



Culture old and new

READING AND USE OF ENGLISH



- 3 What are the advantages and disadvantages of seeing art and music: a) live? b) on TV? c) via the Internet?

Part 5

Quick steps to Reading and Use of English Part 5

- Look at the title and introduction, then quickly read the text.
- Remember that the questions follow the order of the information in the text.
- If an answer isn't obvious, cross out the options that are definitely wrong and choose from those remaining.

- 4 Read the text quickly. Which of the points you discussed in Exercise 3 does the writer mention?

- 5 For each exam question:

- 1 study the question or unfinished sentence
- 2 find the relevant part of the text
- 3 draw a vertical line next to it, plus the question number.

- 6 Do the exam task.

Exam tip

Remember you can answer the questions without understanding every word or phrase in the text.

Exam task

You are going to read a newspaper article. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

Collocations

- 1 Which of these adverbs collocate with each adjective?

Example: generally / highly / widely acclaimed

Adverbs

absolutely completely deeply dreadfully
eagerly generally highly perfectly totally
utterly wonderfully widely

Adjectives

acclaimed anticipated appalling distinctive
enjoyable hilarious imaginative overrated
pointless talented tedious unconventional

- 2 Say how you feel about each of the pictures using collocations from Exercise 1.

Online arts: Click-fix culture

You can watch a rock concert and tour an art gallery from the comfort of your armchair. But can it replace the thrill of the real thing? Fiona Sturges finds out

Fancy an evening at the theatre but can't face sitting there for hours? Theatre companies will happily stream performances live. Want to see a band but put off by the exorbitant ticket prices? No worries. Many mainstream bands allow their concerts to be streamed free of charge. Now galleries are getting in on the act too, enabling sofa-bound art lovers to wander around the world's greatest art institutions, all in high resolution and without fear of getting sore feet. But is it really the same as seeing paintings in the flesh? I decided to find out.

My first stop is the Uffizi in Florence, where I am immediately deposited in front of Botticelli's fifteenth-century *Birth of Venus*. In technological terms, it's very impressive. I can see every bump and line in the surface of the paint. If I were there in person, I would need

one hefty magnifying glass to view it like this. It occurs to me that Botticelli would never have seen it in such detail and I wonder what he would have thought of us all marvelling at every sliver of paint through an online high-resolution prism.

Next, I head to the Museo Reina Sofia in Madrid, one of my favourite galleries. I enjoy myself racing past sculptures and going eyeball to eyeball with assorted portraits in a manner that would be frowned upon were I actually there. There's a lot to be said for viewing art this way. Admission is free and there aren't any queues. Plus, you won't have to listen to the babble of fellow visitors as they loudly broadcast their knowledge of surrealism.

But it's no substitute for the real thing. Billions of pixels can't accurately transmit the scale or colour or atmosphere of a painting or convey the sense of wonder you feel when standing in front of it. And only in a gallery do you have the opportunity to shut out the rest of the world, engage with a work and view it in context. My enduring thought, while strolling around the Reina Sofia online, is how much nicer it would be if I were actually in Madrid.

So how about a gig instead? If any medium has fearlessly embraced new technology it's pop, so the streamed concert is surely live music's logical evolution. Without leaving my postcode, I watch an outdoor music festival famous for its overcrowding. My initial feeling is of smugness as I get the best views of the best bands without the physical discomfort. But as the show goes on my attention starts to drift and I wander off to make a cup of tea.

Filmed concerts, whether on television or online, invariably struggle to convey the tension of live performance. That sensation of a crowd collectively holding their breath as a song reaches its crescendo – you don't get that sitting at home. Watching a band this way can be lonely too. I've got strong feelings about other people at pop concerts, notably those who sing along too loudly or photograph every moment with their mobile phones. But I'd sooner experience live music in a roomful of strangers than be standing there alone.

Art in almost all its forms is meant to be a communal experience. It is also a ritual, one that is about so much more than the cultural event itself. These are pilgrimages made by people in pursuit of a particular visceral sensation. Often the pleasure is as much in the anticipation as the execution. Remove the build-up, the tantalising bit where you imagine how it will be, and you take away a vital part of the experience. line 51

Lying on the sofa, with computers, phones and remote controls all within easy reach, is my default setting. But when it comes to art appreciation, even a slob like me can recognise the basic requirement to leave the house. Ultimately it's a bit like watching holidays on telly. Yes, you can cut out the sweat, the aching legs, the ravenous mosquitoes and the dodgy souvenirs. By staying at home, you can take in the finest views. But it's just not the same if you can't feel the sun on your face.

- 1 What point is the writer making about *Birth of Venus* in the second paragraph?
 - A Modern technology reveals the flaws in the painter's technique.
 - B The painting lacks interest when seen over the Internet.
 - C She enjoyed it more when she actually went to the art gallery.
 - D We can examine it more closely than the artist himself could.
- 2 What, according to the writer, is a disadvantage of going to an art gallery in person?
 - A There is a risk of being disturbed by people trying to show off.
 - B It is impossible to concentrate on paintings because of distractions.
 - C You may be tempted to spend more time seeing the city than the gallery.
 - D There are often too many paintings of famous people from the past.
- 3 How does the writer react to seeing a concert online?
 - A She is glad to avoid the tense atmosphere at the event.
 - B She likes being able to have a drink while she watches.
 - C She enjoys the experience at first but then loses interest.
 - D She feels music has adapted too slowly to modern technology.
- 4 What does the writer say she enjoys about live music?
 - A taking photos of the concert
 - B forming part of the audience
 - C joining in with the songs
 - D watching the concert with friends
- 5 The word 'it' in line 51 refers to
 - A looking forward to the main event
 - B experiencing the actual performance
 - C observing other people enjoying art forms
 - D sharing the experience of travelling to the venue
- 6 The writer compares online art with holidays on television to show that
 - A appreciating art is more relaxing than going on holiday.
 - B art appreciation is less popular than watching TV.
 - C art cannot be fully appreciated from a distance.
 - D to appreciate art it is best to see it in sunny countries.

Verbs followed by the infinitive and/or -ing

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1 Complete the sentences with the correct form of the verb in brackets. Then match each of the verbs in bold with a–f.

- The security guards **caught** a thief (attempt) to steal a painting.
- Anna's parents **should** (let) her have music lessons if she wants them.
- I **couldn't afford** (go) to the ballet.
- I **love** (listen) to blues or jazz.
- I **wouldn't mind** (see) that band live.
- My friends **persuaded** me (join) a theatre group.

- infinitive without to
- to-infinitive
- object + to-infinitive
- ing
- object + -ing
- to-infinitive or -ing (with similar meanings)

Now add more verbs to each of categories a–f. Write an example sentence using one verb in each category.

- 2** Complete the sentences using the correct form of a suitable verb. Add an object where necessary.
- To become a top musician, you have to practise
 - If tickets keep going up, people should refuse
 - In the cinemas, they shouldn't let
 - If you miss the start of the film, it isn't worth
 - When an artist sees lovely countryside, it can inspire
 - He once got into a rock concert by pretending
 - At first I couldn't see my friends, but then I spotted
 - If you have a backstage pass at a concert, it enables

3 Match the sentence halves and explain the difference in meaning when the verb is followed by *to* + infinitive or -ing.

- | | |
|--|--|
| 1 a) I meant to see the exhibition | i) paying a lot to go in. |
| b) Seeing the exhibition meant | ii) but it cost too much to go in. |
| 2 a) We tried to play the song faster | i) but we found we couldn't. |
| b) We tried playing the song faster | ii) but it sounded even worse. |
| 3 a) I'll never forget taking | i) those photos on my phone. |
| b) I'll never forget to take | ii) my phone with me again. |
| 4 a) I remembered to get tickets | i) for the show and feeling so excited. |
| b) I remembered getting tickets | ii) for the show, fortunately. |
| 5 a) I regret to say that | i) your application has been unsuccessful. |
| b) I regret saying that | ii) I didn't want to be in the band. |
| 6 a) The star stopped talking to the journalist | i) standing near the red carpet. |
| b) The star stopped to talk to the journalist | ii) who had misquoted her. |

4 Which of these exam candidates' sentences contain mistakes with verbs followed by the infinitive or -ing? Correct any mistakes.

- I want that everything goes well next weekend.
- I feel like to watch television.
- The longer and the better the boy played, the more people stopped to listen to his music.
- She wanted to be successful, even if it meant to postpone their wedding for a few years.
- You have to remember doing exercise every day if you want to be healthy.
- The fact we could communicate in English enabled us to hold really interesting debates.
- You will get into trouble if you go on to behave like that.
- When I saw how good the film festival was, I really regretted to not invite you.



READING AND USE OF ENGLISH

Frequently confused words

- Complete the sentences with the best answers, A, B, C or D. Think carefully about the meaning of each word.
 - The print edition of the dictionary is regularly to include new words.
A renovated
B renewed
C upgraded
D updated
 - The sculpture is worth an \$10 million.
A assessed
B evaluated
C appreciated
D estimated
 - The buildings in town are nearly a thousand years old.
A historic
B outdated
C elderly
D historical
 - The soloist her success on a series of acclaimed concerts.
A assembled
B built
C composed
D manufactured
 - My sister most of her spare time to writing poems.
A assigns
B devotes
C allocates
D distributes
 - At first, they look like photos, but they're actually drawings.
A glimpse
B view
C gaze
D glance

Part 1

Quick steps to Reading and Use of English Part 1

- For each gap, decide what part of speech the four options are.
- Before you look at the options, think of a word that might fit the gap.
- Cross out any options you are sure are wrong, and choose from those that remain.

- Quickly read the title and the text in the exam task. What is the writer's overall purpose?
- Look at each question and decide what part of speech the options are, e.g. 0 verbs.
- Do the exam task.

Exam tip

Look at the whole sentence before choosing an option.

Exam task

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).

Example: 0 A urges B stimulates C persuades D encourages

CONTEMPORARY ART MATTERS

Contemporary art plays on the emotions and (0) the mind. It can send powerful messages, (1) political, social or environmental issues. It can also lead to (2) reactions, including outrage from those who like to be shocked.

It is available to everybody. Admission to contemporary art museums is usually free, whereas viewing traditional art often (3) going to expensive art galleries to see the (4)

Major museums may contain thousands of works, and although inevitably some will not be to everyone's (5), many will be quite fascinating. They may even (6) the visitor to create their own pieces; if not for display in a museum, then as a form of street art – which is a wonderful way for young people to (7) their feelings and ideas.

In fact, creating works of contemporary art can be therapeutic, often proving (8) effective in helping people recover from emotional or psychological problems.

- | | | | |
|--------------|-------------|----------------|-----------------|
| 1 A rising | B focusing | C highlighting | D concentrating |
| 2 A hard | B strong | C high | D deep |
| 3 A obliges | B forces | C makes | D means |
| 4 A extracts | B exposures | C exhibits | D exploitations |
| 5 A taste | B fancy | C appetite | D flavour |
| 6 A affect | B inspire | C impress | D influence |
| 7 A inform | B comment | C account | D express |
| 8 A highly | B utterly | C perfectly | D absolutely |

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LISTENING



1 Discuss these questions.

- 1 Why do people go to see collections like those in the pictures?
- 2 Which do you find most/least interesting? Why?

Part 4

Quick steps to Listening Part 4

- Look quickly at both tasks to see what you have to listen for in each case, e.g. *problems, opinions*.
- Listen to everything a speaker says before deciding on an answer.
- At the end, check that you have chosen an answer for all the questions.

2 Look quickly at the exam task. Which part of this particular task, Task One or Task Two, focuses on the speakers' feelings, and which on the context?

3 Note down:

- words associated with each of the activities in Task 1.
- words or phrases with similar meanings to the adjectives in Task 2.

4 2.02 Do the exam task. Listen for the words you noted down in Exercise 3, and for the same ideas expressed in different words.

Exam task

You will hear five short extracts in which people describe cultural activities.

While you listen you must complete both tasks.

TASK ONE

For questions 1–5, choose from the list (A–H) the activity each speaker is describing.

A watching a DVD at home	Speaker 1		1
B going to the opera	Speaker 2		2
C going to the theatre	Speaker 3		3
D listening to a concert on the radio	Speaker 4		4
E viewing an exhibition of posters	Speaker 5		5
F going to the cinema			
G visiting a museum of ancient artefacts			
H viewing a collection of photographs			

TASK TWO

For questions 6–10, choose from the list (A–H) how each speaker says they felt during the activity.

A disappointed	Speaker 1		6
B puzzled	Speaker 2		7
C bored	Speaker 3		8
D fascinated	Speaker 4		9
E scared	Speaker 5		10
F amused			
G depressed			
H angry			

Exam tip

Remember that you may hear answers to Task Two before answers to Task One.



SPEAKING

Expressing likes, dislikes & preferences

- 1 2.03 Complete the dialogue with these words. Then listen to check your answers.

appeal dislike favourite keen mind nothing
prefer preference rather stand

Kim: There's (1) I like more on a Saturday evening than watching that talent show.

Abbie: I can't say it's one of my (2) programmes. If I'm at home then, my own (3) is for a good historical drama.

Kim: They don't really (4) to me, to be honest. I'd much (5) see a good crime series.

Abbie: Really? I'm not at all (6) on those. They all seem the same to me. And there's far too much violence – I really can't (7) that.

Kim: Not in all of them. From what you say, you'd probably (8) the ones that show actual murders, but I don't think you'd (9) the kind of detective series that I enjoy.

Abbie: Maybe, but I still think I'd (10) to watch *Downton Abbey*.

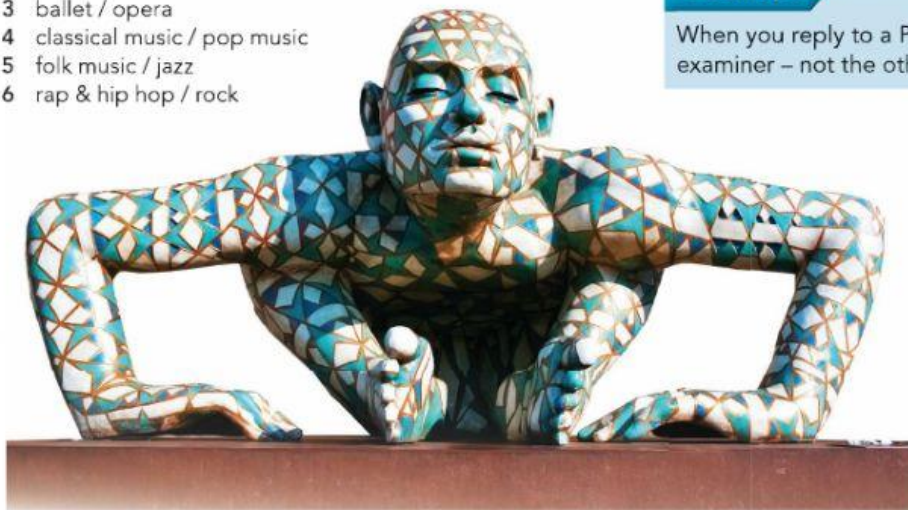
- 2 Which of these expressions in the box are followed by:

- the bare infinitive?
- the to-infinitive
- ing?
- either the to-infinitive or -ing?

would rather keen on can't stand dislike
don't mind prefer would prefer enjoy hate

- 3 For 1–6, say what you like and dislike about each, then say which you prefer. Use a range of expressions from Exercise 1.

- contemporary art / traditional art
- cinema / theatre
- ballet / opera
- classical music / pop music
- folk music / jazz
- rap & hip hop / rock



Part 1 Page 107

Quick steps to Speaking Part 1

- Be friendly and polite to the other candidate and the examiners.
- Speak clearly and loudly enough for both examiners to hear you.
- If you are asked about your likes or preferences, try to use a range of expressions.

- 4 2.04 Listen to these extracts from Olga and Nikos practising Part 1. Assess their speaking using the five points in Exercise 4 on page 13 [Unit 1].

- 5 2.04 Listen again. Which expressions do they use to express likes, dislikes and preferences? What would you add to their comments?

- 6 Work in groups of three: one 'examiner' and two 'candidates'. The examiner asks each candidate some of these questions. The examiner then comments and makes suggestions.

- What kind of TV programmes do you like, and which do you dislike?
- Do you prefer to listen to music on your own or with friends?
- What do you enjoy most about being on holiday?
- Do you prefer to spend your free time at home or going out with friends?
- What kind of books do you enjoy reading?
- Do you prefer to watch one episode of a series at a time on TV, or lots of episodes together on DVD?
- What do you like most about spending an evening in a big city?
- Do you prefer watching films made in your country or those from other countries?

Exam tip

When you reply to a Part 1 question, look at the examiner – not the other candidate.

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WRITING

Praising and criticising

- 1 Decide which of the adjectives in the box below are used to praise, and which to criticise. Then add an adverb to intensify each adjective.

Example: *action-packed – to praise, incredibly action-packed*

action-packed brutal far-fetched gloomy
gripping moving powerful predictable
pretentious slow-moving spectacular
stylish subtle unconvincing uninspired
witty

- 2 Note down three films or TV series you would recommend, and three you wouldn't. Tell your partner about them using the expressions in the box plus the to-infinitive or -ing.

Give reasons using phrases from Exercise 1.

Example: *I would definitely recommend watching this series. It is totally convincing and extremely powerful.*

I would definitely (not) recommend ...
My advice is (not) ...
I would advise against ...
Viewers would be well advised (not) ...
This series is certainly (not) worth ...

Part 2: review

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- 3 Discuss these questions with a partner.
 - 1 What kind of things are reviewed in newspapers, magazines and online?
 - 2 What do you expect to find in a review?
 - 3 How far would you be influenced by a good or bad review of a film or TV series?
- 4 Look at the exam task and answer the questions.
 - 1 What do you have to review?
 - 2 Who are you writing for and why do they want a review?
 - 3 What must you do in your review?

Exam task

You see this notice on a film review website.

In every imaginable category there are so many great films to watch, both old and new. The trouble is, there just isn't time to see all of them. So to help film lovers make informed choices, we regularly post reviews comparing and contrasting movies. Send us your review of two films of a similar type of any age, together with your recommendations, and we may well post it on our site.

Write your **review**.

- 5 Quickly read the model review on page 55 and answer the questions.
 - 1 Did the reviewer enjoy watching
 - a) Goldfinger b) Skyfall?
 - 2 Which does the reviewer particularly recommend?



Two must-see Bond movies

Skyfall, directed by Sam Mendes, is a massively-popular action film featuring secret agent James Bond. Just as, almost fifty years earlier, Guy Hamilton's *Goldfinger* was, too.

In the older film, Bond has to prevent aptly-named gold smuggler Auric Goldfinger from stealing the US gold reserves in Fort Knox, following narrow escapes from death in England and Switzerland. In *Skyfall* it is the Secret Service itself, in particular Bond's boss M, that is under attack. The action takes place in superbly-shot locations as far apart as Istanbul and Macau, Shanghai and Scotland, as 007 battles Javier Bardem's utterly evil Silva.

These frequent changes of setting help maintain the pace of both films, holding the viewer's attention throughout – as do the highly-accomplished actors who play Bond. Other similarities include the magnificent title songs, sung by Shirley Bassey and Adele respectively, that famous suspense-building incidental music, and even the same Aston Martin car. In both movies, Bond faces genuinely scary opponents, particularly Goldfinger's deadly assistant Oddjob, although *Skyfall* keeps the excitement level a little higher by having longer action sequences.

One key difference is that *Skyfall*'s M is a woman, brilliantly played by Judi Dench. This, unfortunately, does not reflect any real change in the role of female characters in Bond films, even after half a century. Another criticism is the amount of violence, often shown in rather unnecessary close-up.

To sum up, both films are certainly worth watching, but for today's audience, accustomed to the non-stop action of movies like *Mission Impossible*, I would probably recommend *Skyfall*.

6 Answer the questions about the model review.

- 1 In which paragraph(s) does the writer:
 - give a synopsis of each film?
 - make recommendations?
 - give a little background information?
 - mention characters in both films?
 - aim to catch the reader's attention?
 - criticise both films?
 - praise both films?

- 2 According to the reviewer, what similarities are there between the films? What contrasts are there?
- 3 What examples are there of adverb/adjective collocations?
- 4 What style is the review written in?
- 5 What expressions give the reviewer's own opinions?
- 6 Does the reviewer make you want to watch either of the films (again)?

Quick steps to writing a Part 2 review

- Choose a subject for your review and decide if you enjoyed it.
- Think about what your readers will want to know.
- Plan your review, ensuring it contains description, praise and/or criticism and a conclusion.
- Sound enthusiastic if you enjoyed what you are reviewing.
- End either by recommending or advising readers against the subject.
- Give your review an eye-catching title.

7 Look at these exam task instructions and answer the questions in Exercise 4 about it.

Exam task

You see this announcement in an international magazine called *Home Entertainment*.

Nowadays there are so many box sets of TV series on sale in the shops and online that it can be difficult to know which to choose. Our reviews section aims to help people make those choices. We therefore invite readers to send in a review comparing and contrasting two different TV series.

Write your **review**.

8 Discuss these questions in small groups.

- 1 What is your favourite type of TV series?
- 2 Which two series of that type made most impression on you? Why?

9 Look at the Quick steps and plan your review. For each series, make notes about some of these:

- the type of series
- the setting(s) and plot
- the main characters
- the acting
- the soundtrack
- the photography
- themes, e.g. bravery, dishonesty
- who it might appeal to

10 Write your **review** in 220–260 words in an appropriate style. When you have finished, check your work as in Unit 1, Writing Exercise 8 on page 15.

Exam tip

If you have to review two different things, write a similar amount about each.