit more energy. For example, I go _____ twice a week, and now I feel great.

B: I know what you mean, but I'm too _____ to find the time.

A: Well, that's what I thought. But I prefer to be _____. It's good to spend time on something I actually enjoy. It's even been good for my _____ life. I've met some really great people since I started.

B: Really? OK, you've convinced me. How do I sign up?

B. LISTENING

Exercise 1: Read the information. Then match the topics in the box with the introductory sentences from the lecture. (Write A/ B/ C/ D/ E in the boxes)

A lecture is made up of several main points. A good lecturer will always introduce a new main point. This makes it easier for the listener to understand what the lecture is about. The lecturer doesn't usually give important details in these introductory sentences, but listen carefully, because they will help you to understand the general topic of the section.

A. Early forms of transport

B. The future of steam trains

C. What the trains transported

D. How New Zealand was affected by the introduction of trains

E. The use of trains for personal transport

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1 Before the railways were built, transport could be slow and unreliable.

2 But once the railways were built, everything changed: farmers could send their milk by train.

3 Another thing we should think about is the impact that the development of the railways had on the New Zealand landscape.

4 Now, one interesting difference between the railway in New Zealand and railways in other countries is that New Zealand trains have always been used to carry more goods than people.

5 Many railway lines are no longer used, which is a great shame in my opinion, although the government is still deciding whether it is possible to create a new network in the city centre, for electric trains, of course.

Exercise 2: In this unit, you will hear one speaker talking about a topic related to transport. This is a common topic in IELTS so it's a good idea to familiarise yourself with key vocabulary related to transport. Match the words in the box with the correct definitions.

commute	construct	goods	impact	petrol	steam	transport	unreliable

1 not able to be trusted or believed:

2 to build something or put together different parts to form something whole:

3 an effect that something has, especially something new, on a situation or person:

4 the hot gas that is produced when water boils:

5 to take goods or people from one place to another:

6 items for sale or possessions that can be moved:

7 a liquid used as fuel for cars or other forms of transport:

8 to make the same journey regularly between work and home:

Exercise 3: Listen and complete the notes. Write ONE WORD ONLY for each answer ***(Track 2.1)***

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1 Before railways were built, people transported goods by sea and on a _____.

2 Railways were used to transport products such as milk, wood, coal and _____.

3 In the 1900s, as railways were built, trees were cut down, and lots of _____ were built next to the lines.

4 Because the price of _____ has gone up, trains are becoming more popular with passengers.

5 Working steam trains can be seen at the _____.

- Remember what type of information you need to listen for.
- The speaker may mention several of these types, but only one is correct.
- Complete each gap with a word that the speaker uses.
- Make sure your spelling is correct, and that you have only used one word in each gap.

Exercise 4: In the next exercise you are going to listen to the next part of the talk. Read the information. Then match the categories with the things which could be included in those categories.

A *category* is a way of describing a group of things. For example, *weather* is a category. *Rain, sun, snow,* etc. can be categorised as types of weather. Often, a lecture will be divided into sections – each section talking about a different category.

1	finance	●	● arguments, unhappy
2	type of land	●	● snow and fog
3	material	●	● mountains and dense bush
4	workers	●	● councils, department
5	government	●	● diggers, carpenters, blacksmiths, mechanics
6	weather conditions	●	● economy, capital
7	disagreements	●	● iron, wood

Exercise 5: Listen and decide which problem each of the following railway lines had. Choose five problems and write the correct letters, A–G, next to the railway lines 1–5. *(2.2)*

- Look quickly at the names of the five railway lines (1–5). The speaker will mention these in order. (The place names may look difficult to pronounce, but you will be able to recognise them when the speaker says them!)
- The speaker will talk about each railway line separately. Listen for key words in the talk which match the categories in the list of problems (finance, type of land, material, workers, etc.).
- Choose one problem for each railway line before the speaker moves on.

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Problems	Railway line
A a lack of finance	1 Christchurch to Ferrymead ____
B the type of land	2 Invercargill to Makarewa ____
C unsuitable material	3 Napier to Gisborne ____
D a lack of workers	4 North Island ____
E lack of government interest	5 Raurimu ____
F terrible weather conditions	
G disagreements between planners	

<u>Exercise 6</u>: You are going to hear a radio interview with Gary Phillips, the head of an advertising agency. Listen to the first part of the interview.

Questions 1-6 ***(Track 2.3)***
Complete the sentences below. Write ONE WORD ONLY for each answer.

1. Early advertising provided only _____.

2. In the late nineteenth century, manufacturers advertised because they needed to increase the _____ for their goods.

3. Companies were able to make a large _____ by selling luxury goods.

4. Increased _____ meant that companies risked going out of business if they didn't advertise.

5. Persuasive advertising tries to involve people's _____.

6. Persuasive advertising stresses the _____ of buying particular products.

Questions 7-11 (2.4)
Which technique does each product exemplify? Choose your answers from the box.

Example: children's clothing — *Answer:* H

7 running shoes .....
8 furniture .....
9 washing powder .....
10 snacks .....
11 engine oil .....

A	wide product range
B	humour
C	a claim that is suggested and not expressed
D	a name that young children can remember
E	celebrity endorsement
F	repetition
G	greater value for money
H	creating a brand

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