

Bands and fans

1

Vocabulary

music and free time activities

- 1 Find eight words in the wordsearch connected with music, bands and fans.**

o	t	k	j	i	n	s	t	r	u	m	e	n	t
p	e	r	f	o	r	m	a	n	c	e	o	k	d
q	u	e	h	i	n	s	t	r	r	m	g	n	r
a	u	d	i	e	n	c	e	u	m	f	u	l	u
p	j	l	z	p	e	r	t	t	l	u	i	x	m
i	u	g	b	v	j	l	u	i	t	a	t	o	m
q	k	n	k	y	u	w	i	p	u	m	a	u	e
q	x	p	k	c	o	n	c	e	r	t	r	n	r

- 2 Find and correct the mistakes with collocations in sentences 1–8 below.**

- I really think listening music is relaxing.
- Can you play at a musical instrument?
- I try to go as many live concerts as possible – they're great!
- I watch at television in the evenings after work.
- It's much easier if I can make the shopping at the weekends.
- I tend stay at home on Sundays.
- Making yoga helps me switch off from problems at work.
- I'm really in rock music – I love the strong beat.

Speaking

Listening to and answering questions (Part 1)

► CB page 7

- 1** **01 Listen to the questions an examiner asks. Match questions 1–7 to answers A–I. There are two answers you do not need to use.**

- My older brother actually. I can talk to him about almost anything.
- It's hard to say but I hope I'll be working as a doctor. I've just started studying medicine.
- All kinds really. Hip hop, rock, jazz. I really like classical music too.
- I play the violin.
- Yes, a brother and a sister. My brother is three years older than me and my sister is a year younger.
- We usually go to the seaside, but this year we're going to visit my brother in Madrid. He's studying there.
- The people. The town itself is very beautiful with a cathedral and a wonderful square, but it's the people that make it special.
- I was studying at school.
- English! I liked the science subjects too but English is my favourite.

About the exam:

In the Speaking exam, Part 1, you are asked a few questions in which you give personal information and opinions. Listen to the questions an examiner asked.

Strategy:

- Give interesting answers but don't say so much that you dominate the conversation.
- Make sure your answers are quite short.

Reading

Gapped text (Part 6) ► CB page 8

About the exam:

In the Reading exam, Part 6, you read a text with missing sentences. After the text you find the sentences in jumbled order. You decide where they go in the text. There is always one extra sentence that does not fit anywhere.

Strategy:

- Read the whole text first and make sure you understand it.
- Look at the words like pronouns (e.g. *it, she*), demonstratives (e.g. *this, that*) and possessive adjectives (*her, their*) in the sentences that have been removed from the text and decide what they refer to.
- When you have chosen the missing sentences, read the whole text through again with the sentences in place to make sure that it all makes sense.

1 You are going to read a newspaper article about musicians raising money for charity. Read the article and decide which of titles 1–3 summarises the article best.

- 1 Where did all the money go?
- 2 The concert that changed what it means to be a musician
- 3 The first charity concert

2 Six sentences have been removed from the article. Choose from sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

- A What is far clearer is the benefits they have for the musicians themselves.
- B They ended up making over a thousand times that much.
- C It was recorded in just under twenty-four hours in a studio in London.
- D It was this that gave Geldof the idea of recording a song for the African famine.
- E In fact it was difficulties with transporting the aid once in Africa that led to the next phase of the effort and the famous Live Aid concert itself.
- F The result was one of the biggest-selling singles of all time.
- G Live Aid was not the first concert aimed at raising money for charity.



Musician Bob Geldof wanted to make a difference and not just in the world of pop music. Stuart Maconie tells us how he did it.

The day after seeing a TV report about a famine in Ethiopia, pop singer Bob Geldof noticed that his wife had stuck a note on the fridge door. It read, 'Ethiopia: everyone who visits this house from today onwards will be asked to contribute £5 for famine relief.'

1 The problem was that he didn't think his own band would be able to raise enough money if they recorded a song on their own.

He asked another musician friend, Midge Ure, to help him write the music and lyrics and they then recruited forty-five of the most popular Irish and British musicians of the early eighties. Each musician in the group, which came to be known as Band Aid, sang a line of the song *Do they know it's Christmas?* **2**

The success of the song probably had more to do with the status of the performers than the quality of the music, but its release had an immediate effect on the British public. The BBC played it once an hour. The singer who was number one at the time told people to buy the Band Aid single instead of his own record. Geldof and Ure had hoped to make £70,000. **3**

Even then not everyone was convinced that it had been such a good idea. There were criticisms of Geldof and Ure's choice of musicians and the lyrics of the song and doubts about whether the money raised would reach its target. The journalist who had filed the report which had inspired Geldof's wife was very suspicious of the performers' motives. But when he returned to Ethiopia and saw eight huge planes with the Band Aid logo at the airport, he was impressed.

4 The food and supplies were held up because the local trucking companies would not move the goods or allow anyone else to move them. Geldof realised he had to do something to protest about this so he set about organising the Live Aid concert. Geldof not only managed to get the truck drivers to cooperate, he also started a new trend that continued over the next three decades. **5** There had been 'benefit concerts' before. The difference was that pop stars were now expressing opinions about world events.

Doubts are often raised about the contribution these concerts make. Some even argue that they have a negative impact. **6** These include fame and celebrity, but surely, it can never be a bad thing to try and raise money for those in need.

3 Look at words 1–3 from the article in Activity 2 and cross out the word that cannot be used with it.

- 1 raise *money/your hand/doubts/your mind*
- 2 record *a song/your answers/a dish/a message*
- 3 file *a jacket/a report/a complaint/a document*

4 Choose the definition, A or B, that matches the meaning of words 1–5 in the context of the article in Activity 2.

- 1 stuck
A put B glued
- 2 line
A a group of words B a long thin mark
- 3 release
A freedom B availability
- 4 held up
A stolen B delayed
- 5 target
A a board with circles that you try to hit when you are shooting
B an amount you are trying to achieve

5 Find words in the article to match definitions 1–4.

- 1 when a large number of people become ill or die because they do not have enough food
- 2 the words of a song
- 3 found new people to work
- 4 a new situation with changes or development

6 Look at sentences 1–3 from the article. Choose the sentence, A or B, that is closest in meaning to the original. Look at the article again and use the whole context to help you.

- 1 The success of the song probably had more to do with the status of the performers than the quality of the music.
A The success of the song was due to the status of the performers rather than the quality of the music.
B The success of the song was based on a combination of the status of the performers and the quality of the music.
- 2 They ended up making over a thousand times that much.
A Eventually they made more than they had expected.
B By the time it was over they had made more than they expected.
- 3 It can never be a bad thing to try and raise money for those in need.
A It's always good to try to raise money.
B It can sometimes be wrong to try to raise money.

7 Read the complete article again. Which of the opinions below do you agree with? Think of three reasons you would give for your opinions.

Concerts like Live Aid are a good thing.

Raising money to help others should be done by politicians not musicians.

Celebrities have a duty to help others.

Grammar

simple and continuous forms in the present → CB page 10

1 Underline the correct alternative in sentences 1–10.

- 1 I *have/am having* a ticket for the concert on Friday and I *get/am getting* really excited!
- 2 The group *come/are coming* from the same school as I went to, which makes it even more exciting.
- 3 They *perform/are performing* all over Europe now, or at least that's what my friend *tells/is telling* me.
- 4 They *become/are becoming* more popular now as more people *know/are knowing* about them and *download/are downloading* their music.
- 5 I *understand/am understanding* that the concert is sold out, so I just can't wait to *hear/be hearing* them play!
- 6 I *know/am knowing* one of the roadies and he *works/is working* backstage on some of their gigs here in the UK.
- 7 He *says/is saying* that the band *are really looking forward/really look forward* to coming back to their home town to play on Friday.
- 8 Their fans *love/are loving* them wherever they *play/are playing*, but we're special for them.
- 9 They've changed their style of playing a bit over the years. On their latest record they *sound/are sounding* more like Coldplay but I *like/am liking* it a lot.
- 10 Some people *criticise/are criticising* them for that, but I *disagree/am disagreeing*. I'm still their biggest fan.

Use of English

Multiple-choice cloze (Part 1)

► CB page 11

About the exam:

In Part 1, you read a text with eight gaps and choose the best word from four options to fit each gap. The correct word may be:

- part of a fixed phrase or collocation.
- part of a phrasal verb.
- the only word that makes sense in the sentence (e.g. a connector).
- the word that fits with the word(s) before or after the gap.

Strategy:

- Read the title and the whole text without worrying about the gaps so that you understand what it is about.
- Go through the text stopping at each gap. Read the four options.
- Check the words before and after the gap. Then choose the best option.

- 1** For questions 1–8, read the text below and decide which word (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Music on your mind

You know the feeling – you're listening to music and suddenly your whole (0) *A mood* changes from sad to happy. This mind-altering power of music is amazing, and internet music sites are using sophisticated ways of (1) us in touch with new artists. They search our downloaded files or online listening habits (2) patterns, and the results are often surprising – would you believe that AC/DC fans may well enjoy Beethoven?

Musicians have been (3) unforgettable music for centuries, using accepted ideas about the emotional appeal of certain combinations of musical sounds. It's (4) knowledge that major chords sound upbeat (5) minor chords sound mournful – in tests, even children as young as three connect music in major keys to happy faces. Scientists investigating the subject have been (6) various experiments such as scanning the brains of people while they listen to music. One thing they (7) across is that music triggers activity in the motor regions of the brain, which could explain why we often need to (8) our feet to music. The possibilities for medicine and business are exciting!

- | | | | | |
|---|----------------|---------------|--------------|-----------------|
| 0 | A mood | B atmosphere | C temper | D idea |
| 1 | A placing | B putting | C making | D doing |
| 2 | A looking out | B looking for | C looking up | D looking after |
| 3 | A constructing | B forming | C inventing | D composing |
| 4 | A great | B usual | C common | D wide |
| 5 | A while | B during | C since | D so |
| 6 | A taking | B making | C doing | D having |
| 7 | A came | B went | C brought | D took |
| 8 | A tap | B bang | C hit | D strike |

- 2** Read the complete text again. Underline:

- two phrasal verbs.
- three collocations.
- one fixed phrase.

Listening

Multiple matching (Part 3)

► CB page 12

About the exam:

In the Listening paper, Part 3, you read eight statements or questions and hear five different people speaking about the same topic. You match each speaker to the appropriate statement or question. There are three extra statements or questions you do not need to use. You hear all the speakers twice.

Strategy:

- Read the instructions and the questions or statements carefully.
- Underline the key words in the statements. Then listen for these key ideas when you hear the speakers the first time.
- When you hear the speakers the second time, decide on the correct answer.
- At the end, check that you have only used each statement or question once.

- 1** **02** You will hear five different people talking about a live pop concert they have been to. Choose from the list (A–H) what each speaker disliked most about the concert. Use each letter only once. There are three extra letters which you do not need to use.

- | | | | |
|---|-----------------------------|-----------|----------------------|
| A | The type of music played | Speaker 1 | <input type="text"/> |
| B | The arena and the stage | Speaker 2 | <input type="text"/> |
| C | The location of the venue | Speaker 3 | <input type="text"/> |
| D | The audience participation | Speaker 4 | <input type="text"/> |
| E | The quality of the music | Speaker 5 | <input type="text"/> |
| F | The price of the tickets | | |
| G | The facilities at the venue | | |
| H | The queue to get in | | |

Grammar

would and used to for past habit

► CB page 13

- 1 Read the extracts about music and cross out the incorrect verb form in each sentence.**

1 Throughout history, parents ~~would~~/~~did~~/~~used~~ to make sure their children had classical music lessons from a young age. Some parents ~~did~~/~~had~~ ~~used~~ to ~~do~~ used to do this because they thought it was good for mental discipline. Others ~~believed~~/~~used~~ to believe/would believe that knowledge of important works of classical music was part of a good general education.

2 Classical music has regularly featured in pop culture, and has often been used as background music for movies, television programmes and advertisements. As a result many people ~~are used to~~/~~would~~/~~have got used to~~ regularly and often unknowingly listening to classical music. This means that people who ~~didn't use to~~/~~wouldn't~~/~~hadn't used to~~ buy classical music have actually been enjoying it without realising.

- 2 Sentences 1–6 below each have a word missing. Complete the sentences with the words in the box.**

would to (x2) used
got get

- 1** When I was a child I used hate classical music, but I loved rock.
- 2** Every time I went to a concert I buy a T-shirt to remind me of it.
- 3** My brothers to go to football matches instead of coming to rock concerts with me.
- 4** After a while I used to going to music events on my own.
- 5** My mother could not used to me doing different things from my brothers.
- 6** Now I think she's got used it.

Use of English

Key word transformations (Part 4)

About the exam:

In the Use of English paper, Part 4, there are six unconnected sentences. For each one you complete a new sentence so that it has a similar meaning, using a word given in bold. You must not change this word.

This part tests a range of grammatical structures and vocabulary.

Strategy:

- Don't change the key word.
- Only write between two and five words, including the given word. Contractions (e.g. *won't*) count as two words.

- 1 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).**

0 I decided not to learn to play the piano as it seemed very difficult.
UP

I decided not to take up learning to play the piano because it seemed very difficult.

1 I lived in London when I was a child, but now I live in Paris.

USED

I live in Paris now, but London when I was a child.

2 When I lived in London, I went to the music shop on the corner every Saturday.

WOULD

Every Saturday the music shop on the corner when I lived in London.

3 It's become easy for me to sing live as I do it so much.

GOT

I've as I do it so much.

4 I find watching TV quite relaxing in the evenings.

FEEL

Watching TV in the evenings.

5 I don't go to live concerts very often.

HARDLY

I live concerts.

6 I only found your message by chance when I was looking for something else.

ACROSS

I accident when I was looking for something else.

Writing

Informal email (Part 2) ► CB page 14

About the exam:

In Part 2 of the Writing paper you may have the opportunity to write a letter or email. You will be given part of a letter or email to reply to, and you should write 140–190 words. The letter or email may be semi-formal or informal.

Strategy:

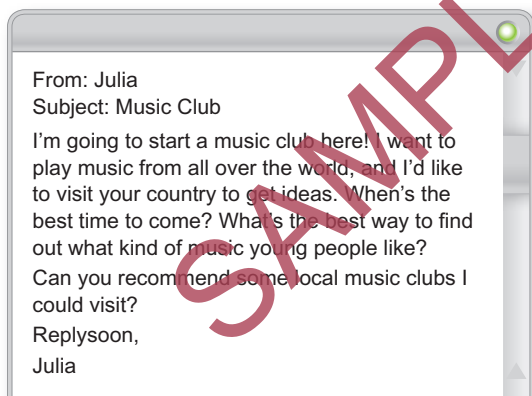
Read the instructions and the whole task very carefully. Identify:

- who you are writing to
- why you are writing
- what you have to write about
- whether you need to use a semi-formal or informal style

You will probably need to use functions such as explaining, giving information, suggesting. Make sure you cover all the points mentioned in the email or letter in the task.

1 Look at the task and decide if statements 1–5 below are true (T) or false (F).

You have received an email from your English-speaking friend, Julia.



- 1 You should write in a formal style.
- 2 Your reply should provide various kinds of information.
- 3 You have to ask some questions as well.
- 4 You can use abbreviations and smileys in your answer.
- 5 You should write 140–190 words.

2 Write your email for the task. You must use grammatically correct sentences with accurate spelling and punctuation in an appropriate style.

3 Match the sentences below to the functions in the box. You can use two of the functions more than once.

explaining inviting refusing an invitation
stating preferences making offers
making suggestions

- 1 What I'd rather do is go to the evening performance.
- 2 I'm afraid I won't be able to make it in November.
- 3 Maybe we could meet outside the box office at seven.
- 4 The thing is, the venue's a difficult place to find so it's better to go together.
- 5 I'm going to the gig in the park tonight – do you fancy coming along?
- 6 July is the best month for festivals so that would be a really good time to come.
- 7 Would you like me to buy the tickets?
- 8 Unfortunately, that's when I have some of my exams.

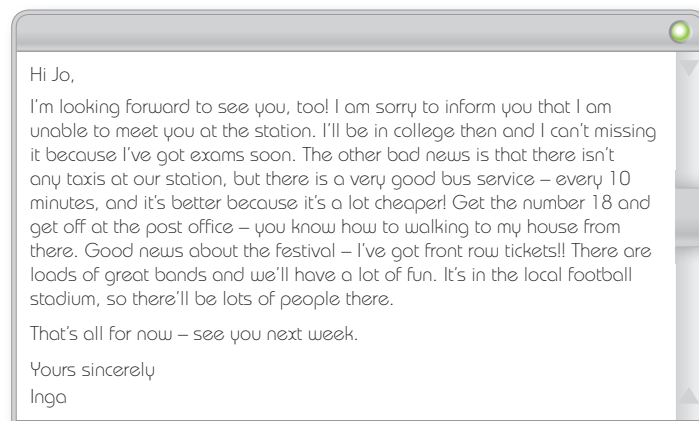
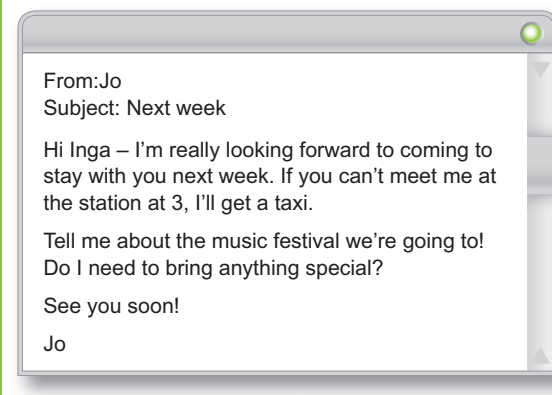
4 Look at the task below. Then read the email the student has written.

Identify any missing information.

Underline any sentences that are too formal.

Correct any language mistakes.

You have received this email from your English-speaking friend, Jo.



Things that matter

3

About the exam:

In the Reading paper, Part 5, you read a text and choose between four alternatives to answer questions. Only one of the alternatives is correct.

Strategy:

- Read the title, any subheadings and the text through quickly to get a general idea.
- Look at the questions and cover the options with your hand or a piece of paper. Try to answer the questions.
- Underline the parts of the text that support your answers.
- For each question, choose the alternative that is closest to your answer.
- Make sure you have reasons, such as the following, for rejecting the other alternatives:
This might be true, but the text doesn't say it.
The text says the opposite.
The text says this, but it is not relevant to the question.

Reading

Multiple choice (Part 5) ► CB page 26

- 1** You are going to read an article about singing and what it means to people. Read the article quickly and decide if the following statement is true or false.

All the people involved with Rock Choir are non-professionals.

- 2** Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 What has Rock Choir meant for Nicholas Williamson?
A It has allowed him to fulfil an ambition.
B It has given him self-confidence.
C It has given him and his girlfriend a chance to do something together.
D It has made him aware of his musical ability.
- 2 Why did Caroline Redman Lusher decide to start Rock Choir?
A She found it hard to make any money as a musician.
B She was tired of teaching people who were not very talented.
C She realised how much people enjoyed singing.
D She knew this was what her parents wanted her to do.
- 3 Why do people like being in Rock Choir?
A They meet people from many different walks of life.
B There are always people of their own age in the choir.
C No one judges the members' singing ability.
D There are no members who can't sing in tune.
- 4 What does 'so' in line 36 refer to?
A running Rock Choir
B recruiting other instructors
C being the only instructor
D being in demand
- 5 In what way has Stef Conner benefited from being a Rock Choir instructor?
A She has met new people.
B She has learnt to compose pop songs.
C She has been able to pay for her studies.
D She has found an outlet for her personality.
- 6 How does Caroline Lusher see the future of Rock Choir?
A She wants it to become even bigger.
B She wants to fulfil members' aspirations.
C She wants to set clear limits and not expand too quickly.
D She wants to attract more publicity.

They will rock you: the rise of Rock Choir

With 7,500 members, Rock Choir has filled Wembley, signed a record deal and is now the subject of a TV show. Alice-Azania Jarvis meets the woman behind it.

Nicholas Williamson had never done anything like it. 'I've always liked music, but I'd never taken any opportunities,' explains the twenty-year-old student. 'I wasn't very confident.' But when his mother joined a local choir and his girlfriend expressed interest in doing the same, he decided to give it a go. Before long, the pair had signed up as members of Rock Choir, Glasgow City Centre. 'I wanted to be part of something big – and now I am.'

Rock Choir is, by all accounts, 'something big'. With 7,500 members nationwide, the choir has signed a three-album record deal and in May, filled out Wembley Arena to give a special performance to 3,500 spectators.

The whole thing is the brainchild of Caroline Redman Lusher. A professional singer from the age of fifteen, she studied contemporary music at Salford University before spending four years as a member of a band, entertaining guests at a top London hotel. 'I was lucky to make a living for so long,' she reflects. Eventually, though, she gave it up and took up a post as a teacher.

It was while she was teaching performing arts and music that the Rock Choir model began to take shape. 'I had all these students who wanted to sing, but hadn't necessarily had any training; it was about bridging the gap between amateur and professional.' What began as a small gathering of about twenty quickly swelled to a far more challenging 170. 'Before long, I had the mums and dads begging for their own version – that's when I realised that there was a market amongst the general public.'

And so it was that, in 2005, Lusher quit her job, borrowed £1,000 from her family and pinned a poster up in her local coffee shop. 'I was hoping for twenty people,' she says of her first choir practice. 'My dad and I laid out forty chairs. In the end, seventy turned up.' They were people of all ages, backgrounds and abilities; crucial to Rock Choir's appeal is the fact that there is no selection process, meaning that even the least confident, most inexperienced of singers can relax and enjoy themselves.

line 36

For the following three years, Lusher remained the only teacher at Rock Choir, but eventually demand became too much and she had to recruit other instructors. Doing so was a risk since her charisma accounts for much of Rock Choir's success. She is energetic, enthusiastic and imaginative, playing the piano and calling out instructions into her microphone headset to choir members who learn only by repetition. Her teaching style combines professionalism with accessibility. Imitating it is certainly not easy.

Stef Conner had never heard of Rock Choir until she applied to be an instructor for a new group in Yorkshire. 'I was studying for a PhD in classical composition and I needed a job that I could do while I was studying.' With only a limited knowledge of pop music, working with the new style was a challenge for Stef – but one that has paid off. 'I spend a lot of time in isolation, composing. Rock Choir has opened up a whole new world to me: a new style of music, but also a place where I can go and be an extrovert.' Williamson feels the same way: 'You're part of a team having fun,' he reflects.

It's precisely this sort of experience – among both teachers and pupils – that accounts for the choir's rapid success. May's appearance at Wembley was typical of Rock Choir: over the years, it's pulled off a host of similar stunts – from flash mobs to Guinness World Records. The next project will be even bigger and better, says Lusher. 'One day I'd love to perform at the *Royal Variety Show*,' she says, 'and there's been some talk of the Olympics too. Ultimately, it's about what the members can say they've done. The sky's the limit.'

3 Match the underlined words in the article with definitions 1–8.

- 1 idea
- 2 succeeded in doing something difficult
- 3 try doing something
- 4 grew
- 5 been successful
- 6 very important
- 7 natural ability to make people like you
- 8 in every part of a country

Vocabulary

-ed adjectives and prepositions

► CB page 27

1 Find and correct the mistakes in sentences 1–6 below.

- 1 I get really annoyed of people talking loudly on their mobile phones during concerts.
- 2 I'm quite frightened with snakes, though I know it's stupid!
- 3 I worry a lot with the environment; we really have to do more to look after the planet.
- 4 My brother is really interested on sport – he loves it.
- 5 I get quite embarrassed of bad behaviour in sports events; I feel really bad about it.
- 6 We're going on holiday next week and I'm so excited with it!

2 Complete sentences 1–6 with the correct form of the words in the box.

excite	frustrate	annoy	embarrass
worry	interest		

- 1 I often go red and feel incredibly when people praise me.
- 2 It's quite when people talk loudly on their mobiles in quiet places.
- 3 I get very about holidays.
- 4 I was very about my sister recently when she had a wisdom tooth removed.
- 5 I find history very, particularly the sixteenth century.
- 6 I get very when people stop me doing what I want to do.

Grammar

present perfect and past simple ► CB page 28

1 Underline the correct alternatives to complete the text.

- (1) I *have been/was* interested in photography all my life.
 (2) I *'ve owned/owned* about ten different cameras over the years.
 (3) I *started/'ve started* with quite a cheap camera that my parents
 (4) *bought/have bought* me for my fifteenth birthday. (5) I *used to get/have got* the films developed at a local photography shop. Of course, (6) I *haven't had to/didn't have to* do that for a long time now. Digital photography (7) *has been/was* really bad for shops like that. Many of them (8) *have gone/went* out of business.

2 Complete the text with the present perfect or continuous form of the verbs in brackets.

Horse mad



Every Christmas and every birthday throughout my childhood I always put one thing and one thing only on the list of things I wanted: a horse. I (0) *have been* (be) mad about horses for almost as long as I can remember but it's only recently that I

- (1) (actually start) learning to ride. Apparently, riding
 (2) (become) popular with a lot of adults so I'm not alone. I (3) (have) lessons at a local riding school for about two months now. I go twice a week so I (4) (have) about fifteen lessons so far. I'm really impressed with the instructor and with my horse, Daisy. I (5) (learn) so much from her. She's incredibly kind and patient with me though she (6) (get) a little bit cross a couple of times. I (7) (read) about the benefits of riding lately as well. Apart from all the physical benefits, riding improves self-confidence, helps you learn to face risks and makes you much more self-disciplined. Riding is more than just a hobby for me too. It (8) (give) my life meaning.

1 Complete sentences 1–6 with a grammatical word, collocation or phrasal verb.

- 1 Some people find music can cheer them when they feel low.
 2 Make you study hard before an exam.
 3 I'm so busy that I don't know how I'm going to get the amount of homework I have to do.
 4 It's easy to in touch with old friends from school on the internet.
 5 I prefer doing sports tennist o sitting reading.
 6 I've always thought of you my best friend.

2 For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Is that glass really half empty or half full?

What is really important in life? Sometimes it's good to sit back and think (0) *about* where you are right now and what you hope to be good (1) in the future. Having aims and objectives is crucial, (2) you must also appreciate what you have already and should be thankful for. Everybody has ups and downs, good days and bad days. Sometimes something (3) may seem to be a huge problem one day can seem very insignificant the next. It's vital to (4) things in perspective. Always believe that (5) bad you may feel about something, there's always somebody out there who (6) had a tougher or more difficult day than you. If you can't appreciate this fact, you're likely to feel more unhappy than you need to. Of (7) that doesn't mean you can always be cheerful and smiling, but there are a lot of good things out there, so cheer (8) People who say a half-full glass of water is half empty are considered to be pessimists – so try to see that glass of water as being half full! You'll feel much happier!

Use of English

Open cloze (Part 2) ► CB page 29

About the exam:

In the Use of English paper, Part 2, you read a text with eight gaps. The missing words may be **grammatical**, e.g. parts of verbs, referents (*this, those*, etc.), connectors (*however, moreover*, etc.), *as* and *like*, or **vocabulary**, e.g. phrasal verbs or collocations such as *do your homework*.

Strategy:

- Read the title and the whole text to make sure you understand it.
- Look at the words on both sides of each gap.
- Decide what kind of word is missing.

Vocabulary

money ► CB page 30

1 Underline the correct alternatives to complete the sentences.

- 1 It's a bad idea to lend money *to/for* a friend as it often causes problems.
- 2 It's nice when rich people give some money *away/back* to charity.
- 3 I'm always short *of/about* money at the end of the month.
- 4 It's important to try to live *within/about* your means and not borrow money from anyone.
- 5 I've just won a small amount of money and I feel as though I've got money *for/to* burn!
- 6 It's not easy to live *with/on* a tight budget but that's what students have to do.

2 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 She's incredibly rich so she can buy anything she likes.
BURN
She's because she's incredibly rich and can buy anything she likes.
- 2 It's not a good idea to owe money to another person.
IN
It's not a good idea to to another person.
- 3 I can't buy you everything you want because I just don't have enough money to do that!
MADE
I'm not so I can't buy you everything you want.
- 4 I think that young people live better lives than their grandparents, financially.
STANDARD
I think that young people have than their grandparents.
- 5 He's so rich – I can't imagine how much money he earns every week.
FORTUNE
He must be because he earns so much money every week.
- 6 I haven't got much money at the moment, so I can't buy that new mobile phone yet.
TIGHT
Money at the moment, so I can't buy that new mobile phone yet.

Listening

Sentence completion (Part 2) ► CB page 31

About the exam:

In the Listening paper, Part 2, you complete sentences with between one and four words. You must write the exact words you hear and the sentences come in the same order as on the recording.

Strategy:

- Read the instructions carefully and make sure you understand the context and who is speaking.
- Read the sentences and try to guess what kind of information you need to write, e.g. a job, a time, a month, and what part of speech it is.
- Listen and complete the sentences. If you miss an answer the first time, go on to the next sentence. You can complete any missed sentences when you listen for the second time.
- Check that your answers are grammatically correct and that you have not made any spelling mistakes.

1 05 You will hear a young naturalist called Steve Barnes talking to a group of students about his work and why it matters so much to him. For questions 1–10, listen and complete the sentences, using a word, a number or a short phrase.

- Steve first became interested in animals because he lived on a (1) as a child.
- Steve enjoyed collecting the (2) after school.
- Steve likes going (3) and rock-climbing in his spare time.
- Steve uses the word (4) to describe the natural world he loves.
- According to Steve, (5) is the most important message of the programmes he makes.
- Steve wants children to have a sense of (6) with his programmes.
- Steve gives the example of a time he was injured by falling over a (7) to show how spontaneous his programmes are.
- Steve is pleased with the way his programmes have made children more aware of ways in which changes in (8) affect the natural world.
- Some experts say that (9) and media have a negative effect on children's connection with the natural world.
- Steve feels proud of discovering the biggest species of (10) on one of his expeditions.

Grammar

comparing ► CB page 32

1 Complete quiz questions 1–6 with the comparative or superlative form of the adjectives in brackets.

- 1 Which country has tourist industry? (*big*)
- 2 Where do you get weather all year round? (*sunny*)
- 3 Which city is – Melbourne or London? (*polluted*)
- 4 Which is mineral in the world? (*rare*)
- 5 Which country has students at maths? (*intelligent*)
- 6 Which country has record on environment protection? (*good*)

2 The answers (A–F) to the questions in Activity 1 contain mistakes with comparative and superlative forms. Correct the mistakes and match the answers with the questions.

- A Fewest than two or three crystals of painite, which is said to be the rarest, are found each year.
- B Switzerland, but my country, Australia, is much worser than I thought.
- C Yuma in Arizona. The sun shines for more that 90 percent of the time.
- D In Korea students get by far the high scores in maths tests but they're not as better at some other subjects.
- E France has the more tourist visitors, but China is getting more and more popular.
- F London, though they are trying to get lesser people to drive their cars in the centre of the city.

3 Underline the correct alternatives to complete the dialogue.

- A: What do you like (1) *more/most* about the place you come from?
- B: Well, there are some amazing buildings, but that's not nearly (2) *as important as/more important than* the people. They're great.
- A: Would you like to move back to your home town when you finish studying or are you (3) *happier/happiest* here?
- B: I'm (4) *just as happy/far happier* living here as I would be back home. This is (5) *the best/the better* place to live in the world, in my opinion.

Speaking

Long turn (Part 2) ► CB page 33

comparing similarities and differences

About the exam:

In the Speaking paper, Part 2, you have to compare two photographs and say something about them, according to the examiner's instructions.

Strategy:

Listen carefully to the examiner's instructions. If you are not sure what you are supposed to do, ask for clarification. Say something like: 'Excuse me. Could you explain again what I'm supposed to do?'

1 ► 06 Listen to the examiner giving a student some instructions and the student's response. Does she do what the examiner asks her to do?

2 Underline the correct alternatives to complete the extract from a speaking test. Then listen again and check your answer.



These photographs are similar because they both show groups of people but they are (1) *very different/more different* in other ways. The first photograph shows people on a beach, (2) *although/whereas* the people in the second photograph are probably in a city or town. In the first photograph, the people look (3) *as though/like* environmental activists protesting about some kind of problem. (4) *Although/Whereas* the people have signs, they look (5) *more relaxed/most relaxed* than the people in the other picture. In the second photograph, the people seem to be watching something happening in front of them. Most of them (6) *look/look like* excited so I think they might be watching a football match. Most of the people (7) *look as if/look* they are really upset about whatever has just happened, (8) *while/and* one man is clapping. Perhaps the other team has just scored a goal.

Writing

Article (Part 2) ► CB page 34

About the exam:

In Part 2 of the Writing paper, you choose from three options. One of these may be an article. The purpose of an article is to interest and engage the reader.

Strategy:

- Read the task carefully to identify what you must include in your article.
- Think of ways of interesting the reader, e.g. colourful language, rhetorical questions.
- Think of an interesting and memorable introduction and conclusion.

1 Read the task and then look at the ideas below that some students have had for their articles. Match activities 1–7 with the reasons they gave A–G.

You see this advertisement on an English language website.

Articles wanted

An activity I would never give up!

What is the best activity you do? Why is it important to you? Why wouldn't you want to give it up?

Write us an article answering these questions.

We will put the best article on our website.

Write your article. Write 140–190 words.

Activities

- 1 I know it sounds strange but I think I will go on studying throughout my life.
- 2 Something I would never give up is visiting my grandparents.
- 3 I've been meditating for about three years now and I could never do without it.
- 4 I would never give up playing tennis at our local club.
- 5 I just couldn't live without playing the guitar.
- 6 It doesn't matter how old I get, I will never stop surfing.
- 7 Working as a volunteer is more important to me than anything else I do.

Reasons

- A The exhilaration you feel out there on your board is just incredible.
- B There's always something new to learn.

- C It helps me cope with stress and has really improved my concentration.
- D I make new friends, meet old ones and it certainly keeps me fit.
- E I love being able to make music for myself and for my friends.
- F I know I'm using my time to make a difference and that's what matters.
- G It really means a lot to them to see my cousins and me every weekend.

2 Look at the titles and opening paragraphs below. Which one is better?

- A Something I would never give up: riding my quad bike

I do a lot of different activities but the one I like most is riding my quad bike. I've only had the bike for a couple of months but I enjoy riding it so much, I don't think I will ever give it up. It is very important to me.

- B Life just wouldn't be the same

I enjoy a lot of the things I do but if you asked me if there was one activity I liked more than the others, my answer would have to be singing in a rock band. I honestly don't think I could ever willingly give it up. Let me tell you why.

3 Look at the conclusions to two more articles. Which one is better?

A

That is why I would never give up such an important activity. You should try it too. It's very good for you.

B

So, whatever people say, however old I get, whatever happens to me, I don't think I would ever give up doing martial arts. It's what keeps my body and soul together.

4 Write your article using the task information in Activity 1.

Eat your heart out!

5

Vocabulary

food and diet

1 Complete sentences 1–5 with the words in the box.

high-fat well-balanced vegetarian salt-free vitamins

- 1 I never eat meat – I follow a strict diet.
- 2 People who are overweight are rarely told to follow a diet.
- 3 It's good to give children a diet, including meat, fruit and sugar.
- 4 I love fruit, vegetables and so on; I know I'm getting a diet rich in
- 5 Older people may be advised to follow a diet for health reasons.

Grammar

countable and uncountable nouns and expressions of quantity ► CB page 47

1 Underline the correct alternatives to complete the sentences.

- 1 Would you like *some/a few* rice with your chicken?
- 2 I mustn't eat too *many/much* chocolate – it's bad for me!
- 3 People who eat too *much/many* salt can suffer from high blood pressure.
- 4 I drink *hardly/any/a few* coffee; if I drink too *many/much* I can't sleep.
- 5 I buy very *few/little* eggs as I keep chickens, so I have new-laid eggs.
- 6 I eat *hardly/any/a few* meat – I prefer vegetables!
- 7 There is always *many/a lot of* news about food scares these days.
- 8 There are *lots of/much* fantastic desserts at that new restaurant!
- 9 I try to eat *some/many* fruit every day.
- 10 There is a myth that if you eat *a few/a little* cheese in the evening you will have vivid dreams!
- 11 There are *no/any* sweets in my house!
- 12 I often eat *a bit of/a few* cake in the evening.

2 Complete sentences 1–8 with *few, a few, little or a little*.

- 1 I knew very people at the party, so I didn't stay long.
- 2 of us are going to have a barbecue in the garden tonight. Do you fancy coming?
- 3 Please could I have sugar – this coffee is rather strong.
- 4 I've got free time this week so I can do the work if you like.
- 5 I've eaten so many already that there are only chocolates left!
- 6 I knew very about Thai food so I bought a cookery book to learn more.
- 7 I know people who enjoy very spicy food, but not many.
- 8 People say that knowledge goes a long way!

Use of English

Open cloze (Part 2) ► CB page 48

- 1** Read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Food, glorious food

These days it's very hard to get people to agree (0) *on* anything. But there's one thing we can all accept – people like food! However, what makes good food is (1) a universal concept – something considered repulsive in one part of the world is a delicious lunch in another. For example, many of us (2) been brought up to believe that insects are for swatting rather (3) eating, but in fact (4) are an important part of the diet in many places and provide a valuable source of protein. Perhaps the problem really is that we have become too unadventurous – we are now so (5) to vacuum-packed, tasteless ready-made meals that we are unwilling (6) try anything unusual. Yet many less obvious combinations of food can change our tastes – simple touches (7) combining carrots with sugar enhances their flavour – and how about trying strawberries with a bit (8) pepper? There's food out there for everyone and if you look hard enough you are sure to find something you love.

- 2** Read the text again and underline an example of

- 1 a comparative.
- 2 a verb + preposition.
- 3 a quantifier.
- 4 a pronoun.
- 5 an auxiliary.
- 6 an uncountable noun.


Listening

Sentence completion (Part 2)

► CB page 49

- 1** Look at the text below and match the type of missing information, A–D, with sentences 1–5.

- A adjective
- B number
- C noun (x2)
- D noun – name of a subject

- 2**  **09** You will hear a woman called Terri Preston talking about her unusual job. For questions 1–10, complete the sentences.

The horse nutritionist

Terri studied (1) at university.

Terri takes part in (2) to monitor the health of horses.

Terri was surprised to find that horses eat (3) kilos of grass every day.

One day Terri monitored very (4) horses which she found physically difficult.

Terri does not like doing (5) very much.

Terri uses the word (6) to describe how she feels about answering questions on the phone.

Terri is annoyed about the way (7) is provided for her work.

Terri describes human nutrition as (8) nowadays.

Terri says that the best approach for people to take to a diet is (9) rather than reducing what they eat.

Terri uses the example of (10) as something people should eat less of if they eat chocolate.



Think teenagers, think couch potatoes eating pizzas out of the box or munching 99p burgers? Think again because there's a new teenager in town and he's on a chocolate-coated mission! Louis Barnett runs a rapidly-growing chocolate empire which counts among its customers the British supermarket chains Waitrose and Sainsbury's, as well as upmarket department stores in London, New York and as far away as Moscow. All this and Louis is still only eighteen.

But things weren't always that easy. Despite an IQ of 132, Louis dropped out of school when he was only eleven, frustrated and disheartened. 'It was terribly difficult for him,' his mother Mary explains. 'His handwriting was really bad and he struggled with spelling.' The problem was that Louis was, in his own words, 'dyslexic, dyspraxic and dyscalculic'. Nothing the school system had to offer made any sense to him.

So, with the help of his parents and a specialised tutor, Louis set about a vocational-based, home-study programme concentrating on the thing that he loved most: chocolate. 'I'd always been intrigued by it,' says Louis, who bought his first Belgian chocolates with his own pocket money when he was only nine. By the time he was thirteen he had already created his own line of specialist chocolates, a sample of which he sent to Waitrose head office.

'It was slightly bizarre,' admits Waitrose chocolate buyer, Greg Sehringer. 'One day a package arrived in reception addressed to the confectionary buyer. It spent a day or so in the post room before finding its way to me but as soon as I saw the product, I thought it was great. So we arranged to meet Louis and he arrived here a few days later – with his parents. We didn't expect that.' But don't

Reading

Multiple choice (Part 5) ► CB page 50

1 You are going to read an article about a teenager who runs his own chocolate-making business. Read the text once quickly and choose the best title.

- 1 With a little help from my friends
- 2 A talent for chocolate but no head for figures
- 3 Chocolate millionaire turns eighteen

2 Read the text again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

think this is a case of pushy parents, Sehringer says. Louis did the talking.

The product Louis sent to Waitrose was a box made of chocolate. 'One Christmas I decided to make some chocolates for my family and friends to send as presents but when I looked into packaging I found that it was more expensive than the chocolate inside. So I thought, 'Why not make a chocolate box to put the chocolates in?'

He then gained a qualification in chocolate making from the prestigious Zurich-based Callebaut Academy, the youngest person ever to do so. They in fact sponsored the rest of his chocolate-making education. His grandparents also helped out, lending him the money for a special chocolate temperature-regulating machine. Once he had that, Louis was off and running. By the age of sixteen he was selling chocolates to luxury department stores in both the UK and the USA. His company, called Chokolit because this is how Louis as a dyslexic spells chocolate, was very much on the map.

Louis calls himself an ethical chocolatier and includes pictures of endangered species on the packaging of his new range of palm oil-free chocolate bars, a percentage of the sales of which go to animal charities. Waitrose ordered 100,000 boxes of the bars in 2007 and Louis then had to move production from his parents' garage to a factory in the north of England. Louis still lives with his parents, both of whom work for his business, as does his girlfriend Sally, who is his PA. There have been a few problems finding the right staff, though, because some people are reluctant to take orders from a teenager.

As for dealing with the interest from the press and becoming a chocolate maker to the rich and famous, Louis is undaunted. 'What we've done so far is monumental,' he says, 'but I don't want to lose control of the business.' In fact, Louis is already thinking about how he can use the attention he is getting to encourage young people to get into cooking.

line 33

- 1 Why did Louis Barnett leave school?
 - A He wanted to try something new.
 - B The teachers didn't understand him.
 - C He had special problems.
 - D He kept failing spelling tests.
- 2 How did Louis's parents react to his problems?
 - A They were very worried about their son.
 - B They understood his needs.
 - C They paid a private teacher to help him.
 - D They blamed the school system for his failure.
- 3 What does *that* in line 33 refer to?
 - A That they would receive a package in the post.
 - B That they would actually meet Louis.
 - C That Louis would be with his parents.
 - D That Louis would arrive late.
- 4 What does the phrase *off and running* in line 48 mean?
 - A trying to escape
 - B competing in a race
 - C moving quickly
 - D progressing well
- 5 Why did Louis stop making his chocolates in his parents' garage?
 - A The demand for his chocolates had grown.
 - B He wanted to make chocolates using ethical principles.
 - C He found it difficult to work with his parents.
 - D He wanted to move in with his girlfriend.
- 6 How does Louis feel about his company?
 - A He is proud of it but would not like anyone else to run it.
 - B He would like to specialise in making chocolates for celebrities.
 - C He is worried that it might be getting out of control.
 - D He thinks it is not getting enough attention.

3 Complete sentences 1–7 with the underlined words in the text. Sometimes you need to change the form of the word.

- 1 I was to lend my sister my car. Last time she drove it she had an accident.
- 2 We went to a really restaurant where not a single thing on the menu cost less than €30.
- 3 I'm reading a really detective novel at the moment. I just can't work out who the killer is.
- 4 The prospect of getting up at 4a.m. to get to the airport seemed rather
- 5 We were to hear the good news about his successful hospital treatment.
- 6 Don't be so! Phoning up every day to see if you've got the job might make them decide to give it to someone else.
- 7 She had hoped to be able to sail around the world but couldn't find a

Vocabulary

phrasal verbs with *turn* ► CB page 50

1 Underline the correct prepositions to complete the sentences.

- 1 I get completely turned up/off a restaurant if it is not clean.
- 2 I had so much to do that I turned out/down the chance to go out with friends.
- 3 She was so angry that her dinner was undercooked that she turned in/on the poor waitress.
- 4 My parents had no idea I was going to see them – I just turned off/up.
- 5 My birthday party turned down/out to be the best evening ever!
- 6 I was turned off/away from the restaurant on Saturday night because it was full.

2 Rewrite the underlined part of the sentences using the words in brackets.

- 1 So many friends came to the party that we had to go and buy extra food. (*up*)
- 2 I refused the offer of a job as a waitress as I preferred to work in an office. (*down*)
- 3 My son got really upset when the other children got angry with him for no reason. (*on*)
- 4 I wanted to go to the concert but I was refused entry because I didn't have a ticket. (*away*)

Grammar

passive forms ► CB page 52

1 Find and correct the mistakes with passive forms in sentences 1–10.

- 1 Rice is always serve with your meal so there's no need to order it separately.
- 2 Are you been picked up at the station or shall I meet you there?
- 3 Turkey are eaten every year at Christmas in the UK.
- 4 The cookery book was wrote by a famous television chef.
- 5 In the past, women was expected to do all the cooking.
- 6 Too much fast food are eaten nowadays – people should be educated about healthy eating.
- 7 It is believe that people should be educated about the health benefits of regular exercise.
- 8 People are expected throw their litter in the bins, not on the pavement.
- 9 Orders for our special banquet menu must placed at least two days in advance.
- 10 She was always being ask to prepare the food for parties since everyone knew she was such a good cook.

2 Complete the email with the correct active or passive forms of the verbs in brackets.

Dear Julia,

You'll never guess what (1) (*happen*). Our lovely new car (2) (*steal*)!

One day last week Jack went out to the beach for a swim and as usual he (3) (*hide*) the car keys in the toe of his shoe. When he came out of the water, he (4) (*not notice*) anything suspicious. It didn't look as if his clothes (5) (*touch*). When he started to put them on, however, he realised that the keys (6) (*take*) and when he got to the car park, of course, the car was gone too.

The police say there is a gang of car thieves who (7) (*know*) to be operating in the area. They think Jack (8) (*watch*) as he arrived at the beach. The thieves saw where he had parked the car and then where the keys (9) (*hide*).

It was almost two weeks ago now and although we hope it (10) (*find*), we're beginning to think we might never see it again.

Well, that's all from me. Write soon and tell me all your news.

Love,

Raquel

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 The chef gave him the recipe.

WAS

He the chef.

- 2 The discussion about food raised many interesting issues.

BROUGHT

Many interesting issues the discussion about food.

- 3 Mary baked the cake using six eggs.

BAKED

The cake who used six eggs.

- 4 You can't smoke anywhere in the restaurant.

PERMITTED

Smoking anywhere in the restaurant.

- 5 Please check that someone has washed up before you leave!

DONE

Please check that the before you leave.

- 6 Jo had opened the restaurant by himself before Rafa joined him as his business partner.

HAD

The restaurant Jo before Rafa joined him as his business partner.

Speaking

Long turn (Part 2) ► CB page 53
comparing and giving a reaction

About the exam:

In the Speaking exam, Part 2, each candidate is asked to compare two photographs and give a reaction of some kind in response to the examiner's question. The candidate talks about the photographs for about a minute, pointing out the similarities and differences between the photographs, and then answers the examiner's question.

Strategy:

Make sure you leave enough time to give your reaction after comparing the photographs.

1 ► 10 Listen to the instruction an examiner gives to a candidate. What does the examiner ask the candidate to do?

- 1 Compare the pictures and say how the people are feeling about being together.
- 2 Compare the photographs and say what the people are enjoying about eating in different places.

2 Complete the candidate's comparison of the two photographs with the words in the box.

clear similar see both of
shows looks seems obviously if



Both these photographs are of people eating together. The first one (1) a barbecue. There are quite a lot of people so I think there must be more than one family involved. It (2) to be somewhere like the USA. There are a lot of trees in the background, and green grass. Everyone (3) as if they are really enjoying the barbecue and the pleasant landscape. There is a woman who is giving out food to the rest of her family and they are all smiling and laughing. There are baskets full of food and jugs of juice in the foreground of the photo. In the background I can (4) men who are standing around the barbecue, so I think they are still cooking. They're (5) just about to eat. The other photograph is (6) a family having breakfast. It's (7) to the first photograph in that everyone looks very happy and as (8) they are really enjoying being together. The older child is sitting down at a table and the younger child is sitting on her mother's lap. The mother and father are (9) looking at their children, who are eating fruit, breakfast cereal and biscuits, and drinking milk. They are all sitting at one end of the table, which seems to make it easier for everyone to talk together and it's (10) that they are really enjoying that.

3 11 Listen to a candidate giving her response to the photographs and complete her comments.

I think we all like joining our friends and family for meals (1) in the photos. It's particularly enjoyable to eat in the open air but even an ordinary meal (2) in the kitchen is a good time for the family to get together and talk before the beginning of a busy working day or at the weekends (3)

Writing

Review (Part 2) ► CB page 54

About the exam:

In Part 2 of the Writing paper, you choose between various options. One of these options might be a review.

Strategy:

- Balance your review by writing positive and negative comments on whatever you are asked to review.
- You can organise your comments into separate paragraphs (one for positive comments and one for negative) or combine them into one paragraph using linking words.

1 Look at this task and the points two students (A and B) plan to include. Which student's ideas will make a more interesting answer?

You have been given this task by your English teacher.

Can you be our café critic?

Have you tried a new café near your school recently? We'd like to know about the food, the place itself and the cost. Tell us whether you would recommend it to other students.

The best review will be published in the school newsletter.

A Chill Out Natural Burger Bar

- serves burgers and fruit juices
- open every day
- prices vary
- only opened about six months ago
- not popular with all my friends
- cheap lunch

B Gloria's Global Salad Bar

- wide range of healthy options with vegetarian options
- bright colours and posters on the walls
- very busy so there can be queues - but worth it
- friendly helpful staff
- rather loud music
- some meals expensive, but there are cheap sandwiches and interesting salads

2 A review should include positive and negative points, although it should always give a final opinion. Which points in list B are negative?

3 Write your own review of Gloria's Salad Bar, using the points given. Decide whether your review is generally positive, and whether you would recommend the bar. Write 140–190 words.