LISTENING PRACTICE

Getting Ready



What are your favorite things? Write your answers in the chart and compare them with a partner.

	You	Your partner
favorite kind of sport	_____	_____
favorite kind of food	_____	_____
favorite kind of music	_____	_____
favorite kind of movie	_____	_____
favorite free time activity	_____	_____
other: _____	_____	_____

CD 2-33

Listening 1

People are talking about their preferences. What do they prefer? Listen and circle the correct answer.

1. a. traveling by plane
   b. traveling by train
2. a. living in an apartment
   b. living in a house
3. a. British English
   b. American English
4. a. working in an office
   b. working in a store
5. a. learning Spanish
   b. learning German
6. a. rock music
   b. jazz music

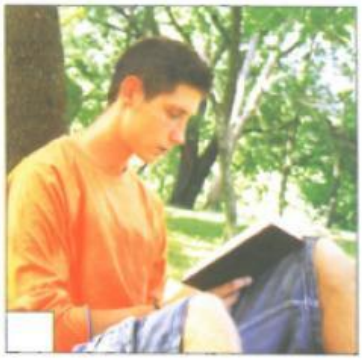
LIVEWORKSHEETS

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Listening 2

CD 2-34 ▶ Task 1

People are talking about things they like. Listen and number the photos.

A. 

B. 1 

C. 

D. 

E. 

F. 

CD 2-34 ▶ Task 2

Listen again. Do the people agree? Check (✓) the correct answer.

1. ☑ They agree.
   ☐ They don't agree.

2. ☐ They agree.
   ☐ They don't agree.

3. ☐ They agree.
   ☐ They don't agree.

4. ☐ They agree.
   ☐ They don't agree.

5. ☐ They agree
   ☐ They don't agree.

6. ☐ They agree.
   ☐ They don't agree.

LIVEWORKSHEETS

Listening 3

CD 2-35 ▶ Task 1

People are giving their preferences. What topic is each person talking about? Listen and circle the correct answer.



1. (a.) vacations
   b. friends
   c. exercise

2. a. stores
   b. restaurants
   c. places to live

3. a. hotels
   b. places to live
   c. schools

4. a. cars
   b. hotels
   c. places to live

5. a. cars
   b. computers
   c. cats

6. a. vacations
   b. jobs
   c. sports

CD 2-35 ▶ Task 2

Listen again. Are these statements true or false? Check (✓) the correct answer.

	True	False
1. He prefers traveling by himself.	☑	☐
2. She likes loud, trendy places.	☐	☐
3. She prefers places with swimming pools.	☐	☐
4. He can't stand living in the suburbs.	☐	☐
5. She prefers just one to keep her company.	☐	☐
6. Making a lot of money isn't important to her.	☐	☐

LIVEWORKSHEETS

Conversation Corner

Asking about preferences

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Pronunciation

Intonation of questions of choice

Pronunciation Help

When asking about preferences, use rising intonation for the first choice and falling intonation for the second choice.

CD 2-36 ▶ Task 1

Listen and repeat.

1. Do you prefer traveling by train or by plane?
2. Which would you rather learn—German or Spanish?
3. Would you rather work in an office or a department store?
4. Do you prefer living in a house or an apartment?

▶ Task 2

Read the questions to a partner. Be sure to use the correct intonation.

Dictation

CD 2-37 ▶ Task 1

Listen to the conversation. Write the missing words.

A: _____ _____ _____ studying at night or in the morning?

B: I prefer studying at night. How about you?

A: I like studying at night, too. _____ _____ _____ prefer—going out to a movie or watching a DVD at home?

B: I prefer going out to a movie. I like watching movies on a big screen. Which _____ _____ _____ better?

A: I like to watch DVDs at home. It's more comfortable, and I can rewind or pause the movie whenever I want to.

▶ Task 2

Practice the conversation with a partner. Be sure to use the correct intonation.

Conversation

Work in pairs. Think about your favorite TV show, song, and food. Tell your partner about each one.

LIVEWORKSHEETS

READING PRACTICE

READING

Matching information and features

- locate information in a passage
- locate and match opinions in a passage
- understand and use phrases for examples, reasons, and effects



Topic focus

1 How much do other people influence the films you choose to watch? Circle an option 1–5 for each group.

	No influence → Significant influence				
Friends	1	2	3	4	5
Family	1	2	3	4	5
Film critics	1	2	3	4	5
Bloggers	1	2	3	4	5

2 Compare your answers with a partner. Explain your reasons.

My friends have the most influence, but I like to see what film critics write because ...

Exam skills

Locating information

3 Read the question below. Underline one key word that will help you to locate the information in the passage.

Which paragraph tells you about ...

1 a reason for a recent improvement in reviews? ____

4 Now scan the passage on page 55 to answer the question in exercise 3. Did the key word you chose help you to find the information quickly?

EXAM TIP 1.53

Some matching questions ask you to look for specific information. What *two* things should you do before you start looking?

» page 148

Exam practice

5 The passage has five paragraphs, A–E. Which paragraph contains the following information? You may use any letter more than once.

1 ____ the effects of a change in how we communicate
2 ____ an example of where you can read many opinions about films
3 ____ an innovation from the 1920s that was not liked by everyone
4 ____ a change in the popularity of films
5 ____ an event that was copied by others
6 ____ the result of a new way of watching films

Exam skills

Locating and matching opinions

6 Look at the question asking about an opinion. What would you scan the passage for first to find the answer?

Which is W.G. Faulkner's opinion?

1 Cinema has become popular in a certain country.
2 Films are generally of a low standard.
3 The cinema should have a higher status in society.

7 Views are often given with reporting or opinion verbs such as *believe*, *consider*, or *think*. Underline the sentence in the passage that expresses Faulkner's view.

LIVEWORKSHEETS

THE RISE AND FALL OF THE FILM CRITIC

A Long before Hollywood began to dominate the industry, watching films was already a popular leisure activity in the UK. At first, these films had relatively low status since people preferred other forms of entertainment and they were only shown after other performances in theatres or in empty shops. But at the start of the twentieth century the first purpose-built 'electric palaces' – in other words 'cinemas' – arrived and, as a result, films started to gain higher status. Soon afterwards, film critics started to appear.

B Professional film criticism has a history of about 100 years. In 1912, a journalist by the name of W.G. Faulkner observed that the cinema had now 'become an everyday part of the national life.' A year later, he became the author of the first regular criticisms of films in any British newspaper. Subsequently, many methods of criticizing and rating films evolved, such as Hollywood's famous 'star system'. This was born in 1928 in the New York Daily News, and some historians see it as a key moment in the development of film criticism. However, many professional film critics did not (and still do not) like the star system due to its simplicity.

C In America, some critics believed that standards in the 'movie' industry in general needed raising. Consequently, in 1929 the Academy of Motion Pictures, Arts and Sciences, set up by MGM film studios, organized the word's first media awards ceremony, now called 'The Oscars'. In an effort to preserve the neutrality and professionalism of film criticism, several independent organizations, for instance the New York Film Critics Circle (founded in 1935), soon followed with their own awards ceremonies.

D A century after the birth of film criticism, some critics feel that their professionalism is under attack. Arguably, they are no longer respected as individual thinkers but are seen as part of the advertising machine of the film industry. This is partly because the internet now allows anyone who is interested in films to write reviews, resulting in a mass of comments by amateurs and fans. Some film critics, such as Armond White, argue that the outcome of this has been to lower the standards of the profession – potentially because film criticism is no longer written by people who have studied cinema at university but by film-loving bloggers instead.

E So has film criticism ceased to exist in a form that is worth reading? Not necessarily. According to the media guru Roger Ebert, reviews are much clearer now since they are no longer written by academics who, arguably, don't always write clearly. Not only this, but websites, for instance Rotten Tomatoes or IMDb, can bring together many reviews in one place. While these may not always offer academic insights, they offer a broader view of a film than 'expert' reviewers can. In short, film criticism, like the films we watch, has evolved. Whether this change is for the better continues to be a matter of debate.



8 **Which of the sentences in exercise 6 means the same as the sentence you underlined in the passage?**

Exam practice

9 **Look at the names of people / organizations A–E and statements 1–5 below. Match each statement with the correct name.**

A Academy of Motion Pictures, Arts and Sciences
B Professional film critics
C New York Film Critics Circle
D Armond White
E Roger Ebert

1 Film criticism should be professional.
2 Improvements are necessary in all parts of the film business.
3 The internet has improved film reviews.
4 The internet has made film criticism worse.
5 The star system is not sophisticated.

Vocabulary

VOCABULARY FILE » page 125

Examples, reasons, effects

10 **Decide if the words in bold in sentences 1–3 refer to an example, a reason, or an effect.**

1 Watching films at home is now common, **so** fewer people go to the cinema.
2 The *New York Daily News* said *Lawless* was excellent, but the *New York Post* said it was weak, which **illustrates** how reviews can differ.
3 English spread around the world partly **because** of the popularity of American films.

LIVEWORKSHEETS

11 Put the words in bold in exercise 10 into the correct columns of the table. Then add those from the list below.

as for instance since such as as a result consequently
for example outcome due to resulting in

Introducing examples	Introducing reasons	Introducing effects

12 Write a short paragraph about an entertainment trend in your country and its effect.

Example: *People in my country watch action films a lot as they are exciting. As a result, society is becoming more violent.*

What do you think?

13 Tell your partner your opinion of a film you watched recently.

SPEAKING PRACTICE





Develop your exam skills

info

The complete Speaking test (Parts 1, 2 and 3) takes 11–14 minutes. The examiner asks questions and the candidate gives answers. The answers are recorded.

Part 2: Individual long turn

- Part 2 takes 3–4 minutes.
- The examiner gives you a 'task card' with written prompts. He/She asks you to talk about the topic and include the points on the card. The topic is about a personal experience.
- You have one minute to prepare your talk and the examiner gives you a pencil and paper to make notes.
- You talk for one to two minutes about the topic. You can use your notes to help you.
- Then the examiner asks you one or two more questions on the same topic.
- Part 2 tests your ability to talk and develop your ideas about a topic using relevant vocabulary and grammar. It also tests your ability to give a fluent and organized answer.

LIVEWORKSHEETS

18 **1** **Read the task card and decide how you would answer. Do you think the task is easy or difficult? Then listen to the examiner's instructions. What extra information does he give?**

> **Describe a newspaper or magazine you enjoy reading.**
>
> You should say:
>
> what kind of newspaper or magazine it is
> which parts of it you read
> when and where you read it
>
> and explain why you enjoy reading it.

19 **2** **Look at the underlined key words on the task card in Exercise 1 above. Then read the notes on each key word below. Listen to the student's answer and circle the notes that she talks about.**

1 newspaper or magazine: (magazine) | newspaper
2 what kind: fashion | sport | travel
3 which parts: adverts | interviews | letters | news
4 when: every day | the weekend | sometimes
5 where: home | school
6 explain why: It's very interesting. | It's relaxing.

Exam tip

It is very useful to identify 'key words' in exam questions and exam information. These are important words which show you what to include in your answer.

see **GRAMMAR** page 143 and more **PRACTICE** online

19 **3** **Match the sentences below to the key words in Exercise 2. Then listen again and check. Think of any follow-up questions you could ask, for example: *Who are your favourite players?***

a I enjoy reading a magazine called *Fab Football*. newspaper and magazine
b I prefer reading the interviews with famous players or the news. .....
c I read *Fab Football* every weekend. .....
d It's about sport. .....
e It's very interesting. .....
f Then I go home and read. .....

4 **Make your own notes for the task card in Exercise 1 using the key words to help you.**

1 newspaper or magazine: .....
2 what kind: .....
3 which parts: .....
4 when: .....
5 where: .....
7 explain why: .....

LIVEWORKSHEETS

Exam tip

You have one tc two minutes to give your answer in the individual long turn. You can practise keeping to this time by using a stopwatch to time your answer.

5 **Expand your notes from Exercise 4 to make sentences.**

1 newspaper or magazine: .....
2 what kind: .....
3 which parts: .....
4 when: .....
5 where: .....
6 explain why: .....

GRAMMAR PRACTICE

B Grammar

1 Comparative and superlative adjectives

Adjectives are words which describe nouns (things and people). > Compare with adverbs in Unit 8.

Adjective	Comparative	Superlative
one syllable *strong* *great*	add *-er* *stronger*	add *-est* *the strongest*
	*You can become **stronger** at Transformers Fitness Centre.* *We've got **the greatest** variety of games ever!*	
two syllables, ending in *-y* *tidy* *funny*	drop *-y* and add *-ier* *tidier*	drop *-y* and add *-iest* *the tidiest*
	*Their flat is **tidier** than ours.* *They're **the funniest** monkeys you've ever seen.*	
two/three/four syllables *famous* *beautiful* *self-confident*	*more* + adjective *more self-confident*	*the most* + adjective *the most self-confident*
	*You can become a **more self-confident** person.* *He is **the most famous** actor in the film.*	

LIVEWORKSHEETS

A few two-syllable adjectives (e.g. *quiet, pleasant, common, polite*) sometimes also use *-er* or *-est*:
*It's **quieter** than any garden I've visited before.*

Two-syllable adjectives ending in *-ow* and *-er* can usually add *-er* or *-est*:
clever → cleverer narrow → the narrowest

Two-syllable adjectives ending in *-le* usually add *-r* or *-st*:
simple → simpler → the simplest

Most one-syllable adjectives ending in one vowel + *-b, -d, -g, -n, -p* or *-t* double the last letter before adding *-er* or *-est*:
*big → bigger sad → the sa**dd**est*

A few adjectives have irregular comparative and superlative forms:
good → better → best bad → worse → worst far → farther/further → farthest/furthest

2 Comparative structures

We can use comparative structures to say that:

- things are more:
  *Our prices are **better than** those of our rivals.*
  *We have a **more exciting** range of games **than** you'll see anywhere else.*
- things are less:
  *Pre-owned games usually aren't **as/so expensive as** new ones.*
  *The games in the sale are much **less expensive than** usual.*
- or things are equal:
  *Fantasy games are **as popular as** football games with our customers.*

3 Adjectives ending in *-ing* and *-ed*

Some common adjectives are formed from verbs and have both *-ing* and *-ed* forms.

We use the *-ed* form to describe our feelings:
*I'm **tired**.* (= a description of how I feel: I've used up all my energy so I need a rest)

We use the *-ing* form to describe the things which make us feel like this:
*This work is **tiring**.* (= a description of the work: it takes a lot of energy to do it)


I'm tired.


It's tiring.

Compare these sentences:

*It's a **boring** film.* (= there's no action in it)	*The visitors are **bored**.* (= they have nothing to do)
*We had a **relaxing** holiday.* (= the atmosphere was restful)	*Good driving instructors always have a **relaxed** manner.* (= they don't seem nervous)
*That was a very **satisfying** meal.* (= there was plenty to eat)	*The airline has many **satisfied** customers.* (= the customers feel happy)

4 Adjective position

Adjectives in English usually go in front of the word they describe:
*We visited an **old** house. We saw some **beautiful** paintings and some **elegant** furniture.*

Adjectives can also follow verbs such as *be, get, become, look, seem, appear, sound, taste, smell* and *feel*:
*Everything seemed **pleasant** when we started. The flowers smelt **beautiful** and the gardens looked **wonderful**. But the weather got very **hot** and we all felt **exhausted** by the end of the day.*

There are many nouns in English which are used as adjectives:
*a **diamond** ring a **library** book a **seaside** hotel **folk** music **strawberry** jam*

LIVEWORKSHEETS

5 Adjective order

When we use more than one adjective, we usually put them in a certain order. We say:
a strange old wooden chair (**not** ~~*a wooden old strange chair*~~)

We usually begin with adjectives which give an opinion or general impression:
*a **dangerous** old car* *a **delicate** oval tray* *a **valuable** silver spoon*

Adjectives giving factual information usually follow the opinion/impression adjective and go in this order:

	Size	Age	Shape	Colour	Origin	Material	Purpose	
an	enormous	old		red				car
a	small		oval		French			mirror
an		antique				silver	soup	spoon

Two colour adjectives are separated by *and*:
*a **black and white** photograph*

When we put more than one adjective after a verb, we use *and* before the last one:
*The day was **hot and tiring**.*
*Lord Byron was described as **mad, bad and dangerous** to know.*

C Grammar exercises

1 Complete this email with the comparative or superlative form of the adjectives and any other words (e.g. *the, as, so, than*) that are needed.

Hi Lily

Well, we've moved at last! When we first got here, the house seemed **(1)** larger (*large*) than we remembered, because it was empty, but now it's got our furniture in it, it doesn't feel **(2)** _____ (*spacious*) before. We've got to do some decorating, and that will be **(3)** _____ (*expensive*) we expected because the walls are in a **(4)** _____ (*bad*) condition than we thought. But we'll manage somehow, and soon we'll have **(5)** _____ (*smart*) house in the town. And if your Uncle Bob has his way, we'll have **(6)** _____ (*lovely*) garden as well. We'll also be **(7)** _____ (*poor*) and **(8)** _____ (*exhausted*) householders in the country, but never mind. We still think moving here is **(9)** _____ (*good*) thing we've done for years. We can't imagine now why we didn't do it when we were **(10)** _____ (*young*).

Come and see us soon. Catch a train if you can, because it's almost **(11)** _____ (*cheap*) the bus, and the railway station is **(12)** _____ (*near*) our end of town.

Love, Auntie Rosie

LIVEWORKSHEETS

2 Choose the correct adjectives.

1 James told us some *fascinating* / *fascinated* stories about the music business.
2 Why are you looking so *depressing* / *depressed*? What's wrong?
3 Sarah's got an *amazing* / *amazed* collection of computer games.
4 Felix has this really *annoying* / *annoyed* habit of reading my emails.
5 The *boring* / *bored* students started causing trouble in class.
6 I watched the show for a while, but it wasn't really *interesting* / *interested*, so I left.
7 The food in this canteen is absolutely *disgusting* / *disgusted*.
8 The astronaut gave a *relaxing* / *relaxed* wave and entered the space capsule.

3 Correct the mistake in each of the following sentences by Cambridge First candidates.

1 I would like to join the club as I have been ~~interesting~~ in local history for a long time. interested
2 Young people find it bored to visit art galleries at the weekend. _____
3 The hotel is situated in a place that is as beautiful than any other place in the country. _____
4 It is easyer for me to do my studies now that I have bought a computer. _____
5 It's more quicker to learn a language if you study in that country. _____
6 I think that animals are more safe in zoos than in other places. _____
7 If we plant more trees, the city will be greenner and pleasanter. _____
8 She feels even more worse now that everybody knows about her bad news. _____

4 Choose the correct sentence from each pair.

1 a That was the worse film I've ever seen!
  b That was the worst film I've ever seen! ✓
2 a Michael's got a fantastic new leather jacket.
  b Michael's got a leather new fantastic jacket.
3 a I didn't eat any bread because I thought it looked as stale.
  b I didn't eat any bread because I thought it looked stale.
4 a Our last holiday wasn't so enjoyable than this one.
  b Our last holiday wasn't so enjoyable as this one.
5 a The frightening teenagers locked the door and called the police.
  b The frightened teenagers locked the door and called the police.
6 a Lucia should catch an earlier train if she wants to get to London by five.
  b Lucia should catch a more earlier train if she wants to get to London by five.
7 a Our hockey team plays in blue white striped shirts.
  b Our hockey team plays in blue and white striped shirts.
8 a I think your new dress looks beautiful.
  b I think your new dress looks beautifully.

LIVEWORKSHEETS

5 **Look at this designer's sketch of a costume for a film and complete the notes. Fill in the gaps with adjectives for each part of the costume.**



1 an _____ enormous round blue _____ hat

2 a _____ shirt

3 a _____ ring

4 a pair of _____ boots

5 a pair of _____ trousers

Exam practice

Reading and Use of English 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**).

Welcome guests?

My wife Penny and I usually love to **(0)** _A_ our friends but we will never invite my old friend Fred and his wife Kate again! We are currently **(1)** _____ from the weekend they spent with us. We've known them both since our school **(2)** _____ . So, although we rarely see them, you'd think we'd have a fairly **(3)** _____ idea of what sort of people they were. However, we discovered that our lives have **(4)** _____ very different directions.

We have good jobs but they are very **(5)** _____ and we work long hours. At weekends we try to snatch a few moments of **(6)** _____ in between catching up with the housework. Kate and Fred are postgraduate students and they live with his parents. His mother cooks their **(7)** _____ meals for them and does all their washing. So they **(8)** _____ weekends as leisure time and never think of offering to help with daily chores.

By the time they left, we were both cross and worn out!

LIVEWORKSHEETS

0	A	entertain	B	visit	C	receive	D	host
1	A	repairing	B	recovering	C	revising	D	retiring
2	A	terms	B	days	C	times	D	ages
3	A	fine	B	strong	C	good	D	right
4	A	taken	B	left	C	chosen	D	gone
5	A	exhausted	B	tired	C	demanding	D	caring
6	A	extension	B	relaxation	C	expression	D	reflection
7	A	major	B	essential	C	key	D	main
8	A	regard	B	believe	C	think	D	expect

Grammar focus task

1 The words in the box are from the exam text. Which of them are adjectives and which of them are nouns that can be used as adjectives?

daily	different	good	leisure	long	main	old	school	postgraduate

2 Without looking back to the text, match each word from the box with the noun it describes in the text.

1	daily chores	4	_____ idea	7	_____ students
2	_____ friend	5	_____ directions	8	_____ meals
3	_____ days	6	_____ hours	9	_____ time

LIVEWORKSHEETS