

C.N.GRIVAS

ON COURSE



for the

**Cambridge English
Proficiency**

COURSEBOOK

ON COURSE



for the
**Cambridge English
Proficiency**

COURSEBOOK

© GRIVAS PUBLICATIONS 2013

All rights reserved

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of GRIVAS PUBLICATIONS.

Published and distributed by: GRIVAS PUBLICATIONS

HEAD OFFICE

3 Irodotou St. 193 00 - P.O.Box 72 Attiki, Greece

Tel.: +30-210.55.73.470

Fax: +30-210.55.73.076 , +30-210.55.74.086

e-mail: info@grivas.gr

<http://www.grivas.gr>

Printed January 2013

We would like to thank the following people for granting us permission to reproduce copyright material:

Page 61 – Pedibus – www.pedibus.co.uk

Page 61 – Bike Forest – www.bikeforest.com

While every effort has been made to trace all copyright holders, if any have inadvertently been overlooked, the publishers will be pleased to make the necessary arrangements at the first opportunity.

CPE Specifications

Content and overview

| Paper / timing | Content | Test focus |
|--|---|--|
| READING AND USE OF ENGLISH 1 hour 30 minutes | Part 1 Gapped text with eight multiple-choice cloze questions. | Assessment of candidates' ability to understand the meaning of written English at word, phrase, sentence, paragraph and whole text level and demonstrate knowledge and control of the language system. |
| | Part 2 Modified open cloze with eight questions. | |
| | Part 3 One short text with eight word formation questions. | |
| | Part 4 Six key word transformations. | |
| | Part 5 Long text with six four-option multiple-choice questions. | |
| | Part 6 Gapped text with seven questions. | |
| | Part 7 One long text or several short texts with ten multiple-matching questions. | |
| WRITING 1 hour 30 minutes | Part 1 One compulsory question. | Assessment of candidates' ability to write text types with a range of functions. |
| | Part 2 Candidates answer one question from a choice of five questions (including the set text option). | |
| LISTENING 40 minutes (approx.) | Part 1 Three short extracts with two three-option multiple-choice questions on each. | Assessment of candidates' ability to understand the meaning of spoken English, to extract information from a text and to understand speakers' attitudes and opinions. |
| | Part 2 One long text with nine sentence completion questions. | |
| | Part 3 One long text with five four-option multiple-choice questions. | |
| | Part 4 Five short themed monologues with ten multiple-matching questions. | |
| SPEAKING 16 minutes | Part 1 Interview. | Assessment of candidates' ability to produce spoken English using a range of functions in a variety of tasks. |
| | Part 2 Collaborative task. | |
| | Part 3 Individual long turns and follow-up discussion. | |

CONTENTS

Entertainment and The Arts

| | | | | |
|---------------|----------|-------------------------------------|---|----|
| Unit 1 | Lesson A | <i>Reading & Use of English</i> | Prepositions • Word Distractors • Topic-related Vocabulary Word Formation • Confusable Words • Transformations Common Errors • Synonyms • Idiomatic English | 6 |
| | Lesson B | | | 14 |
| | Lesson C | <i>Writing</i> | An Essay • A Review | 22 |
| | Lesson D | <i>Speaking & Listening</i> | Giving Information • Expressing an Opinion • Picture Discussion Pre-Listening • Listening for Specific Information • Note Completion | 28 |
| | | | Language Awareness 1 | 32 |

Travel and Tourism

| | | | | |
|---------------|----------|-------------------------------------|---|----|
| Unit 2 | Lesson A | <i>Reading & Use of English</i> | Synonyms • Collocations • Confusable Words Word Formation • Common Errors • Transformations Word Distractors • Idiomatic English | 38 |
| | Lesson B | | | 46 |
| | Lesson C | <i>Writing</i> | A Letter • An Article | 54 |
| | Lesson D | <i>Speaking & Listening</i> | Expressing an Opinion • Picture Discussion • Giving Information Decision Making • Pre-Listening • Listening for Specific Information | 60 |
| | | | Language Awareness 2 | 64 |

People and Lifestyles

| | | | | |
|---------------|----------|-------------------------------------|---|----|
| Unit 3 | Lesson A | <i>Reading & Use of English</i> | Word Formation • Idiomatic English • Synonyms Collocations • Confusable Words Common Errors • Transformations | 70 |
| | Lesson B | | | 78 |
| | Lesson C | <i>Writing</i> | A Letter • An Essay | 86 |
| | Lesson D | <i>Speaking & Listening</i> | Giving Information • Expressing an Opinion • Picture Discussion Pre-Listening • Listening for Specific Information • Note Completion | 92 |
| | | | Language Awareness 3 | 96 |

Science and Technology

| | | | | |
|---------------|----------|-------------------------------------|--|-----|
| Unit 4 | Lesson A | <i>Reading & Use of English</i> | Idiomatic English • Phrasal Verbs • Transformations • Common Errors Word Distractors • Prepositional Phrases • Collocations Synonyms & Antonyms • Confusable Words | 102 |
| | Lesson B | | | 110 |
| | Lesson C | <i>Writing</i> | An Article • A Review | 118 |
| | Lesson D | <i>Speaking & Listening</i> | Expressing an Opinion • Picture Discussion Pre-Listening • Listening for Specific Information | 124 |
| | | | Language Awareness 4 | 128 |

Consumerism and the Media

| | | | | |
|---------------|----------|-------------------------------------|--|-----|
| Unit 5 | Lesson A | <i>Reading & Use of English</i> | Idiomatic English • Confusable Words • Word Distractors Common Errors • Word Formation • Transformations Synonyms • Phrasal Verbs | 134 |
| | Lesson B | | | 142 |
| | Lesson C | <i>Writing</i> | An Essay • An Article | 150 |
| | Lesson D | <i>Speaking & Listening</i> | Discussing Advantages & Disadvantages • Expressing an Opinion Discussing Headlines • Picture Discussion • Pre-Listening Listening for Specific Information • Note Completion | 156 |
| | | | Language Awareness 5 | 160 |

Health and Fitness

| | | | | |
|-----------------------------------|----------|-------------------------------------|--|------------|
| Unit 6 | Lesson A | <i>Reading & Use of English</i> | Synonyms • Collocations • Common Errors • Idiomatic English Confusable Words • Phrasal Verbs • Transformations Topic-related Vocabulary | 166 |
| | Lesson B | | | 174 |
| | Lesson C | <i>Writing</i> | An Article • A Report | 182 |
| | Lesson D | <i>Speaking & Listening</i> | Giving Information • Expressing an Opinion • Picture Discussion Pre-Listening • Discussing Advantages & Disadvantages • Pre-Listening Listening for Specific Information | 188 |
| Language Awareness 6 | | | | 192 |

The Natural World

| | | | | |
|-----------------------------------|----------|-------------------------------------|--|------------|
| Unit 7 | Lesson A | <i>Reading & Use of English</i> | Confusable Words • Similes • Common Errors • Idiomatic English Transformations • Collocations • Antonyms • Synonyms Word Distractors • Phrasal Verbs | 198 |
| | Lesson B | | | 206 |
| | Lesson C | <i>Writing</i> | A Letter • An Essay | 214 |
| | Lesson D | <i>Speaking & Listening</i> | Expressing an Opinion • Picture Discussion • Pre-Listening Listening for Specific Information • Note Completion | 220 |
| Language Awareness 7 | | | | 224 |

Education and Employment

| | | | | |
|-----------------------------------|----------|-------------------------------------|--|------------|
| Unit 8 | Lesson A | <i>Reading & Use of English</i> | Word Formation • Idiomatic English • Word Distractors Phrasal Verbs • Prepositions • Common Errors • Synonyms Collocations • Transformations • Confusable Words • Antonyms | 230 |
| | Lesson B | | | 238 |
| | Lesson C | <i>Writing</i> | An Article • A Letter | 246 |
| | Lesson D | <i>Speaking & Listening</i> | Discussing Advantages & Disadvantages • Expressing an Opinion Pre-Listening • Listening for Specific Information | 252 |
| Language Awareness 8 | | | | 256 |

History and Myths / Legends

| | | | | |
|-----------------------------------|----------|-------------------------------------|---|------------|
| Unit 9 | Lesson A | <i>Reading & Use of English</i> | Synonyms & Antonyms • Confusable Words • Transformations Idiomatic English • Word Distractors Common Errors • False Friends | 262 |
| | Lesson B | | | 270 |
| | Lesson C | <i>Writing</i> | An Essay • A Report | 278 |
| | Lesson D | <i>Speaking & Listening</i> | Picture Discussion • Expressing an Opinion Pre-Listening • Listening for Specific Information • Note Completion | 284 |
| Language Awareness 9 | | | | 288 |

Social Issues

| | | | | |
|------------------------------------|----------|-------------------------------------|--|------------|
| Unit 10 | Lesson A | <i>Reading & Use of English</i> | Synonyms • Topic-related Vocabulary • Idiomatic English Common Errors • Word Formation • Transformations Confusable Words • Collocations • Phrasal Verbs | 294 |
| | Lesson B | | | 302 |
| | Lesson C | <i>Writing</i> | An Article • A Letter | 310 |
| | Lesson D | <i>Speaking & Listening</i> | Giving Information • Expressing an Opinion Picture Discussion • Pre-Listening • Listening for Specific Information | 316 |
| Language Awareness 10 | | | | 320 |

Discussion

- How many different types of music can you think of?
 - Which is your favourite?
 - What is it you like about it?

Reading & Use of English Practice

a Read the text and fill in the correct word.

atmosphere • state • role • gift • reality • significance

In most creation myths, music is a (1) from the gods, indicating the vital role it played for early humans, and the religious and magical (2) it had in their society. The oldest instruments discovered have been pipes and drums, but it seems a fair conjecture to say the beat was the first musical sound (other than the voice), simply because even before drums were fashioned, sticks struck together or the striking of a hollow log would suffice.

The beat of music mirrors the beat that goes on inside our bodies; that of our hearts. The speed of the beat – the tempo – can affect that of our heartbeat, fast music making us excited and active, slow rhythms creating a relaxing (3)

This goes a good way towards explaining the drum's central (4) in rituals. Its steady, rhythmic beat would have the effect of putting dancers and observers into a hypnotic (5) far removed from their everyday (6) and making them more receptive to spiritual feelings. These communal events helped bond them; the feeling of connectedness that was created by the trancelike beat was of the utmost importance, for if they did not work together, the tribe had little hope of survival.

b Choose the answer (A, B, C or D) which you think fits best according to the text.

- | | |
|---|--|
| <p>1 The author theorises that the beat was the first non-vocal musical sound because</p> <p>A drums were easy to construct.</p> <p>B of evidence found by archaeologists.</p> <p>C everyday objects could have been used to create it.</p> <p>D it was necessary to create rhythm.</p> | <p>2 Why was the drum so important to primitive cultures?</p> <p>A It helped regulate the heartbeat.</p> <p>B Without it, there would be no music.</p> <p>C It made large gatherings possible.</p> <p>D It created an essential feeling.</p> |
|---|--|

c In which paragraph are the following mentioned?

- 1 Music helped bring early societies together.
- 2 Ancient wind instruments have been found by archaeologists.
- 3 Music is capable of affecting us physically.
- 4 The early development of musical instruments.
- 5 Music played an important part in ceremonies.

Vocabulary Check

a Tick (✓) the nouns which can also be used as verbs.

- | | | | |
|------------------------------------|------------------------------------|-----------------------------------|----------------------------------|
| 1 body <input type="checkbox"/> | 3 drum <input type="checkbox"/> | 5 mirror <input type="checkbox"/> | 7 sound <input type="checkbox"/> |
| 2 culture <input type="checkbox"/> | 4 fashion <input type="checkbox"/> | 6 ritual <input type="checkbox"/> | 8 voice <input type="checkbox"/> |

b Now fill in the correct verb in the appropriate form to complete the sentence.

- The sculptor a figure out of clay.
- All night long, the heavy rain against the window.
- Many reviewers have their criticism of the film.
- Even though she is in her fifties, Madonna's new album fresh and exciting.
- The teacher said, 'Education society.'

Prepositions

Fill in the correct preposition to complete the sentence.

in • to • on • of

- Bob tapped his feet in time the music.
- She was incredibly nervous the first time she appeared stage.
- His hopes becoming a professional pianist were ruined after he broke his hand.
- The duo sang together perfect harmony.
- The band is in the studio putting the finishing touches their new album.
- It's not enough to have talent; practising regularly is also great importance.
- In 1996, Shakespeare's *Romeo and Juliet* was put music in a film starring Leonardo Di Caprio.
- She will never make it as a singer if she's always out tune.

Word Distractors

Choose the correct word.

- Playing the guitar is of the importance to me.
a utmost b superlative c overruling d supreme
- from being ashamed about his actions, the director described his affair with the actress in detail.
a Distant b Far c A long way d Miles
- Six of us into the car and headed for the concert.
a shrank b clenched c squeezed d hugged
- The interviewer asked the musician what he thought the to his success was.
a basis b grounds c reason d key
- I give you my that I will be there on time.
a pledge b promise c word d bond



Discussion

- What do you understand by the term 'performing arts'?
- Have you ever been to the ballet or the opera? If so, did you enjoy it? If not, would you like to have the opportunity?

Reading & Use of English Practice

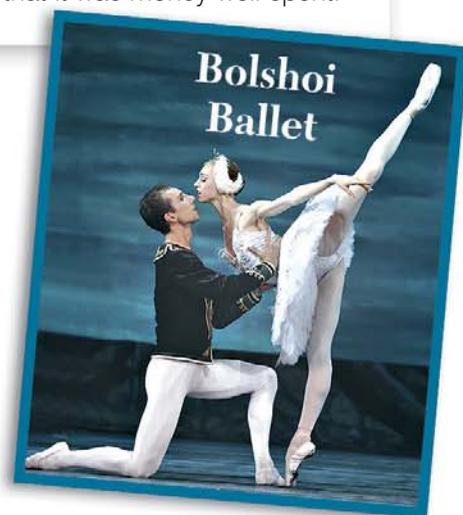
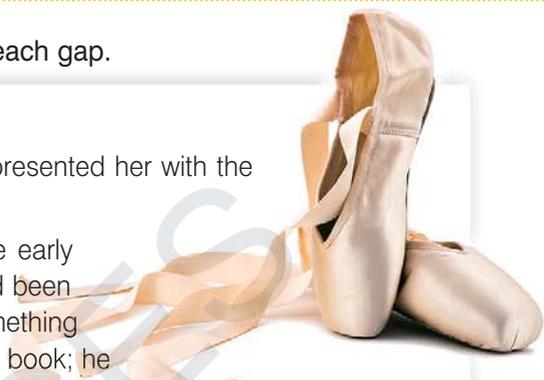
a **Exam Style** Read the text and decide which answer (A, B, C or D) best fits each gap.

NANCY'S DREAM

A trip to Russia was a dream come (1) for Nancy. Bill, her husband, had presented her with the tickets the week before as an early anniversary present.

They stepped off the plane at Moscow airport and were met by the chill of the early evening air. Nothing could (2) Nancy's spirits though, and Bill knew it. It had been her secret wish for years to see the Bolshoi Ballet perform. There was always something stopping them – work, the children, decorating ... but he could read his wife like a book; he knew her (3) feelings. She would love to get dressed up and be wined and dined before being (4) to a ballet performance. So what better than the Bolshoi Ballet, and in Moscow too! He could sense her (5) enthusiasm as they checked in at the hotel. 'Only another two hours before the performance,' she said.

The company's performance of *Cinderella* was superb. Bill could find no fault with the dancing. More than once he found himself on the (6) of tears, and a sideways glance at his wife's radiant face proved that it was money well spent.



- | | | | |
|--------------|-------------|------------|-------------|
| 1 A real | B alive | C true | D fulfilled |
| 2 A dampen | B moisten | C diminish | D deaden |
| 3 A internal | B innermost | C interior | D inward |
| 4 A escorted | B guided | C led | D directed |
| 5 A childish | B childhood | C immature | D childlike |
| 6 A boundary | B brim | C verge | D margin |

b Choose the answer (A, B or C) which you think fits best according to the text.

- | | |
|---|--|
| 1 Why did Nancy and Bill go to Moscow? A for a holiday B to celebrate a special occasion C they got free tickets to the ballet | 3 How did Nancy feel during the performance? A extremely happy B close to tears C satisfied |
| 2 What can be understood about the Bolshoi Ballet? A They rarely perform <i>Cinderella</i> . B They only perform in Moscow. C They are considered one of the best. | |

Topic-related Vocabulary

1 Are the following words associated with ballet, opera or both?

- | | | | |
|---------------|----------------------|----------------|----------------------|
| 1 tenor | <input type="text"/> | 5 graceful | <input type="text"/> |
| 2 prima donna | <input type="text"/> | 6 soprano | <input type="text"/> |
| 3 classical | <input type="text"/> | 7 orchestra | <input type="text"/> |
| 4 vocal | <input type="text"/> | 8 choreography | <input type="text"/> |

2 Fill in the correct form of the appropriate verb to complete the sentence.

run • suffer • bring • break • go • give

- | | |
|--|---|
| 1 The audience into thunderous applause. | 4 Unfortunately, most of the cast seemed to be from a bad case of stage fright. |
| 2 Her solo the house down. | 5 The play has been for six months. |
| 3 The audience the orchestra a standing ovation. | 6 From the moment the curtain up, the audience are enthralled. |

3 Match the words with their meanings.

- | | | |
|-----------------|--------------------------|--|
| 1 set | <input type="checkbox"/> | a person who writes plays |
| 2 backdrop | <input type="checkbox"/> | b one of the main parts into which a play is divided |
| 3 playwright | <input type="checkbox"/> | c first time something is performed |
| 4 cast | <input type="checkbox"/> | d furniture and scenery on the stage |
| 5 act | <input type="checkbox"/> | e large piece of cloth with a scene painted on it |
| 6 opening night | <input type="checkbox"/> | f people acting in a film, play, etc. |

Word Distractors

Choose the correct word.

- | | |
|---|---|
| 1 Roger's efforts to become a professional actor finally with some success. a associated c joined b concluded d met | 5 The conductor a warm welcome to the three new members of the orchestra. a extended c imparted b presented d granted |
| 2 It can be demoralising when the critics constantly find with your performance. a blame c mistake b fault d lack | 6 The prospect of going to the theatre filled her with excitement. a childcare c childhood b childproof d childlike |
| 3 These young artists are at the of innovation in modern art. a prominence c forefront b peak d margin | 7 This style of music became popular of the century. a on the edge c at the top b at the turn d on the verge |
| 4 We caught a of her as she got into her limousine. a glance c glimpse b sight d flash | 8 He is on the of signing a new contract with a Hollywood studio. a verge c edge b limit d brim |

Word Formation

Fill in the correct form of the word given in capitals.

- | | |
|---|------------|
| 1 We congratulated him on his performance in the show. | STAND |
| 2 The actor is not experienced for such a difficult role. | SUFFICE |
| 3 There's nothing more fulfilling than performing before an audience. | APPRECIATE |
| 4 The film contains language which some viewers may find | OFFEND |
| 5 The food looked delicious and was arranged on the plate. | ART |

Discussion

What makes a good film?

Discuss the following criteria and mark them as to how important they are, on a scale of 0 - 5 (5 = of vital importance, 0 = of no importance).

- well-written script
- good soundtrack
- good acting
- impressive special effects
- romance
- good directing
- beautiful setting
- original storyline
- lots of action
- famous cast

Reading & Use of English Practice Exam Style

Read the text. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line.

ALLEN SMITHEE

Allen Smithee is perhaps the most versatile director in Hollywood, having (1) everything from westerns to comedies to TV series. His career has spanned decades, and demand for his services never seems to dry up. This is all despite the fact that he has directed a string of hopeless flops and failures. Ever heard of *Morgan Stewart's Coming Home*, *Ghost Fever* or *Let's Get Harry*? Exactly!

TAKE

The reason for this is that Allen Smithee is (2) His is the name used for any film where the director has become so (3) by studio or producer interference that they have demanded their name not appear on the film. Enter Allen Smithee, ghost director.

FICTION

RAGE

His first (4) was with the 1967 film, *Death of a Gunfighter*. Two directors in a row got so annoyed with the studio granting the lead actor (5) control that they refused credit, and Allen Smithee was born. Interestingly enough, he received some (6) reviews for his first film – 'Sharply directed,' commented the New York Times. 'Smithee ... draws (7) portrayals from the supporting cast' – this from the actor's paper Variety. Sadly, it has all been (8) ever since.

APPEAR

CREATE

FAVOUR

CONVINCE

HILL



Vocabulary Check

Replace the word(s) in bold with a word(s) from the text.

- 1 He's an **all-round** performer who can sing, dance and act. (para 1)
- 2 The band's popularity **lasted** around twenty years. (para 1)
- 3 As the actress became older, offers of work began to **dwindle**. (para 1)
- 4 The director enjoyed a **series** of successes both in film and TV. (para 1)
- 5 The actor was **infuriated** when he read the lies they had written about him. (para 2)



Confusable Words

Choose the correct word to complete the sentences.

- The camera **cast** / **crew** shot the scene from two different angles.
- The new production received a positive **review** / **criticism**.
- The series was filmed entirely **in the wild** / **on location** in the jungles of Peru.
- The actors had the final dress **practice** / **rehearsal** yesterday.
- When the actress appeared on **stage** / **scene**, the audience applauded.
- Can't you change the **channel** / **canal** – we've seen this film before?

Word Formation

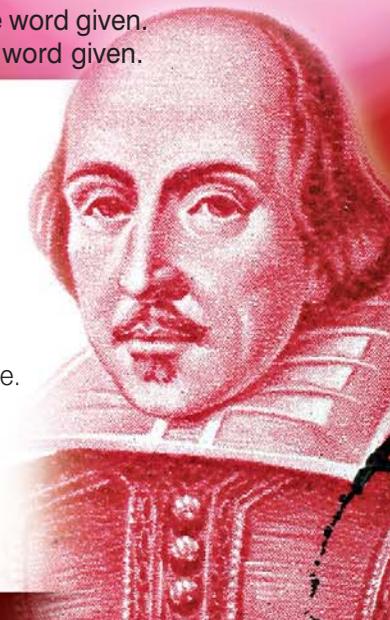
Add the prefix **over** or **under** and then match the words with their meanings.

- | | | | | |
|---|------------|-------|---|---|
| 1 |go | ..... | a | fail to notice |
| 2 |look | ..... | b | remove from power |
| 3 |come | ..... | c | accept responsibility |
| 4 |line | ..... | d | draw a line under (a word, etc.) |
| 5 |take | ..... | e | endure something unpleasant but necessary |
| 6 |throw | ..... | f | succeed in dealing with a problem |

Transformations Exam Style

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 three and eight words, including the word given.

- The most prestigious role in theatre is that of Shakespeare's *Hamlet*.
play The high point of any actor's career of Shakespeare's *Hamlet*.
- His new film is well below my expectations.
desired His new film if you ask me.
- The director was never happy with the actor's performance.
fault The director constantly the actor's performance.
- The series seemed to deteriorate after the first season.
downhill The series seemed after the first season.
- He performed far better than the other actors in the play.
stole He really his performance in the play.



Common Errors

Choose the correct word(s) to complete the sentence.

- She played the part superbly and the entire audience was **captivated** / **captured** by her beauty and elegance.
- It has always been his **desire** / **ambition** to direct a successful film.
- The very best children's films are also entertaining for **grown-ups** / **grown-up people**.
- The part of Christian Gray needs to be played by an attractive **middle-aged** / **middle-age** man.
- He is no **foreigner** / **stranger** to success.
- In the film *She Devil*, the abandoned wife finally **gets her revenge** / **revenges** on her husband.
- His latest film is very dull and lacking in **imagination** / **fantasy**.
- My son's **most favourite** / **favourite** film is *Transformers*.

Discussion

- The cinema is one of the most popular forms of entertainment. Why do you think this is?
- Describe your favourite film or favourite character from a film?
- Do you think modern films concentrate too much on special effects and making profits?
- Why do you think people say a film version is never as good as the original book?

Reading & Use of English Practice Exam Style

You are going to read an extract from a book on screenwriting. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

What's in a film?

The primary goal for a scriptwriter is to elicit emotion in the person who reads the screenplay. In fact, the effect must be the same as that of the finished film on the audience – the reader or viewer must have an emotional experience. Nothing else matters – famous names, budgets, subject – if this single objective is not achieved.

So, what does this mean for the screenwriter? It's simple. He must write about an appealing character who overcomes a series of increasingly difficult, seemingly impossible obstacles and finally achieve a goal. This is what almost every successful feature film has ever done. Of course, there are a few exceptions in which the leading character fails to achieve the goal, as in *The Perfect Storm*, or where the hero learns that his goal is, in fact, a mistake, as in *Wall Street* or *Raising Arizona*. In general, though, the essence of all successful films is the same, and always has been.

Once the objective is clearly understood, all that remains is for the writer to weave a story which fulfils all the requirements for success. This is the tough part! How do you go about creating a likeable character? What could that goal be and where might it stem from? How do you create and arrange the series of hurdles that must be overcome? What will ensure that the reader becomes emotionally involved in the story? There is no magic formula to answer these questions, unfortunately. It's up to the writer to find the key, but the readers like characters who they themselves can identify with, so it's always a good idea to incorporate this in some way.

Having established that the hero will have qualities that we have seen before in real life or on the screen, you have to work that into your story idea. The reader's previous experience is all-important. For instance, Indiana Jones is a descendant of Robin Hood, Zorro, d'Artagnan and Jason (seeker of the Golden Fleece), all of whom are known to most people. The qualities of these characters, however, are combined and supplemented in order to make Indiana Jones, our new hero, something more. Indy's hat, whip, job, knowledge and relationships with women given him layers of originality, which make him a unique, three-dimensional character the audience loves.

Think of a clay sculpture. First, the general form of the clay will identify the figure as human; then the details will be added that will identify the sculpture as a particular person. In the same way, when you create a character, you will draw on familiar qualities and identification devices to establish a common bond with the audience; then you will add the background material, personality traits, habits, speech patterns, attitudes, occupations, and appearance that will make the character original, unique and entertaining.

- 1 For a screenwriter,
 - A personal experiences will enrich a script.
 - B the reader is synonymous with the audience.
 - C famous actors will make their films successful.
 - D the most important thing is to achieve objectives.

- 2 What is the main feature of most successful films?
 - A An obstacle gets the better of the hero.
 - B A likeable character does not manage to achieve a goal.
 - C The hero makes a mistake but succeeds in correcting it.
 - D A likeable person successfully deals with difficulties.

- 3 The most interesting characters are those who
 - A are easily identifiable.
 - B display some unexpected traits.
 - C are emotionally involved.
 - D are stereotypes of a particular genre.

- 4 Why does the writer mention Indiana Jones?
 - A to give an example of a fully rounded character
 - B as an example of a typical action hero
 - C as an example of what to avoid in screenwriting
 - D to show a classic heroic role

- 5 The analogy of the sculpture
 - A helps to identify scriptwriting as an art form.
 - B indicates that audiences see characters in this way.
 - C shows that characters are also artificial.
 - D serves to better explain the process of character building.

- 6 Who would be most interested in reading this book?
 - A an established scriptwriter
 - B a film fan
 - C a prospective screenwriter
 - D an amateur actor

Vocabulary Check

Fill in the correct preposition to complete the sentence.

into • from • on • about • with

- 1 How do you go writing a script?
- 2 The character's insecurity **stems** a traumatic experience.
- 3 A lot of the teenagers could **identify** the main character.
- 4 The director tried to **work** some jokes most of the scenes.
- 5 The author often **draws** his childhood experiences when writing children's stories.

Confusable Words

1 Fill in **sentimental** or **emotional**.

- 1 I find his films too ; I'd rather see something factual.
- 2 She felt very when she remembered the tragic ending.
- 3 It was a(n) scene when the husband went off to war.
- 4 She kept her old letters for reasons.

2 Fill in **ancestor** or **descendant**.

- 1 Frank claimed that he was a direct of William Shakespeare.
- 2 In Japanese culture, it is important to show respect for dead
- 3 The modern Italian language is a of Latin.
- 4 President Kennedy's came from Ireland.



Discussion

- Describe what you can see in the picture.
- Why do you think this picture was drawn?
- Can it be considered a work of art?

Reading & Use of English Practice

a Read the text and choose the correct word.

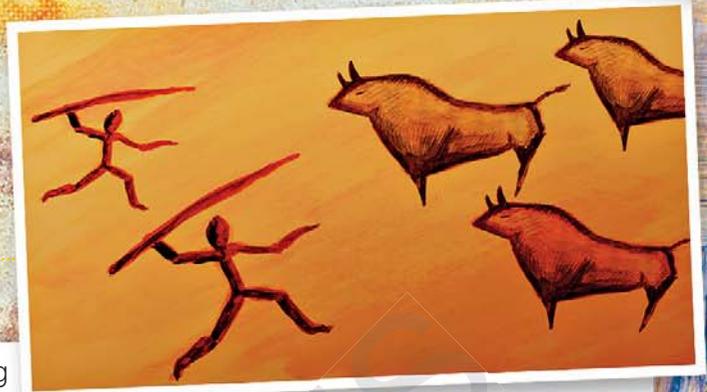
We may have an image in our (1) **minds** / **brains** of the painting executed on the walls of caves by prehistoric human beings as a kind of decoration (2) **alike** / **akin** to wallpapering your living room in the twenty-first century. We may see it as the aesthetic musings of our forebears, the struggle for representation that carries on to this day, the attempt to make our mark upon the world.

In a (3) **sense** / **meaning** both may be true, but we should be wary. Most cave paintings that have been discovered have not been at the mouth of the cave where the sunlight would show them to best advantage, but deep inside where the sun never shone, and torches would have been needed; the beasts (4) **depicted** / **encountered** would have almost seemed to be moving in the flickering half-light.

Two clues point to a mystical element, two pieces of evidence seem to cry out; these pictures were not created to (5) **limit** / **free** an expressive spirit but to enslave the subject, to empower the creator. In hunting scenes, the hunters and their dogs are drawn with a surprising crudity when compared to the sophistication of the animals, where perspective, colour and movement are used to great (6) **effect** / **influence**. This seems to point to a focus, a motive, a purpose. Secondly, in extensive cave systems, the rarer animals, the predators – big cats and the like – only appear deeper in the cave; some kind of status has been conferred upon them. Here we have a value system, an attempt to influence reality; magic, certainly and even an early animistic kind of religion.

b Choose the answer (A, B or C) which you think fits best according to the text.

- 1 What do many people assume was the role of cave paintings?
 - A to display artistic skills
 - B to beautify a place
 - C to show their lifestyle
- 2 What does the author say about the location of cave paintings?
 - A They maximised the effect of natural light.
 - B Pictures deep in a cave would be well-protected.
 - C Artificial light was required to view them.
- 3 What does the writer believe was the reason behind cave paintings?
 - A They were a part of an early belief system.
 - B They were used in order to keep predators away.
 - C They were supposed to make humans more powerful than animals.

**Vocabulary Check**

Choose the correct word to complete the sentence.

- 1 Art is sometimes considered to be a **crudity** / **representation** of the society it was produced in.
- 2 This image **executes** / **depicts** a group of hunters and a mammoth.
- 3 This shows that humans have always had a creative **spirit** / **forebears**.
- 4 The opening of the art gallery has received **extensive** / **expressive** media coverage.
- 5 If you look closer, you can appreciate the **motive** / **sophistication** and detail of the painting.
- 6 Centuries ago, did **prehistoric** / **mystical** people think of these images as art?



Vocabulary Development

a Fill in the verb.

| | |
|----------------|-------|
| power | ..... |
| painting | ..... |
| cessation | ..... |
| restriction | ..... |
| indestructible | ..... |

b Now use the correct verb in the appropriate form to complete the sentence.

- The police were to arrest artists whose work was considered critical of the dictator.
- The fire at the museum many priceless works of art.
- Modern artists to express their feelings, not to produce something realistic.
- The petty arguments amongst the actors must before serious rehearsals can begin.
- In many museums, flash photography is so as to protect the items on display.

Word Distractors

Choose the correct word.

- This magazine is full of practical on home decorating and repairs.
 - helps
 - tips
 - aids
 - clues
- They have to with each other before they make a decision.
 - confess
 - confirm
 - confer
 - confide
- This exhibition the work of famous photographers.
 - features
 - pictures
 - depicts
 - illustrates
- There is a(n) of truth in the rumour that he damaged the statue.
 - element
 - feature
 - little
 - slice
- Two hours is time to look around the gallery.
 - profuse
 - protracted
 - ample
 - extensive
- The recent renovations at the theatre have a definite improvement in the building's appearance.
 - effected
 - realised
 - influenced
 - applied
- The modern paintings were out of with the traditional style of the room.
 - taste
 - mind
 - keeping
 - sense
- On the of the reports we have received, young people are losing interest in the arts.
 - criterion
 - motive
 - basis
 - standard

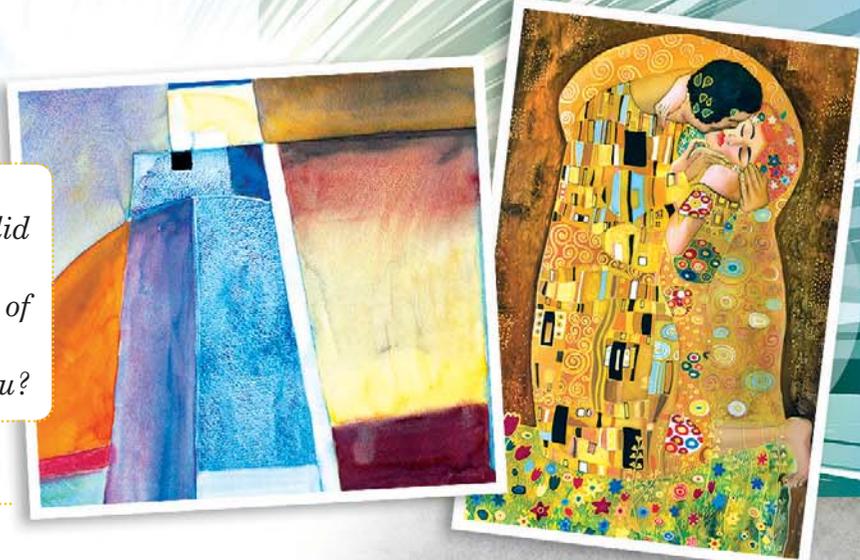
Common Errors

Tick (✓) the correct sentence.

- Your sister has told me how wonderful painter you are.
 - Your sister has told me what a wonderful painter you are.
- Ruth studied art history with the aim of becoming an art critic.
 - Ruth studied art history with the aim to become an art critic.
- Please speak up; I almost can't hear you.
 - Please speak up; I can hardly hear you.
- I'm not very confident with displaying my work in an exhibition.
 - I'm not very confident about displaying my work in an exhibition.
- They were discussing the gallery's problems.
 - They were discussing about the gallery's problems.
- The sculptor has been in poor health lately.
 - The sculptor has been in a poor health lately.
- What comes to mind when you look at this painting?
 - What comes to your mind when you look at this painting?
- I dare to say he'll let us know when he's ready to sell the painting.
 - I dare say he'll let us know when he's ready to sell the painting.

Discussion

- Have you ever visited an art gallery? What did you think of it?
- What do you think of these two examples of modern art? Which do you like best?
- What kind of impression do they make on you?



Reading & Use of English Practice

a Exam Style

Read the text. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line.

Mona Lisa

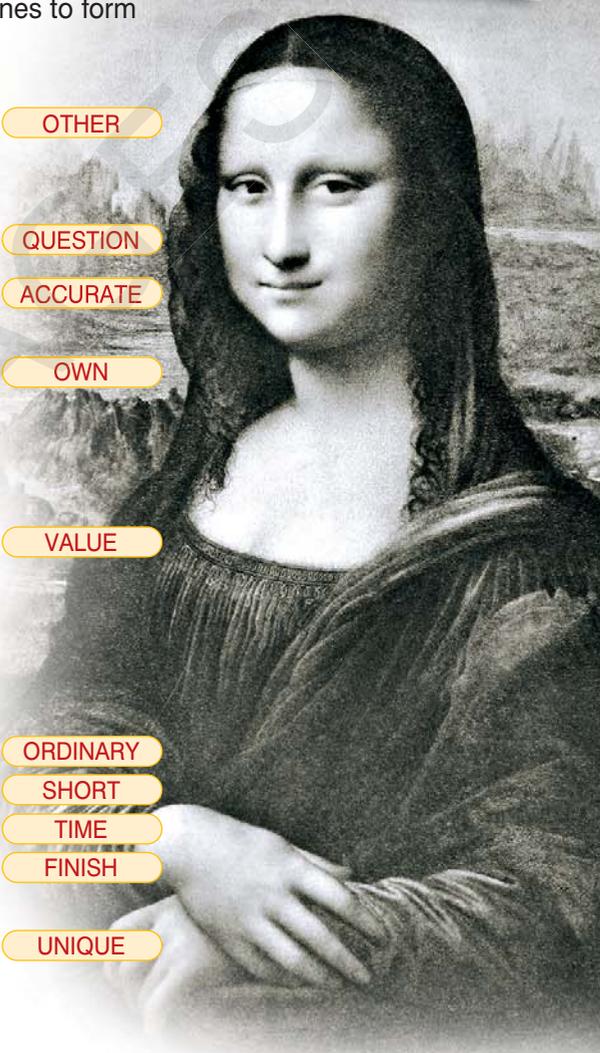
Leonardo da Vinci's Mona Lisa, (1) known as La Gioconda, was stolen from the Louvre in Paris on 21st August 1911, and recovered in 1913 in Italy. It was, and is, the biggest theft of a single item ever, as the painting is (2) the most valuable object in the world.

It is impossible to put a value on the painting with any (3) , however, since it has not been sold since 1517, when King Francis I of France paid 4000 gold florins for (4) of the masterpiece – the equivalent today (in gold weight) of \$200,000. He wanted it to hang in his bathroom.

We can get some idea of the kind of price it would fetch these days if we look at a(n) (5) done on it for insurance purposes in 1962. The Louvre was to lend the painting to the USA for a year, and the insurance company put a \$100 million price tag on it. This compares well with the most expensive painting ever sold – Van Gogh's Portrait of Dr Gachet, which sold for \$82.5 million in 1990 – 28 years later.

Why these (6) prices for paintings? It is interesting to note that the Van Gogh was painted (7) before the troubled artist's (8) death, and this seems to play some part in its appeal. Leonardo da Vinci left many of his paintings (9) , and very few survive of those he did complete. It would appear that (10) plays a large part in the price a piece fetches. The fame of da Vinci (inventor, musician, the all-round Renaissance Man) adds yet more to the price. You wonder how much is left for Mona Lisa herself, and her enigmatic smile.

- OTHER
- QUESTION
- ACCURATE
- OWN
- VALUE
- ORDINARY
- SHORT
- TIME
- FINISH
- UNIQUE



b Choose the answer (A, B, C or D) which you think fits best according to the text.

1 What is said about the Mona Lisa?

- A It was damaged by thieves in the early 20th century.
- B It was bought by the Louvre for \$200,000.
- C Its exact worth cannot be calculated.
- D King Francis was disappointed with it.

2 What does the writer suggest about the insurance taken out on the Mona Lisa?

- A It was an unnecessary piece of promotion.
- B It realistically shows the painting's value.
- C It should never be sold for less than \$100 million.
- D It should have matched the value of Portrait of Dr Gachet.

3 According to the writer, what would make a painting more valuable?

- A The death of the artist while painting it.
- B A large number of the artist's works having survived.
- C A work of art being distinctive.
- D The artist having been multi-talented.

Confusable Words

Read the sentences below and choose the correct synonym for the word in colour.

- | | |
|---|--|
| 1 My overall impression of the exhibition was favourable. (opinion, reaction) | 5 The artist was, unfortunately, never renowned in his lifetime. (famous, notorious) |
| 2 The artist was inspired by the events of his childhood. (influenced, excited) | 6 Every artist must, of course, be impervious to criticism. (sensitive about, unaffected by) |
| 3 The exhibits were, on the whole, thought-provoking. (copies, paintings) | 7 The artist's feelings are implicit in her work. (suggested, unstated) |
| 4 That artist works with contemporary themes. (modern, old-fashioned) | |

Vocabulary Development

Fill in the correct verb in the appropriate form to complete the sentence.

appreciate • capture • depict • house • promote • recover • subsidise

- | | |
|---|--|
| 1 The police never managed to the stolen masterpiece. | 5 The gallery one of the most unique pieces of sculpture in England. |
| 2 We're hoping that the painting will in value over time. | 6 The exhibition certainly the mood of the war years. |
| 3 The local council has agreed to this year's arts festival. | 7 The wall was painted with a large mural a famous battle. |
| 4 More should be done to a better understanding and appreciation of the arts. | |

Word Distractors

Choose the correct word.

- They out any possibility of lending the painting to a US gallery – it was simply too expensive to insure.

| | |
|-----------|-----------|
| a ruled | c struck |
| b stamped | d crossed |
- Fletcher denied any involvement in the theft.

| | |
|-----------------|-----------------|
| a definitely | c categorically |
| b substantially | d fully |
- They have the painting at £100,000.

| | |
|-------------|--------------|
| a estimated | c evaluated |
| b valued | d calculated |
- I don't think she gets the she deserves as an artist.

| | |
|---------------|------------------|
| a achievement | c accomplishment |
| b pride | d credit |
- Mrs Fray doesn't do portraits, only lives.

| | |
|---------|----------|
| a still | c dead |
| b calm | d silent |
- An exhibition of ethnic art is being at the new gallery.

| | |
|-----------|-------------|
| a devised | c erected |
| b mounted | d portrayed |

Word Formation

Fill in the correct suffix.

-ic • -ive • -less • -ness

- The Mona Lisa is a price..... work of art.
- The exhibition included an impress..... range of artists.
- In painting, the dove is often symbol..... of peace.
- I don't see the point of abstract art – it's totally meaning..... to me.
- The sketch is a remarkable like..... of Linda.

Discussion

- Do you consider photography an art form?
- It is often said that the camera never lies. Do you agree with this statement?

Reading & Use of English Practice Exam Style

Read the text and decide which answer (A, B, C or D) best fits each gap.

The Eye of the Beholder

The goal of painters has changed over the years, but perhaps the most radical shift was brought (1) by something entirely beyond their control: the camera.

The discovery and development of perspective in art (2) that, for hundreds of years, painters struggled to create works which resembled as (3) as possible the visual reality they experienced. The (4) of photography changed all that, for here was a machine that could, effortlessly and nearly instantaneously, produce a picture that was beyond the technical ability of even the best painters. Art suddenly had to re-evaluate itself, and in a fundamental way.

In many ways it was fortunate that it did, for this theory of 'mirroring' a subject has been (5) condemned by modern critics; the layperson would never see a painting as anything other than a painting, and neither should the artist. Debates such as this (6) birth to the new wonders of Impressionism, Cubism and all the other magical movements that form the body of modern art.

- | | | | | |
|---|-----------------|-----------|---------------|---------------|
| 1 | A in | B out | C about | D through |
| 2 | A showed | B meant | C proved | D practised |
| 3 | A nearly | B exactly | C accurately | D closely |
| 4 | A advent | B start | C beginning | D origin |
| 5 | A substantially | B worldly | C universally | D essentially |
| 6 | A was | B brought | C came | D gave |

Vocabulary Check

Choose the word which has a similar meaning to the word in bold.

| | | | | | |
|------------------------|--------------|-------------|-------------|-----------|------------|
| 1 instantaneous | temporary | concise | prolonged | immediate | versatile |
| 2 evaluate | appraise | criticise | influence | recognise | esteem |
| 3 fundamental | unique | superficial | radical | moderate | relevant |
| 4 condemn | confer | prove | incorporate | denounce | establish |
| 5 layperson | intellectual | academic | authority | idler | amateur |
| 6 accurate | precise | radiant | pedantic | genuine | artificial |

Transformations Exam Style

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 three and eight words, including the word given.

- | | |
|--|--|
| 1 Unfortunately, we can no longer claim to be in command of the situation. beyond The situation, unfortunately. | 4 The photographer used the technique very effectively. great The photographer used the effect. |
| 2 She is the spitting image of her sister, isn't she? alike She and don't they? | 5 At first he refused, but we managed to persuade him. bring At first he refused, but we managed our way of thinking. |
| 3 I know the artist's work well. aware I the artist's work. | |

Reading & Use of English Practice

a Read the text.

In all walks of life and fields of study, things move in circles and what we call progress turns out to be an impetus towards the beginning, an attempt to return to the birth, though with the extra knowledge gained along the way. Painting is no exception, and its journey began with expressionism.

The idea of a painting as an object, to be taken off the wall and put in another room, house, country even (as when the French army returned in triumph from Italy, the Mona Lisa tucked under **(1) its** arm) is a fairly recent **(2) one**. From cave painting and onwards, through mosaics, murals and frescoes, designs were executed directly onto the wall (or ceiling or floor, even). Fixed **(3) there** for all time, they were intended to beautify the space primarily, though there have always been devotional elements thrown in, as with the Egyptians and their representation of the afterlife – an attempt to somehow mould **(4) it** to their liking.

The painting as an object – and a commodity for sale – made it the property of the creator, and with painters like Van Gogh even landscapes took on a startling personality, showing in **(5) their** form anguish, fear, sometimes even (though sadly not often enough) happiness and love. The twentieth century saw the rise of the abstract, where objects of the world were shunned in favour of the play of colour on colour, the contrast of texture, line, form. **(6) These** in the beginning (as with Pollock) did show the frenzy of the mind of the artist, the emotions colliding, but by the end of the Abstract Expressionist movement many were no longer dealing with their own feelings but the effect of colours on one another and the viewer. The canvas had again become separated from the personality of the executor (to as much an extent as is possible) and was again colours on a wall; something to make a space more appealing, more beautiful.

b What do the words in bold refer to?

- | | |
|------------------------|------------------------|
| 1 its = | 4 it = |
| 2 one = | 5 their = |
| 3 there = | 6 These = |

c Answer the questions.

- | | |
|--|--|
| 1 What did the Egyptians want their paintings to achieve? | 3 What did early Abstract Expressionists do differently from other artists? |
| 2 According to the writer, what is lacking in many of Van Gogh's paintings? | 4 How did late Abstract Expressionism differ from early Abstract Expressionism? |

Vocabulary Check

Choose the correct meaning.

1 **triumph** → a despair
→ b victory

4 **startling** → a predictable
→ b surprising

2 **execute** → a produce
→ b plan

5 **anguish** → a joy
→ b distress

7 **extent** → a degree
→ b limit

3 **primarily** → a originally
→ b mainly

6 **shun** → a reject
→ b accept

Pre-Reading

Find two different meanings for each of the words in capitals.

VERBS

NOUNS

| | | | | |
|---|---|-----------------|---|---|
| 1 behave towards somebody in a particular way | | FORM | | 6 method of doing something |
| 2 arrange and perform (a show, etc.) | | APPROACH | | 7 type / genre |
| 3 acclaim | 1 | TREAT | 9 | 8 large number of something (usu. negative) |
| 4 advance towards somebody / something | | STAGE | | 9 something special and enjoyable |
| 5 establish (organisation, etc.) | | HAIL | | 10 raised platform |

Reading & Use of English Practice

a Exam Style

Read the text and think of the word which best fits each space. Use only one word in each space.

Art For Our Sake

It seems to me that when we have to sponsor one art form while (1) pays for itself, then something is lacking in the former. I am well aware that this piece will provoke a storm of criticism, and I am not some kind of crusader for the free market, (2) I feel it does give us an indicator for who is best speaking to an audience. Why are we (3) sponsoring film? Cinemas have been growing again in popularity over the last decade and generating healthy profits, a thing unheard of in the world of, say, ballet. Critics tend to scoff at the success of film, pointing (4) its sensational and superficial approach, but this has everything to do with the fact that people are making films purely for profit. If half the money (5) into ballet every year was put aside for film-makers, we would have the chance to create great films. Moreover, we have an audience waiting to watch (6)

If we want to continue supporting the arts, shouldn't the rules be the same for art forms across the board, rather (7) the National Health Service treats rich and poor alike? That way we could soon find out if we have simply outgrown these highly formal, rule-driven art forms. Perhaps it is time for a new age of audience-oriented creativity, like the old music-hall tradition (8), if they didn't like your act, they'd drive you off stage in a hail of rotten tomatoes.

b Choose the answer (A, B, C or D) which you think fits best according to the text.

- The writer believes his comments will
 - be met with disapproval.
 - be well received.
 - generate interest in the performing arts.
 - be met with indifference.
- According to the writer, what is the main problem with the film industry?
 - It is profit-driven.
 - It creates shallow films.
 - It does not receive sponsorship.
 - It is seen as inferior to ballet.
- The writer uses the music hall (*paragraph 2*) as an example of
 - an audience's reaction to ballet.
 - how art should be judged.
 - a genuine art form.
 - a restrictive, old-fashioned art form.



Idiomatic English

a Match the idioms with their meanings.

- | | | |
|-------------------------|-------|--|
| 1 act of God | ..... | a be impossible to find, especially when you are needed |
| 2 get in on the act | ..... | b become involved in something started by somebody else |
| 3 do a disappearing act | ..... | c caught while doing something |
| 4 get your act together | ..... | d event caused by natural forces, e.g. a flood or earthquake |
| 5 caught in the act | ..... | e organise yourself in order to achieve something |

b Now use the correct idiom to complete the sentence.

- 1 No one could have prevented the disaster – the flood was an
- 2 Anna always whenever things start to go wrong.
- 3 The thief was of burgling the house.
- 4 He waited until he saw the venture was going to be successful before he
- 5 If you don't soon, you'll miss a golden opportunity.

Confusable Words

1 Choose the correct word(s) to complete the sentence.

- 1 The performing arts don't really **stir up** / **excite** my interest.
- 2 The film **evoked** / **provoked** memories of his childhood.
- 3 The film-makers were clearly trying to **incite** / **evoke** racial hatred.
- 4 His comments **provoked** / **stirred up** widespread criticism.

2 Fill in the best word to complete the sentence.

fake • **artificial** • **false**

- 1 It turned out there wasn't a bomb in the museum – it was a(n) alarm.
- 2 The palace has one of the finest gardens in the country, and includes a(n) lake.
- 3 I think that this is a(n) £10 note.
- 4 My grandfather has been wearing teeth for years.
- 5 Why was he speaking in a American accent?
- 6 I don't buy drinks that have flavourings in them.

3 Choose the two correct answers.

- 1 The story **depicts** / **illustrates** / **portrays** the artist as being misunderstood during his lifetime.
- 2 The statue is on loan from an Italian museum and will be **displayed** / **exhibited** / **depicted** in our town all this month.
- 3 The best way to **display** / **illustrate** / **show** how this is achieved is to look at the artist's earlier works.
- 4 This painting **shows** / **exhibits** / **depicts** a scene from the English countryside.



Writing an Essay

Discussion

- Given the chance, would you become an actor? Why?
- Do you think child actors are deprived of their childhood?
- Can you think of any child actors that have gone on to have successful acting careers as adults?

a Read the two texts below. Can you identify the key points in each one?

Too much, too young?

Young children are being sought out more and more these days as producers try to appeal to a younger audience. However, instant stardom can have a harmful effect on their lives in many ways. It is virtually impossible to lead a normal lifestyle when you are never in one place for long. Schooling and peer relationships are frequently interrupted. And how good can it be for a young person to be thrust into the adult world so early on? Inevitably they will be exposed to things they shouldn't.



A child's dream

Who in their right mind would prevent a child from engaging in an activity that they both loved and had a talent for? Well, that is exactly what our society's do-gooders are trying to do. Protesting against the exploitation of children by film-makers and theatre companies alike, they must surely be ignorant of the laws protecting young performers in the entertainment industry? In this day and age when jobs are hard to come by, why shouldn't young people be able to set themselves up for life?

b Now read this essay which summarises and evaluates the key points.

As the popularity of children's films and plays increases, I feel that parents would do well to mull over the various advantages and disadvantages of child acting carefully before pushing their offspring into the spotlight.

To begin with, a child actor will have an unstable schedule of school and social activities and lack the opportunity to be around their own peer group, something so extremely important for their emotional development. Moving from city to city entails their being constantly introduced to new adult faces. Though exciting, we must bear in mind, however, that when mixing with adults in the entertainment industry, the child may be exposed to heavy subject matter and influences that are beyond their maturity. This may force them to grow up too soon, which will have negative consequences on their adulthood down the road.

On the other hand, though, should it be a young child's dream to act, what better than to give them realistic goals and help in achieving them? After all, child acting is governed by laws, introduced to protect innocent children from the hazards of the entertainment world. For example, a child actor is not allowed to endure situations that are morally challenging or compromising. Not only this, but education is still mandatory for child actors and limitations are placed on their working hours. What's more, child acting in itself can be a great learning experience and a stepping stone to a career.

In conclusion, in such a competitive business there are always potential dangers for a child actor. In my opinion, the key to turning all the disadvantages into advantages is good parenting. The child should be in control of their own destiny and allowed to develop their talents up to the point that they want, but all this must be under the watchful eye of their parents.

c Look at the essay again and say whether you agree with the writer's opinion.

Writing an Essay

Focus Points

Reasons for Writing

To present and develop an argument.

Language

Formal / Semi-formal language which is analytical in nature.

Layout

Each new point should have a separate paragraph.

Ways of balancing your discussion: • *While it is true that ... it must not be forgotten that ...* • *Although it could be said that ... it is also true that ...*
 • *On the one hand ..., but on the other hand, ...* • *Some people say, ... while others ...* • *There are, however, advantages to ...*

Linking words: • *Besides this,* • *Apart from the fact,* • *Furthermore,*
 • *In addition,* • *As well as,* • *Moreover,* • *What is more,* • *Also,* • *In spite of the fact that ...,*
 • *Despite the fact that ...,* • *While,* • *However,* • *Whereas,* • *Nevertheless,* • *Even though,* • *Although,* • *But*

Ways of concluding: • *In conclusion, while it cannot be denied that ...*
 • *It is also true to say that ...* • *Although people would argue that ...,*
 • *it has been shown above that ...*

Writing Preparation

1 In formal writing, the passive voice is often used. Rewrite these sentences in the passive voice.

- 1 We should protect innocent children from exploitation.
 Innocent
- 2 Do the present laws shield young participants enough from the dark side of beauty pageants?
 Are
- 3 Recently there has been heavy criticism of the entertainment industry.
 The entertainment industry
- 4 How can we persuade parents not to pursue their own unfulfilled dreams through their children?
 How
- 5 No one knows in the beginning whether the child will be able to cope with all the pressure.
 It

2 Put the headings in the correct box.

Giving an Example • Expressing an Opinion • Justifying an Opinion

1

 ... for the simple reason that ...
 ... due to the fact that ...
 ... since / because...

2

 For instance, ...
 such as / like
 especially / particularly

3

 To my mind, ...
 I am convinced that ...
 It strikes me that ...

3 Fill in the correct verb in the appropriate form.

vie • enforce • advocate • chaperone • lurk

- 1 Parents should be made aware that there are dangers in every corner.
- 2 Young budding beauty queens are always to the various auditions by their eager parents.
- 3 Hundreds of young children lined up outside the theatre for a place.
- 4 Some parents go so far as to the use of plastic surgery on their child in order for them to fit the image required.
- 5 There should be laws which strict attention to the young performer's schoolwork.

4 Fill in the correct form of the word in capitals.

- 1 Today, there are more than a hundred young waiting to be auditioned for a place. **HOPE**
- 2 The entertainment industry is tough on actors. **ASPIRE**
- 3 Many youngsters find the cycle of auditions and rejections and end up pulling out. **BEAR**
- 4 Despite all the controversy surrounding it, beauty pageants can be extremely to young people. **BENEFIT**
- 5 The modelling world can be exciting, but also chaotic and sometimes for the child. **APPROPRIATE**

Writing Practice Exam Style

Read the two texts below.

Shame on them!

Although living the life of a beauty pageant participant is many a young girl's dream, this dream often turns into a nightmare. The lifestyle of these young competitors has proved to be one of stress and negative self-evaluation, ultimately leading to a number of psychological problems. When a young child is forced to neglect their schoolwork and forfeit their playtime to spend endless hours being fitted for new outfits or having their hair and make-up done, is it not a form of child abuse? Parents who force their children to make an early entrance into the adult world should be locked up.

Not all bad!

When parents take their focus off the winning side of child beauty pageants, their children can reap huge benefits from these competitions. Building confidence starts during the young formative years and child beauty pageants are the ideal way for them to do so. Here, they learn to communicate effectively with adults as well as learn that with hard work and determination they can earn something like a monetary prize, a trip or modelling lessons. And since no one ever wins all the time, they also learn how to be a good sport.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers. Write your answer in 240-280 words in an appropriate style.

Use the Plan and the Useful Words / Phrases to help you write your essay.

PLAN

Introduction: Make a general comment about the topic and say that there are two sides to it. Briefly state your opinion.

Main Body: Discuss the key points raised in the two texts.

Conclusion: Sum up the main points and restate your opinion.

Useful Words / Phrases

- *emphasis placed on appearance*
- *competition is fierce*
- *in the child's best interests*
- *gain better social skills*
- *become image conscious*
- *have low self-esteem*
- *end up feeling unattractive / inadequate*
- *learn to be gracious winners and good losers*
- *looks become the prime focus*
- *develop eating disorders*
- *succumb to the pressures of adulthood*



Writing a Review

Discussion

- Do you ever read reviews in newspapers or magazines?
- What kind of reviews do you tend to read? (films, books, plays, etc.)
- Would you ever go and see something after reading an unfavourable review of it?
- Why are reviews not always reliable?

a Read the following exam task.

You have recently seen a film based on a novel you have read. Write a review of the film for your college newspaper, saying whether you preferred the novel or the film and whether or not you would recommend the film to your fellow students.

b Choose the correct words to complete the film review.

The Flashback

There's no denying that veteran director Howard Maxwell really knows his stuff. Based on the novel of the same name, his latest film release *The Flashback* has already become a must-see for every cinema-goer. Proving that he still has an eye for talent, Maxwell didn't (1) **waver / hesitate** to cast one of Hollywood's up-and-coming actresses, Crystal Adams, in the lead role of this (2) **compatible / compelling** drama.

Set mostly in the typical sleepy little town of Redwood, this film tells the powerful story of a young woman's efforts not only to (3) **clean / clear** her husband's name of a crime he was wrongly convicted of, but also seek revenge after a mysterious car accident tragically (4) **costs / claims** his life. Initially, the viewer is offered an insight into the ordinary, somewhat mundane lives of the Diaz family. However, just as the viewer is about to (5) **stifle / throttle** a yawn, their interest is suddenly rekindled by a subplot slowly (6) **undoing / unravelling** in the background. A bunch of ruthless villains from the underworld are on the lookout for someone to take the blame for their next assignment. The plot thickens after the fatal car accident and these two very different worlds are suddenly thrown together. However, the villains soon (7) **come / reach** to the realisation that they might have met their (8) **counterpart / match** in Martina Diaz.

Although the book does tend to get a little too intricate in places requiring your (9) **undivided / spellbound** attention, the film version seems to flow more smoothly, which I found preferable. In contrast to the book, the film even manages to persuade us to (10) **compromise / sympathise** with the villains when they eventually get their just deserts, a fact that leaves you feeling surprisingly guilty. The overall effect was (11) **enticed / enhanced** by the well-suited background music which worked perfectly with the scenes to create just the right amount of mystery and suspense. Despite not choosing a star-studded cast, the acting did not suffer too much as Maxwell had obviously put in the time and effort to develop each character fully, keeping them as close to the book as possible.

Whether you have read the novel or not, *The Flashback* is definitely worth going to see as all the tension and drama is guaranteed to keep you glued to the screen in suspense, (12) **fervent / eager** to find out the destiny of the heroine.

c Now read the film review again and answer the following questions.

- 1 According to the writer, how close does the film come to the book version of the story?
- 2 Would you prefer to read the book or see the film first? Why?



Writing a Film Review

Focus Points

Reasons for Writing

To give not only information on the plot or characters but also your opinion of certain aspects of the film.

Target Audience

Readers of an arts magazine or college newspaper.

Language

Reviews must be written in the right style for the target audience. Appropriate vocabulary should be used. Try not to focus too much on your personal opinion. Be objective. Use the present tense to explain the plot.

Layout

Clear paragraphs

Writing Preparation

1 Your review is going to appear in a newspaper so the language should be neither too formal nor informal. Tick the most appropriate sentence each time.

- 1 It's a laugh a minute.
It is a hilarious film.
- 2 In my opinion, this film would not appeal to teenagers.
I reckon teenagers will hate this.
- 3 The special effects are not particularly impressive.
The special effects are a load of rubbish.
- 4 I nearly nodded off.
I found the film really dull.
- 5 You'd have to have a degree to be able to follow what was going on.
The plot was rather complicated.

2 Fill in the correct word(s) to complete the sentence.

far-fetched • make-believe
lifelike • box-office • substandard

- 1 The animals are very In fact, it is difficult to believe they are animated models.
- 2 The plot is a little, but nevertheless it's an interesting film.
- 3 This is a film which is bound to be a hit.
- 4 Unfortunately, this is a film, which I cannot recommend.
- 5 The director has created a world, which adults and children alike will find enchanting.

3 Making a recommendation.

Fill in the correct form of the appropriate verb to complete the sentence.

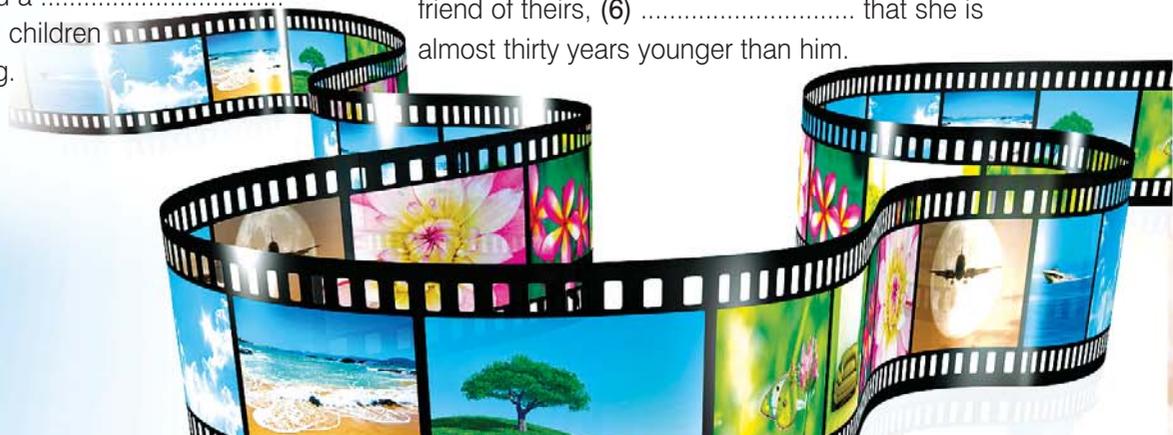
appreciate • suit • appeal • guarantee • recommend

- 1 The film was so disappointing that I wouldn't it to anyone.
- 2 I personally that you'll be riveted to your seats.
- 3 This must be the greatest film of the decade and is to both the young and the old.
- 4 This film would definitely to our age group.
- 5 Only if you truly detective stories should you see this film.

4 Use the linking words / phrases to complete this extract from a review of a play.

not to mention • in the aftermath • initially
despite the fact • in fact • however

The protagonist is a young woman, Anna, who is growing up (1) of the First World War. (2), it seems that all is well in her conventional, if somewhat dull life. (3), it soon becomes apparent that this is not the case. (4), we realise that she is bored with her life, (5) resentful of her parents' attempts to marry her off to a wealthy, middle-aged friend of theirs, (6) that she is almost thirty years younger than him.



5 Choose the correct adjective.

- 1 The special effects make for **compulsive** / **compulsory** viewing.
- 2 The soundtrack is **dreary** / **disinterested** at best.
- 3 In spite of his previous successes, Cruise is **improbable** / **unconvincing** in his role as the father.
- 4 The **intricate** / **delicate** plot is superbly handled by the director.
- 5 The strength of the film lies in its **forceful** / **intense** scrutiny of gang life.
- 6 Grant's acting has definitely been **underrated** / **underscored** for years.

6 Fill in the correct word to complete the sentence.

1 **scenes** • **clips** • **trailers**

- a I've got of all my favourite parts of the film, together on one DVD.
- b There were certain I thought were unsuitable for children.
- c They've made a couple of for this film but only one will be seen by the public.

2 **lines** • **scripts** • **dialogues**

- a They say that the actress has trouble learning her now that she is older.
- b He's actually written a couple of very funny , believe it or not.
- c I had trouble understanding some of the between the main characters.

Writing Practice **Exam Style**

You have recently seen a film based on a novel you have read. Write a review of the film for your college newspaper, saying whether you preferred the novel or the film and whether or not you would recommend the film to your fellow students. Write your answer in 280-320 words in an appropriate style.

Use the Plan and the Useful Words / Phrases below to help you write your review.

PLAN

Introduction: Name of film (and novel) / kind of film / director / actors.

Paragraph 2: Setting, characters, outline of the plot.

Paragraph 3: Say whether you preferred the novel or the film and explain why.

Conclusion: Sum up by giving your personal opinion and say whether you would recommend the play to your fellow students.

Useful Words / Phrases

- a strong / weak script / story / plot
- The central theme of the film, etc. is
- The action takes place in
- This is an original / uplifting dramatic work / production
- Without a doubt, one of the funniest films around at the moment
- The story is set in a quiet town
- was filmed on location
- enchanting / dull / predictable
- full of suspense
- has all the elements of a good comedy / detective film / romance, etc.

Speaking

1 Answer the questions.

- What are the most popular forms of entertainment in your country?
- Is the cost of a trip to the theatre / opera excessive in your country?
- Are you interested in the performing arts? Why?

2 Your local government is finalising its budget allocation for performing arts. Look at the pictures and discuss which two should receive financial aid, and why.



1. Opera



2. Theatre



3. Music



4. Ballet

3 Many people have never had the privilege of seeing ballet or opera performed live. One of the reasons for this is often the high cost of tickets. What can be done to enable more people to experience these art forms? Use the following points to discuss the issue.

- ▶ more financial sponsorship
- ▶ smaller fees for performers
- ▶ reductions for students and elderly people
- ▶ more support for smaller production companies
- ▶ cheaper performances once a week
- ▶ discounts for groups / schools
- ▶ play at smaller / lesser known venues

Useful Vocabulary

- Personally, I think ...
- Everybody should be given the opportunity to ...
- Big name shows are overpriced, which means ...
- Astronomical fees for major stars mean ...
- Greater financial aid would ...
- Maybe if students were given discounts, they ...

4 What is your opinion of street performers and artists? Would you stop to watch any of the people in the photos? Why?

Useful Vocabulary

- Some buskers / performers are very talented and ...
- I don't object to street artists / performers as long as ...
- Quite often, the performances are improvised, which adds to the atmosphere and ...
- It must be difficult to earn a living in this way because ...
- It would be hard not to notice ...
- It would depend on the kind of ...
 - * pass a hat round
 - * eke out a living
 - * not good enough to turn professional
 - * an informal atmosphere



5 Answer the questions.

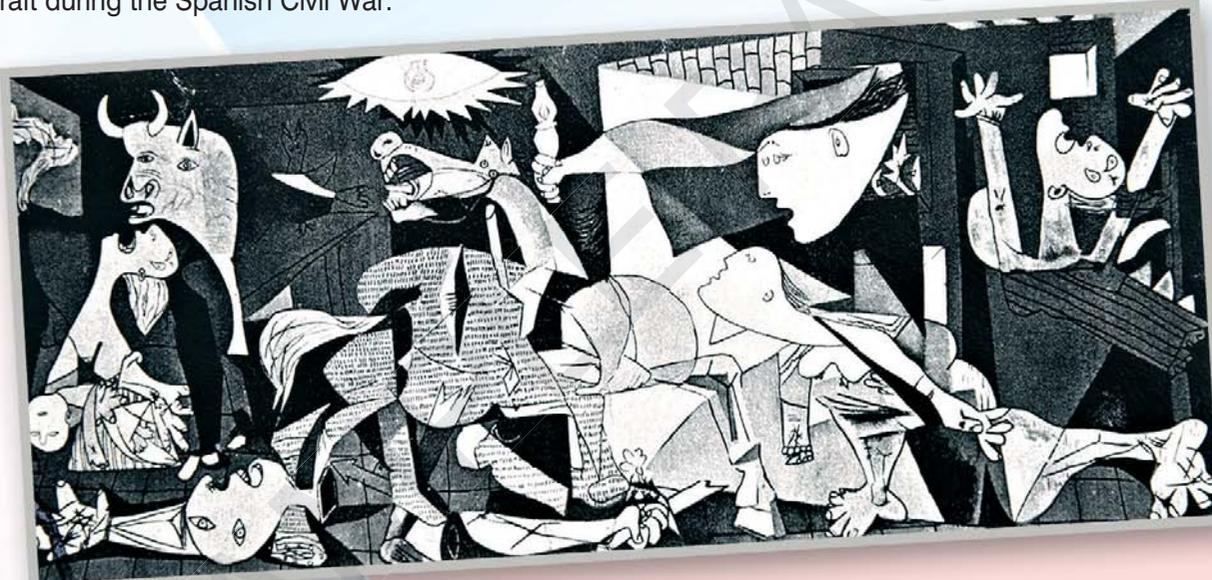
- What do you imagine the opening of an art gallery to be like?
- What kind of exhibits can usually be seen at a modern art gallery?

6 Listen to the conversation between two friends at an art gallery and tick the true statements. 

- 1 The woman finds the art at the exhibition stimulating.
- 2 They both find the dead sheep exhibit thought-provoking.
- 3 People found Henry Moore's work hard to appreciate at first.
- 4 The man agrees that a lot of art nowadays aims only to disturb.
- 5 The woman is keen on Hockney's work.
- 6 Hockney created the piece showing the dead sheep.

Picture Discussion

This is a painting called *Guernica* by Pablo Picasso. Guernica is a town in northern Spain that was bombed by German aircraft during the Spanish Civil War.



- * Describe the painting and how it makes you feel?
- * Why do you think the artist chose to paint it in three colours – black, white and grey?
- * Can you identify anything in the painting which resembles a bomb exploding?
- * What does the broken sword (bottom centre) symbolise?
- * Is there any part of the painting which suggests hope?
- * Why do you think he chose to paint it in an abstract way?
- * What do you think the artist wanted to express?

Useful Vocabulary

- sombre (mood)
- suffering / screaming
- violence
- chaos
- agony / grieving / terror
- light bulb
- severed limbs
- an arm carrying a flame / lamp
- horrors of war
- destructive effect



Listening

Pre-Listening

- a Listen to a man talking about his preferences in music and choose the correct answer. 

When does Colin like to listen to cheerful music?

- A when he's very active
- B when he's studying
- C when he's in a gloomy mood

- b Now read the listening script and mark where the correct answer is located.

– *What kind of music do you listen to, Colin?*
– *All kinds, really – it depends on my mood. If it's night-time and I want to relax, I listen to classical or jazz. If I'm studying, I put on something mellow, or if I'm on the go, I listen to something more upbeat.*

- c Discuss why the distractors are wrong.

Listening Practice



Exam Style

Listen to three different people talking about their preferences in music. For questions 1-3, choose the correct answer (A, B or C).

- 1 The speaker has
- A favourite genres
 - B favourite singers
 - C favourite songs

- 2 What does the speaker prefer?
- A local radio
 - B live music
 - C classic rock

- 3 What kind of music does the man like?
- A heavy metal
 - B contemporary music
 - C alternative music

Discussion

- *What kind of music do you like?*
- *Can you play a musical instrument? If so, what do you play? How long have you been playing?*
- *What are some special or traditional musical instruments in your country?*
- *Why is music so important to people and culture?*

Pre-Listening

Choose the correct meaning.

- 1 **articulate**
 - a play sth in a clear way
 - b dance in an expressive way
- 2 **approach**
 - a a method of doing sth
 - b a desired result
- 3 **repertoire**
 - a all the musical instruments in an orchestra
 - b all the songs that a performer / musical instrument can play
- 4 **uniformity**
 - a the quality of having great variety
 - b the quality of being the same as each other
- 5 **flamboyant**
 - a not easily noticeable
 - b intended to attract attention

Listening Practice  **Exam Style**

You will hear a musician talking about the instrument she plays. Choose the answer (A, B or C) which fits best according to what you hear.

- | | |
|---|---|
| 1 How does the fiddle differ from the classical violin? | 2 The fiddle |
| A All of the bow is used. | A varies from region to region. |
| B It is held differently. <input type="text"/> 1 | B is played the same way everywhere. <input type="text"/> 2 |
| C It is harder to play rapid notes. | C is played differently in different places. |

Pre-Listening

1 You will hear two sentences. Complete each sentence with a word you hear on the recording. 

- 1 More than fifty per cent of have never been to an art exhibition or gallery.
- 2 The majority of claim that the Sphinx predates the pyramids in the surrounding area by hundreds of years.

2 Answer the following questions.

- How many of the Seven Wonders of the Ancient World can you name?
- Why do you think they are referred to as the 'Seven Wonders'?
- Are there any other ancient constructions that you feel should be included among the Seven Wonders?

3 Match the words with their meanings.

- | | | |
|--------------|-------|------------------|
| 1 renowned | ..... | a decorated with |
| 2 intact | ..... | b mythical |
| 3 legendary | ..... | c undamaged |
| 4 sited | ..... | d well-known |
| 5 massive | ..... | e huge |
| 6 covered in | ..... | f located |



Listening Practice  **Exam Style**

You will hear part of a radio show about the Seven Wonders of the Ancient World. For questions 1-5, complete the sentences with a word or short phrase.

- The Seven Wonders were well-known structures even in 1
- Egypt, Greece and Asia Minor are often referred to as the 2
- The Pyramids of Giza predate the other Wonders by almost 3
- Our knowledge of the Hanging Gardens of Babylon is based on descriptions provided by ancient 4
- The huge statue of Zeus at Olympia was decorated with 5

Language Awareness

Prepositions

Choose the correct preposition.

- Most smokers are **addicted** to / in nicotine.
- There was an envelope on the table **addressed** to / for my father.
- My office is **adjacent** from / to the manager's.
- Tom finds it difficult to **adjust** at / to new situations.
- Admission** to / in the library is forbidden after 10 p.m.
- Tuition fees must be paid in / from **advance**.
- My parents were on / in **agreement** with the teacher.
- The company held a dance in / for **aid** of a local charity.
- I was **alarmed** with / at the sight of a police car outside my house.
- For / From** all I know, George may be in Egypt by now.
- Jenny never eats peanuts because she's **allergic** at / to them.
- Mum was **annoyed** with / from me for keeping her waiting.

Common Errors

Choose the correct word(s) to complete the sentence.

- I'd like you to give this project your **best** / undivided attention.
- We were all upset by the brutality of the attack **on** / at the old man.
- A nurse's **duties** / obligations include administering medicine.
- As unemployment increased, social unrest began to **expand** / spread.
- In **these circumstances** / this circumstance, it would be best to consult an expert.
- Part of the course includes a series of lectures on – / **the** Italian culture.
- The National Union comprises – / **of** fifty smaller unions from various industries.
- James assisted me **to complete** / in completing the project on time.
- I wanted to familiarise – / **myself** with the rules of the competition.
- I lost my wallet, which contained my driving licence and £100 in / – cash.
- All people, in **spite** / regardless of colour or creed, should have the right to express themselves freely.
- I lay on the sofa and watched a spider as it ran across the **ceiling** / roof.

Word Formation

1 Fill in the correct prefix: **de-**, **non-**, **mis-** or **dis-**.

- | | |
|-------------------|---------------------|
| 1 hydrate | 11 profit |
| 2 direct | 12 value |
| 3 alcoholic | 13 trust |
| 4 obey | 14 embark |
| 5 behave | 15 frost |
| 6 entity | 16 inform |
| 7 connect | 17 stick |
| 8 treat | 18 conformist |
| 9 forest | 19 infect |
| 10 qualify | 20 fiction |

2 Fill in the correct prefix: **il-**, **im-**, **in-** or **ir-**.

- | | |
|------------------------|----------------------|
| 1 legitimate | 11 legal |
| 2 probable | 12 perfect |
| 3 formal | 13 replaceable |
| 4 comprehensible | 14 legible |
| 5 literate | 15 security |
| 6 mature | 16 mobile |
| 7 regular | 17 resistible |
| 8 logical | 18 practical |
| 9 dependent | 19 capable |
| 10 responsible | 20 perceptible |

Phrasal Verbs

Fill in the correct phrasal verb in the appropriate form to complete the sentence.

act on / upon • allow for • answer to • back down • back up
back out of • be up to (x2) • blow up • bring about

- 1 There was no evidence to his story.
- 2 Terrorists have threatened to the embassy.
- 3 We had made an agreement, but Paul it at the last minute.
- 4 The children are too quiet; they must something.
- 5 She refused to and admit we were right.
- 6 I my father's advice and joined the police service.
- 7 All office staff the general manager.
- 8 The accident was by the driver's recklessness.
- 9 After the operation, he won't any physical work for several weeks.
- 10 We should set off early to heavy traffic.

Word Formation

Complete the sentence with the correct form of the word in capitals.

- 1 If it hadn't been for the between the two countries, they wouldn't have succeeded. **ALLY**
- 2 The young boys found the idea of having to stay behind after school most **APPEAL**
- 3 The crowd clapped with delight when Madonna made a surprise **APPEAR**
- 4 The event raised an amount of money for charity. **APPRECIATE**
- 5 We are working on the that prices will remain steady. **ASSUME**
- 6 Tracey needed that Simon would eventually marry her. **ASSURE**
- 7 It's the most book on the subject. **AUTHORITY**
- 8 Most trains nowadays have doors. **AUTOMATE**
- 9 It is a difficult task to teach young children with problems. **BEHAVE**
- 10 Her actions were seen as a of our trust. **BETRAY**

Prepositions

Fill in the correct preposition.

on • in • of • to • by • for

- 1 If you want to play, you must **abide** the rules.
- 2 We decorated the house your **absence**. Do you like it?
- 3 We were **absorbed** our studies and didn't realise how late it was.
- 4 Drinks were available **abundance** at the party.
- 5 **Abuse** drugs is quite common among certain age groups.
- 6 Are our plans **acceptable** you?
- 7 Staff members have **access** the computer.
- 8 Can you **account** the similarity in your essays?
- 9 **no account** must you leave a child unattended.
- 10 They didn't play outside **account** the rain.
- 11 We were not **accustomed** such hard labour.
- 12 It is difficult for immigrants to **adapt** a new way of life.

Transformations with Make **Exam Style**

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 three and eight words, including the word given.

1 Ridiculing him all the time is cruel.

fun It's all the time.

2 People are put off by her arrogance.

hard Her arrogance her.

3 It was difficult to see who was standing in front of me because it was too dark.

make It was so dark who was standing in front of me.

4 You must take her illness into consideration when writing her end-of-year report.

allowances You must her illness when writing her end-of-year report.

5 The disruptive student was given detention to deter the rest of the class from similar behaviour.

example The disruptive student was given detention to the rest of the class.

6 We succeeded in reaching the village before nightfall.

managed We the village before nightfall.

7 Benny was impressed with your talk on economics.

impression You Benny with your talk on economics.

8 If you set off early, you'll be there by lunchtime.

start If you , you'll be there by lunchtime.

9 One failed exam isn't the end of the world.

issue Let's out of one failed exam.

10 I'm glad you decided to turn up at last!

appearance I'm glad you decided at last!

11 He makes sure he visits his grandmother whenever he's in town.

point He his grandmother whenever he's in town.

12 You're going to look ridiculous if you carry on complaining.

fool You're going to if you carry on complaining.

Transformations **Exam Style**

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 three and eight words, including the word given.

1 He probably won't object to you staying the night.

likelihood There objecting to you staying the night.

2 You should expect some setbacks at first.

bound There at first.

3 The abolition of school uniform is long overdue.

away It's high school uniform.

4 When she heard she'd won, she didn't know what to say.

loss She when she heard she'd won.

5 This essay is better than your last one.

improvement This essay your last one.

6 Carol hadn't been feeling particularly well, so she decided to go to the doctor's.

weather Carol, so she decided to go to the doctor's.

7 I managed to pass the entrance exam the second time I tried.

attempt It was to pass the entrance exam.

8 Mark tends to speak without thinking.

habit Mark without thinking.

9 He was the only person to survive the crash.

sole He the crash.

10 Could you please help me with these suitcases?

kind Would help me with these suitcases?

11 I think you should buy a second-hand car instead of a new one.

better I think you a second-hand car rather than a new one.

12 I don't think you should bother trying to contact him.

point I don't think to contact him.

Phrasal Verbs

1 Replace the word(s) in bold with the correct phrasal verb in the appropriate form.

- bear down on • bear on / upon • bear out • bear up • bear with

- 1 How will this policy **relate to** the environmental problems we are concerned with?
- 2 We are very busy so please **wait patiently for** us – we'll serve you as soon as possible.
- 3 The hurricane **was moving quickly towards** the island.
- 4 The evidence seems to **confirm his story is true**.
- 5 How is she **coping** since she lost her job?

2 Match the columns.

- | | | |
|--|-------|--|
| 1 The fight broke | ..... | a off their engagement. |
| 2 School breaks | ..... | b out in a rash . |
| 3 My car has broken | ..... | c out after the two men traded insults. |
| 4 She had an allergic reaction and broke | ..... | d down , so I need to find a mechanic. |
| 5 He didn't love her anymore, so he broke | ..... | e up for the summer holidays next week. |

Idiomatic English

Fill in the correct form of **do**, **make** or **put** to complete the idioms and then match them with their meanings.

- 1 If they **their heads together**, they could find a solution to the problem.
- 2 You've been so helpful while I've been ill. I hope I'll be able to **you a good turn** one day.
- 3 We always **a point of** sending old friends Christmas cards.
- 4 She appears to be coping quite well, but I think she's just **on a brave face**.
- 5 I couldn't **head (n) or tail of** his handwriting.
- 6 Why do you have to **a mountain out of a molehill**? It's not that important.

- A ensure one does something
- B not understand
- C work together to solve something
- D hide one's fear / anxiety for the sake of appearances
- E exaggerate the seriousness of something
- F do someone a favour or help someone in return

ON COURSE for the Cambridge English Proficiency is a comprehensive coursebook which will not only motivate students but also provide them with ample material to help them develop the advanced language skills required for the examination.

Key features of **ON COURSE for the Cambridge English Proficiency** are:

- interesting and challenging reading texts.
- a wealth of **exam practice material**, including **word formation** and **key word transformations**.
- useful language including **idiomatic English**, **collocations**, **phrasal verbs** and **prepositions** with special emphasis on **word usage**.
- coverage of all **writing tasks** encountered in the examination, with guidance on organization, style and exam techniques.
- **listening tasks** which incorporate a wide variety of situations and accents to help improve listening skills.
- a range of **speaking exercises** which aid the development of oral skills.

ON COURSE for the Cambridge English Proficiency will thoroughly prepare students for all four papers of the examination – **Reading & Use of English, Writing, Listening and Speaking** – helping them to acquire and perfect the special skills needed to cope successfully with the examination.

ISBN 13: 978-960-409-750-0



9 789604 097500