

2b Dance across America

Reading

1 Work in pairs. Answer the questions.

- 1 What kind of dances are traditional in your region?
- 2 Have you ever been to a dance class or learned a dance?
- 3 Do you dance at special occasions? Which ones?
- 4 How does dancing make you feel?

2 Read the article *Dance across America*. What is the article about? Choose the correct option (a–c).

- a professional dancers
- b ordinary people
- c professional dancers and ordinary people

3 Read the article again. Underline three reasons why people dance. Circle three effects dancing has on people.

4 The article talks about the role of dancing in people's lives. Can you think of other activities people do to:

- 1 make them feel young? *keeping fit*
- 2 meet people?
- 3 have a social life?
- 4 change their mood?

DANCE ACROSS AMERICA

Before there was the written word, there was the language of dance. Dance expresses love and hate, joy and sorrow, life and death, and everything else in between.

Dance in America is everywhere. We dance from Florida to Alaska, from horizon to horizon and sea to sea. We dance at weddings, birthdays, office parties and just to fill the time.

'I adore dancing,' says Lester Bridges, the owner of a dance studio in Iowa. 'I can't imagine doing anything else with my life.' Bridges runs dance classes for all ages. 'Teaching dance is wonderful. My older students say it makes them feel young. It's marvellous to watch them. For many of them, it's a way of meeting people and having a social life.'

So why do we dance? 'I can tell you about one young couple,' says Bridges. 'They're learning to do traditional dances. They arrive at the class in a bad mood and they leave with a smile. Dancing seems to change their mood completely.'

So, do we dance in order to make ourselves feel better, calmer, healthier? Andrea Hillier, a choreographer, says, 'Dance, like the rhythm of a beating heart, is life. Even after all these years, I want to get better and better. I keep practising even when I'm exhausted. I find it hard to stop! Dancing reminds me I'm alive.'



Grammar verb patterns: *-ing* form and *to* + infinitive

- 5 Look at the grammar box. Choose the correct option in these sentences.
- We use the *-ing* form of the verb after certain verbs, as the subject of a sentence and after *adjectives* / *prepositions*.
 - We use *to* + infinitive of the verb after certain verbs and after *adjectives* / *prepositions*.

► VERB PATTERNS: *-ING* FORM / *TO* + INFINITIVE

	<i>I/you/we/they/he/she</i>	<i>adore(s)</i>	<i>dancing.</i>
<i>-ing</i> form	<i>It's a way</i>	<i>of</i>	<i>meeting people.</i>
	<i>Dancing</i>	<i>is</i>	<i>wonderful.</i>
<i>to</i> + infinitive	<i>I/you/we/they/he/she</i>	<i>want(s)</i>	<i>to get better.</i>
	<i>It's</i>	<i>marvellous</i>	<i>to watch.</i>

For further information and practice, see page 85.

- 6 Underline examples of the patterns in the grammar box in the article. Then complete the lists with the verbs in the article.

- verb + *-ing* form: adore, _____, _____
- verb + *to* + infinitive: learn, _____, _____

- 7 Each option in these sentences is grammatically possible. Which one is not logically possible?

- Lester Bridges *enjoys* / *finishes* / *loves* teaching people to dance.
- Andrea Hillier *agrees* / *expects* / *intends* to get better.
- Some students *need* / *hope* / *pretend* to make new friends.
- One student *involves* / *keeps* / *practises* doing the steps every day.
- All our students *choose* / *promise* / *refuse* to practise regularly.
- Few students *decide* / *help* / *plan* to give up.

- 8 Complete the sentences with the *-ing* form and *to* + infinitive form of the verbs. Which sentences are true for you? Which do you agree with? Then work in pairs. Tell your partner.

- I enjoy _____ (do) creative activities.
- _____ (paint) is one of my favourite hobbies.
- It's quite difficult _____ (be) completely original.
- I often imagine _____ (change) my lifestyle.
- It's too late _____ (learn) something new at my age.
- I'm learning _____ (play) the piano.
- I'm thinking about _____ (take up) folk dancing next year.
- I never seem _____ (find) time to meet new people.

Vocabulary emotions

- 9 What kind of things can change your mood? Match the two parts of the sentences.

- Going out dancing
 - Every time I hear that song, I want
 - That music is so cheerful – it always
 - It's a really funny film. I can't stop
 - Seeing that kind of film makes me
- feel sad.
 - laughing when I think about it.
 - makes me smile.
 - really cheers me up.
 - to cry.

- 10 Think of specific examples for each sentence in Exercise 9. Then work in pairs. Tell your partner about them.

I don't go out dancing every week, maybe a couple of times a month. I go to a club in town called Liquid. I always have a good time. It puts me in a good mood.

Speaking

- 11 Use these phrases or your own ideas to make sentences that are true for you. Write sentences with the *-ing* form and *to* + infinitive form of the verbs.

act	perform in public
be behind the scenes	play an instrument
be in the spotlight	sing
be on stage	tell jokes
go to dances	give a speech

- I really enjoy _____
- I'm quite keen on _____
- I hate _____
- _____ makes me feel great.
- It's not easy _____
- I'm learning _____

- 12 Work in pairs. Compare your sentences from Exercise 10 and find things you feel the same way about. Ask follow-up questions.

So, you enjoy performing in public. What kind of performances do you do?

Well, I like singing karaoke at parties! And it makes my friends laugh!

2b One of a kind

Grammar verb patterns: -ing form and to + infinitive

1 Complete the sentences with these words.

I agreed	I keep	My schedule
I finished	I need	We decided
I hope	I really enjoy	

- _____ teaching my students to sing.
- _____ to teach music when I leave college.
- _____ making mistakes when I dance.
- _____ to make more progress with my performance.
- _____ involves getting up early every day.
- _____ to involve the audience in our performance.
- _____ taking classes last year.
- _____ to take a role in the play.

2 Match the questions (a–b) with the sentences (1–9). Then complete the questions and sentences with the correct form of the verbs in brackets.

- a I'm thinking about _____ (go) to the circus next week. Do you want _____ (come)?
- b What have you decided _____ (do) for your birthday?
- I intend _____ (take) it easy this year.
 - I think it's too late _____ (get) tickets.
 - I'm hoping _____ (go) to the theatre.
 - I'm not sure. I keep _____ (change) my mind.
 - No, thanks. I don't enjoy _____ (watch) animals perform.
 - Nothing special. I'm no good at _____ (plan).
 - Nothing yet. But my friends have promised _____ (not / give) me a surprise party.
 - OK, why not? I need _____ (do) something different.
 - _____ (see) animals doing tricks isn't my idea of entertainment.

3 Grammar extra remember, stop and try

► REMEMBER, STOP and TRY

Both the -ing form and to + infinitive can follow these verbs, but there is a change in meaning.


stop + -ing refers to the **activity** which stops:
I only **stop practising** when the studio closes.

stop + to + infinitive refers to the **reason** for stopping:
I usually **stop to rest** when I'm tired.


Complete the sentences with the -ing form and to + infinitive form of the verbs.

- When I'm tired, I stop _____ (dance).
- If a new student comes in, we stop _____ (introduce) ourselves.
- I usually remember _____ (change) my clothes before I paint.
- I remember _____ (learn) the waltz with my father years ago.
- I'm trying _____ (find) a way of keeping in touch with old friends.
- I've tried _____ (join) Facebook, but most of my friends don't use it.

Listening man on a wire

4  1.8 Listen to two friends, Robin and Judy, talking about this photo. Are the sentences true (T) or false (F)?

- Judy doesn't like circuses.
- Philippe Petit climbed up the outside of the World Trade Centre.
- The photo makes Robin feel nervous.
- Petit has walked between towers in several countries.
- It took Petit six years to organise the World Trade Centre performance.

5  1.8 Listen again. Complete the sentences.

- I wonder why he wanted _____ that?
- I can't imagine _____ on a wire.
- He was lucky not _____ off.
- He started in Paris in 1971 and then he kept _____.
- He decided _____ it in 1968.
- _____ everything took six years.
- And when people noticed him, he started _____.

6 Complete the sentences with these words.

cheer up cry cry laugh laughing sad
smile smile smile

- 1 Don't _____. It's only a film.
- 2 Come on! _____ for the camera!
- 3 _____! It's not the end of the world.
- 4 The situation was so absurd we didn't know whether to _____ or _____.
- 5 It's great to hear you _____ for a change. You've seemed a bit _____ recently.
- 6 Have you noticed? When you _____ at people, they _____ back.

Vocabulary emotions**7 Vocabulary extra performing****a** Write these verbs with the nouns.

give make play sing star tell write

- 1 _____ an instrument
- 2 _____ a joke
- 3 _____ a speech
- 4 _____ karaoke
- 5 _____ an album
- 6 _____ a play
- 7 _____ in a film

b Write sentences with expressions from Exercise 7a.

actors authors comedians musicians
ordinary people politicians rock bands

Example:

Actors star in films.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

8 Dictation performing

1.9 Listen and write the sentences. Then decide if they are true for you.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

*'When I see three oranges, I juggle;
when I see two towers, I walk.'*

Philippe Petit, High-wire artist, 1974

