

Things that matter

3

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.

- 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.
- 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.
- 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.
- 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
- 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.
- 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.

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.

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.

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/own* 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.

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.

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 tennis to 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!

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 worsen 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:

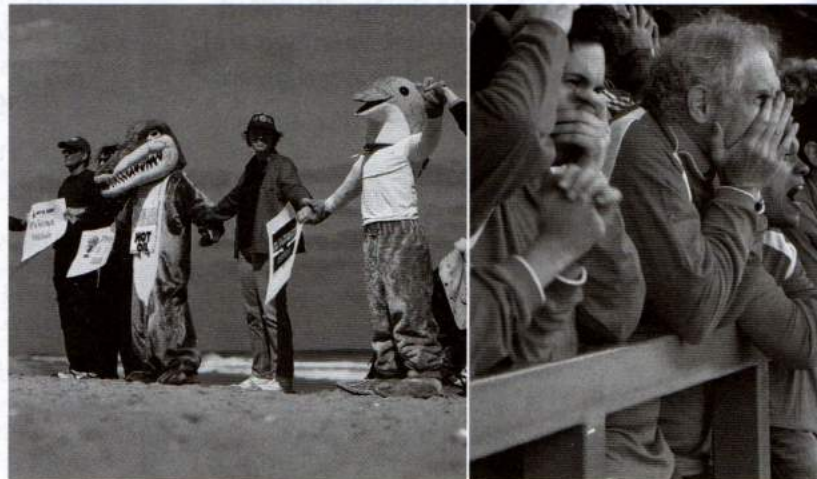
In the Speaking paper, Part 2, you have to compare two photographs and say something about them, according to the examiner's instructions.

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 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.