

On camera

6

Speaking

Discussion (Part 4) ▶ CB pages 58–59

About the exam:

In the Speaking exam, Part 4, you have a discussion with the other candidate in response to the examiner's questions.

Strategy:

- Make sure you include the other candidate in the discussion and listen to what he or she says.

1 ▶ 12 Listen to two exam interviews and decide if statements 1–8 are true (T) or false (F).

- 1 The examiner in the first interview asks Ana about the difficulties of being a famous actor or musician.
- 2 Ana tries to include Mario in the discussion.
- 3 Mario summarises what Ana has said.
- 4 Ana does not accept Mario's argument.
- 5 The examiner in the second interview asks Celina for her opinions about the *Eurovision Song Contest*.
- 6 Celina tries to get Gabriel to express an opinion.
- 7 Gabriel summarises what Celina has said.
- 8 Gabriel agrees completely with Celina's opinion of the *Eurovision Song Contest*.

2 Listen again and tick the phrases that you hear the candidates use.

- 1 I think ...
- 2 I see what you mean but ...
- 3 Is that what you think too?
- 4 Would you agree?
- 5 In my opinion ...
- 6 Well, I suppose you're right up to a point.
- 7 The point you're trying to make is ...
- 8 I'm not sure about that.
- 9 What you're saying is ...
- 10 As far as I'm concerned ...

3 Complete the table with the phrases from Activity 2.

Expressing an opinion	Asking for the other candidate's opinion	Tentatively disagreeing with the other candidate	Summarising what the other candidate has said
(1)	(4)	(6)	(9)
(2)	(5)	(7)	(10)
(3)		(8)	

Vocabulary

the arts ► CB page 59

- 1** Put the nouns in the box into the correct column. Some may go in more than one column.

costumes production exhibition
set premiere painting actors
conductor screenplay performances
scenery gallery stage play
director location critics review

Film	Art	Theatre	Musical

- 2** Complete sentences 1–8 with words from Activity 1.

- Have you seen the of the film online? The have been very complimentary about it.
- I loved the film in general but the was very unnatural – the seemed to have difficulty saying the words.
- The film was beautiful to look at – they filmed it on in the mountains.
- That at the local art gallery is brilliant and there are some amazing paintings!
- Last time I went to the theatre my seat was so far away from the I could hardly see what was happening! It was very cheap though.
- I went to stand outside the cinema at the of the latest blockbuster film and I saw all the stars arriving, including the of the film.
- I love musicals, but it's important to have a live orchestra – the makes such a difference to the way the music is played.
- The last I saw in the theatre was by Shakespeare and the the actors wore were very traditional and from the right period so they looked great.

Listening

Multiple choice (Part 1) ► CB page 60

About the exam:

In the Listening exam, Part 1, you hear eight unrelated extracts. You answer one question about each extract by choosing from three options. You hear all the extracts twice.

Strategy:

- Read the question and all the options before you listen.
- After you have heard the extract, choose your answer, then move on to the next question.
- If you are not sure of an answer, don't worry about it – choose an option and move on.

- 1** ► **13** You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- You overhear two people talking in a coffee shop. What are they talking about?
A a film
B a musical
C a live performance
- You hear a man talking about his choice of career. How does he feel about it?
A sure that it is right for him
B pleased to be following his parents' example
C concerned that his friends don't like what he does
- You overhear a couple talking at a bus stop. How does the woman feel about something she's done?
A irritated B worried C frustrated
- You hear part of a radio phone-in programme. Why has the man called the programme?
A to complain about something
B to clarify some facts
C to make a suggestion
- You overhear a woman speaking to a receptionist on a mobile phone. Where is the receptionist?
A in a gym B in a hotel C in a college
- You hear two friends talking about a film. What do they agree about?
A The standard of acting was poor.
B The special effects were disappointing.
C The film was not as good as they'd expected.
- You overhear two people talking. What is the relationship of the woman to the man?
A line manager B wife C colleague
- You hear a woman talking to a friend. What is she doing?
A disagreeing with a point of view
B recommending a solution to a situation
C expressing regret about a mistake

Grammar

future forms ► CB page 61

1 Complete sentences 1–8 with the correct future form of the verbs in brackets.

- I (*meet*) Jo outside the cinema at six – we arranged it this morning.
- The plane (*leave*) at six, so I (*get*) a taxi to the airport at four probably.
- That sounds like the postman; I (*check*) if he's left any post for you.
- I'm not sure who'll win the gold medal; it (*be*) Magnus this year.
- That new stadium is almost built – it's definitely (*finished*) next month.
- I expect that the banks (*raise*) interest rates soon – that's what the papers say.
- As soon as the programme (*end*), I'm going to bed.
- We'll have dinner when Joe (*arrive*).

2 Underline the correct alternatives to complete the dialogues.

Dialogue 1

- A: What (1) *are you doing/will you do* next year?
- B: (2) *I'm studying/could study* acting at the Royal Academy of Dramatic Arts in London. I did an audition a while ago and I got an email to tell me I'd been accepted yesterday.
- A: So you (3) *are going to live/live* in London?
- B: Yes, (4) *I will/I am*. (5) *I'll probably share/I probably share* a flat with other students.
- A: When (6) *does/will* the course start?
- B: In mid-September but there (7) *will be/is going to be* an orientation week first.
- A: Good luck with the course. I'm sure you (8) *will really enjoy/are really going to enjoy* it.

Dialogue 2

- A: In what ways do you think the entertainment industry (1) *changes/will change* over the next few years?
- B: Well, one thing I'm certain of is that things like CDs and DVDs (2) *are disappearing/will disappear* altogether. (3) *We'll download/We download* all of our music, movies and TV series directly from the internet.
- C: Well, I agree that CDs (4) *are probably not going to be/are probably not* around for very much longer but I think the DVD boxed sets of TV series (5) *will still be/are still* popular, even if we can download everything we want. People find them very attractive. Some people are going back to vinyl LPs as well, so maybe (6) *there is/there'll be* a return to the good old days.
- B: You could have a point there. Some people say that in fifty years' time no one (7) *will even remember/is remembering* what a printed book looks like and everyone (8) *reads/will read* on e-book readers or smartphones. But a lot of people like to hold a book in their hands and turn the pages.

Reading

Gapped text (Part 6)

► CB page 62

1 You are going to read an article about two young actors who are identical twins. Read the article and the sentences that have been removed. Decide if the statements are true (T) or false (F).

- The fact that they are twins is what has made them successful as actors.
- They really like being twins.

2 Read the article and the sentences again. Six sentences have been removed from the text. 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 Now they were known as the twins again, this time on a global scale.
- B James shares this view.
- C But even their closest friends can't tell them apart.
- D 'Not especially,' they say.
- E Even when it came to casting them, there seems to have been a temptation to see them as one unit.
- F They seem to have fallen into acting by accident, rather than it being a burning passion.
- G They admit it is something they have to battle against.

3 Find words in the article connected with film and theatre to match definitions 1–6.

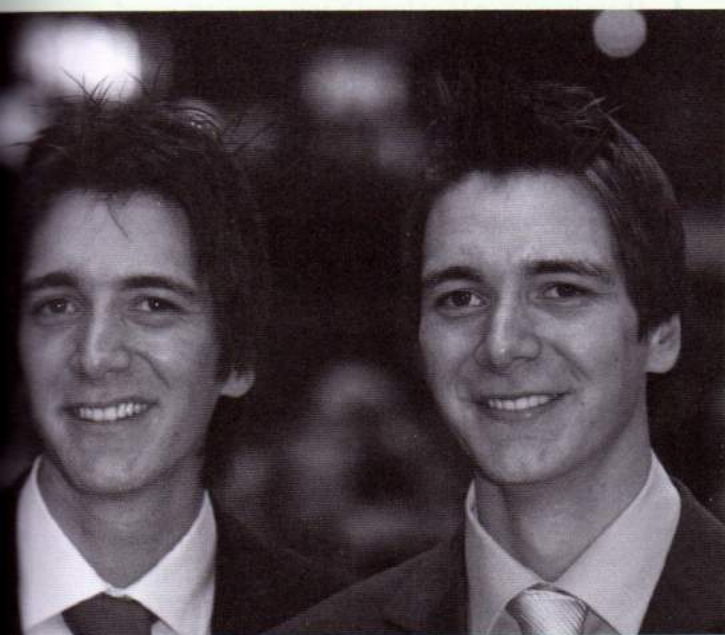
- the words of a speech, play or film that have been written down
- the part of a particular actor in a play or film
- gave a short performance to see if they were good enough to act in the film
- something built and provided with furniture, scenery, etc., to represent the scene of part of a film or play
- the person responsible for choosing the actors for a play or film
- repeatedly be given the same kind of parts in plays or films

Life after Harry Potter

James and Oliver Phelps play the Weasley twins, Fred and George, in the *Harry Potter* films. Emine Saner meets them.

As Fred and George Weasley, respectively, Ron Weasley's mischievous older twin brothers in the *Harry Potter* films, James and Oliver Phelps must be one of the most famous sets of twins in the world. They were fourteen when they auditioned for the role and had no acting experience other than a bit of drama at school. **1** 'I felt like I wasn't a proper actor for about three or four years,' says James, who still occasionally takes acting lessons. 'I'm very aware that I'm lucky to call it my job.'

Though quick to express their gratitude for their parts in the films they admit that going on set as 'the twins' felt like a step backwards. They had spent the last few years at secondary school carefully carving out their own identities and making their own friends. **2** For one thing, they had to look the same, something they had always fought against. 'I did cringe a bit,' says Oliver. 'In certain bits, they are dressed differently but the argument was made to us that Fred and George dressed the same to be mischievous, so it made sense.'



3 At the first read-through of the script on set, James and Oliver still didn't know which Weasley they would be. 'The casting director went over to speak to the director and JK Rowling. She came back in less than a minute and said, "James, you're Fred; Oliver, you're George."'

Were James and Oliver Phelps very conscious that they were twins as children? **4** Their parents would dress them in different clothes, mainly to tell them apart but also because the family were involved in the Twins and Multiple Births Association, which has always stressed encouraging children's individuality. 'If anyone referred to us as "the twins", the temptation was to ignore them,' says James. 'I know people don't mean to be insulting, and I know that some twins enjoy being seen as twins, but we're at the other end of the scale.'

The trick now for the Phelps twins is to stop being the Phelps twins and, after ten years of the *Harry Potter* safety net, start to forge their own careers. Is there a danger that they will be typecast as a twosome? **5** 'We want to continue acting but not necessarily together,' says James. 'We've had a few meetings with agents in the States but there is a perception that we come as two. I said I want to do individual stuff and one guy just said, "Oh no, I don't see that happening." I shut off as soon as he said that. I wasn't interested.'

What if one finds huge success while the other's career doesn't quite work out? Would a change in their respective fortunes affect their relationship? 'Not particularly,' says Oliver. 'We've always said we're both actors, so obviously we're competing against each other in one way but we're also brothers, so we want the other to do just as well.'

6 'Family means more than the job,' he says. 'If we were both successful, that would be fantastic, but I think you just have to ride the highs and the lows. If he was ahead of me, or I was ahead of him, it would push us even more. He would probably take being considered less successful better than I would. I might find it hard,' he says with a smile, 'if people start asking me if I'm Oliver Phelps.'

4 Complete the tables with words from the article.

Adjective	Noun	Verb	Noun
(1)	mischief	argue	(6)
(2)	luck	perceive	(7)
(3)	insult	succeed	(8)
grateful	(4)	(9)	ignorance
safe	(5)	tempt	(10)

5 Complete sentences 1–5 with words from Activity 4.

- To be a really actor, you have to find a balance between being yourself and acting a part.
- We didn't have any getting tickets for the show. They were all sold out when we got there.
- I'm so to you for telling me about the auditions for the play. I've been given one of the main parts.
- The children got up to all sorts of while we were out. The kitchen was in a terrible mess.
- My parents didn't want me to be an actor. Their main against it was that you could never rely on being able to earn a living.

Grammar

future perfect and continuous

► CB page 64

1 There are words missing in some of the sentences below. Insert the words in the correct place. Tick the sentences that are correct.

- Directors will started to make most of their films in places other than Hollywood.
- All video clubs have closed down. Everyone will be able to watch whatever they want via the internet.
- People won't have stopped going to big music festivals like Glastonbury and Benicassim every summer. They'll still be very popular.
- Many people will have stopped using mobile phones as a result of all the health warnings.
- People will have using smartphone applications for so long that they'll have got bored with them.
- Webcams will have become 3D so that it will really feel as if the person you are talking to is in the room with you.
- A lot of record companies will have gone out of business because most people have started to make their own music and upload it to the internet.
- People will got used to paying for music and will accept this as only right and fair since the money will go directly to the performer.

Use of English

Multiple-choice cloze (Part 1)

► CB page 65

1 Match questions 1–6 with answers A–F.

- Is there anything you don't get about the homework?
 - Can you get your parents to do whatever you want?
 - When did you last get really angry?
 - How do you get to school every day?
 - How many cups of coffee do you get through in a day?
 - How tired do you get at the end of the day?
- A Oh yes – I just have to be nice to them.
 B I'm not sure about the writing task.
 C Not very – I often go to the gym then.
 D I'm actually trying to cut down!
 E By bus, unless Dad takes me in the car.
 F It must have been when my mobile phone was stolen.

2 Underline the correct prepositions to complete the sentences.

- It took me ages to get *over/through* that virus but I'm better now.
- I can't come out tonight because I've got too much work to get *off/through*.
- Bad weather always gets me *under/down*; I feel much happier when the sun shines!
- I hate ironing so I just leave it and never get *round to/in to* doing it.
- My boss is really tough so I never get *over with/away with* poor quality work.
- I really got *into/up* skiing last winter; I loved it and want to go again!
- I love chocolate but I'm trying to cut *down/off* on the amount I eat every day, otherwise I'll get fat!
- I work hard so holidays are important to me – I try to get *away/through* at least twice a year.

- 3 For questions 1–8, read the text and decide which word (A, B, C or D) best fits each gap.

To be a star or not to be a star?

If you're longing to lead a film star lifestyle, join the queue of hundreds of would-be actors streaming into Hollywood, (0) *D. heading* for the movie studios where they think their dreams will come (1) But it goes without (2) that virtually none of these hopefuls will go straight into major roles in mainstream films. Most find temporary jobs to pay the rent, waiting for the (3) break they think will come eventually – though the (4) are heavily stacked against them. It isn't easy to get yourself invited to any kind of (5) Even if you do, being rejected is part of the process – you have to get (6) it and keep on trying. Never let it get you (7) – that way you will never succeed. Having said that, you should have an alternative plan just in case you don't (8) it to the top. If you have to accept that your dreams are just that, and do something completely different, it may actually turn out to be ultimately more satisfying.

- | | | | | |
|---|------------|-----------------|------------|--------------|
| 0 | A going | B getting | C setting | D heading |
| 1 | A true | B correct | C right | D real |
| 2 | A speaking | B saying | C talking | D expressing |
| 3 | A huge | B big | C enormous | D massive |
| 4 | A chances | B opportunities | C odds | D gains |
| 5 | A audition | B rehearsal | C practice | D interview |
| 6 | A to | B under | C through | D over |
| 7 | A down | B off | C on | D in |
| 8 | A succeed | B make | C get | D pass |

Writing

Report (Part 2) ► CB page 66

About the exam:

In Part 2 of the Writing paper, you may have the opportunity to write a report. You will be given some information and ideas about what to write.

Strategy:

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

- the purpose of your report
- what you have to write about.

You should evaluate your ideas and make recommendations or give your opinion at the end.

Use a semi-formal style.

- 1 You see this announcement on your school noticeboard.

We want your ideas!

We are planning to set up a performing arts club for students, which will include a choir, dance group or theatre group.

Which of these ideas would students like most? How can we improve the facilities that are already there?

Send us a report and we will make a decision.

- 2 Look at the DOs and DON'Ts and the report a student wrote. Put a cross (X) next to advice he has ignored and a tick (✓) next to advice he has followed.

- DO give your report a heading.
- DON'T begin 'Dear Sir or Madam'.
- DO divide your report into clear sections.
- DO use headings which link to the task.
- DON'T give your opinion at the beginning.
- DON'T use very informal language.
- DO use an impersonal style, e.g. the passive and reporting verbs (*it was suggested/claimed/believed*).
- DO use expressions of purpose, linkers and quantity expressions such as *quite a few, several*.
- DO check spelling carefully.
- DO make recommendations.

This report is to suggest ways in which we could establish a performing arts club in our school. I interviewed a number of students about this issue and the following were their opinions. Most students were in favour of forming a choir. It was felt that almost everyone would enjoy this. Although it was acknowledged that singing ability varies, it was generally agreed that in a large group individual talent was not a problem. Another opinion that was shared among the students was that the music chosen should be mostly rock or pop music rather than classical. Beatles songs were often mentioned in the survey as were Abba and Take That. Finally, a number of students raised the issue of rehearsal space and equipment. Although the common room is the obvious place to rehearse, it was pointed out that the piano needs to be repaired. In my opinion a choir offers students an excellent way of taking part in performing arts, and the piano should be repaired.

- 3 Write the report out again following the advice in Activity 2 that the student ignored.

- 4 Now write your own answer to the task.

Multiple-choice cloze (Part 1)

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

Do men really cook better than women?

Are women better cooks than men because they have a natural love for food and don't show (0) **B** off? Or are men better because they (1) cooking more seriously? Maybe it has (2) to do with ability – women may be more instinctive, have a better (3) of smell and a greater understanding of food. (4), there are other things to take into account when considering cooking as a career.

Restaurant kitchens are a man's world, because men can carry heavy pans and often work longer hours. Yet, (5) the fact that the work is physical and stressful, women are calmer in the kitchen, and often have a different attitude; they cook to show they care about others. As one said, '(6) I'd love to run my own restaurant, but I'd (7) teach people to be good home cooks. I know it's controversial, but I believe a woman's (8) is cooking at home.'

- | | | | | |
|---|--------------|---------------|-------------|---------------|
| 0 | A out | B off | C in | D up |
| 1 | A take | B hold | C think | D have |
| 2 | A nothing | B something | C anything | D none |
| 3 | A instinct | B feeling | C sense | D touch |
| 4 | A Moreover | B In addition | C Also | D However |
| 5 | A in spite | B though | C despite | D whether |
| 6 | A Conversely | B Fortunately | C Naturally | D Hopefully |
| 7 | A prefer | B better | C rather | D fairly |
| 8 | A place | B job | C post | D opportunity |

Open cloze (Part 2)

For questions 9–16, 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).

A good show? Really?

I love going to the theatre but I am often disappointed (0) **by** the show itself, which fails to live (9) to my expectations. So what's the best way to (10) out whether a particular production is worth seeing? Some people read the critical reviews, but (11) far can they be trusted? There are always glowing tributes outside theatres promising a 'thrilling' evening, or a 'sensational' show, but many theatre managers choose these advertising quotations (12) great care. This is because they want to (13) theatre-goers the impression that the reviews were (14) positive than they might have been. One musical was advertised with the words 'the songs remind you of how fabulous the band were', but more negative comments were left (15) So maybe what we have to do (16) read the reviews carefully, but then trust our own judgement about whether we should pay good money to go and see the show.

Word formation (Part 3)

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits the gap in the same line. There is an example at the beginning (0).

Lose your bottle!

There have been many food fads over the years driven by (0) *snobbery* or supermarket advertising campaigns. But promoting bottled water is probably the most (17) of all. Although they have cheap, clean cold water on tap, many people choose instead to pay vast sums for water (18) taken from Hawaiian springs or Icelandic glaciers, which is then shipped thousands of miles in tiny plastic bottles to supermarket shelves. Apart from the (19) damage that all those journeys must do to the planet, I wonder how many of the advertised health benefits (20) remain after the water has been standing in those plastic bottles for months before a (21) goes into a shop and buys it? (22) it would be better if, instead of being drawn into this trend that many might regard as (23) as well as stupid, we simply aimed at providing clean (24) water for everyone?

SNOB

RIDICULE

ALLEGE

ECOLOGY

ACTUAL

**CUSTOM
SURE**

MORAL

DRINK

Key word transformations (Part 4)

For questions 25–30, 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).

Example:

- 0 A very kind friend took us home after the party.

TAKEN

After the party, we *were taken home by* a very kind friend.

- 25 I couldn't wait to see my friend again after her long trip abroad.

LOOKING

I my friend again after her long trip abroad.

- 26 The last time Joe saw Carlos was the day they both graduated from university.

SEEN

Carlos the day they both graduated from university.

- 27 'You must do your homework, Tom,' said Carol.

REMINDED

Carol his homework.

- 28 I never seem to find the time to read newspapers these days.

ROUND

I never seem to newspapers these days.

- 29 Nothing irritates me as much as getting piles of junk mail through the post.

MORE

There is nothing getting piles of junk mail through the post.

- 30 The idea of flying is very frightening for some people.

ARE

Some people the idea of flying.