4 Taking time out

READING AND USE OF ENGLISH

Part 6

1 What's happening in the photos? Use some of these words.

abstract audience cast contemporary entertaining exhibition gallery gig live lyrics performance portrait scene script set shot solo soundtrack venue work

2 Discuss these questions.

1 In what ways are the people in the four photos similar? In what ways are they different?
2 What can people do while they are in each of these places? What *shouldn't* they do?

3 Look at the exam task, but not at options A–G. Quickly read the text and answer this question. What does the writer dislike about going to pop concerts?

A the quality of the music nowadays
B the way some members of the audience behave
C the attitude of the performers to the audience
D the poor organisation of these events

4 Read the second paragraph of the text. Answer the questions. Then do the exam task.

1 Which of options A–G has a word with a similar meaning to *response*?
2 What reference word does it follow?
3 What is the link in meaning between that sentence and the sentence beginning *Who hasn't been to?*

Quick steps to Reading and Use of English Part 6

- Look quickly at sentences A–G, choosing any that clearly fit particular gaps.
- Underline any vocabulary links, grammatical links and linking expressions in the main text and/or sentences A–G.

Exam task

You are going to read an article about going to pop concerts. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (**1–6**). There is one extra sentence which you do not need to use.

LIVEWORKSHEETS

Quiet, please: rock gig in progress

Talking loudly at a pop concert these days can get you told off – and don't even think of spilling your drink. Fiona Sturges welcomes this change in attitudes.

Last week a well-known singer is reported to have shouted at an audience member in response to their talking loudly throughout his performance, after which he is said to have emptied a glass of water on their head. [1] Who hasn't been to a gig at some point and had their night ruined by the behaviour of a stranger?

People's enjoyment of a concert relies on the good manners of others. At its best, live music can be a life-changing experience. When everything goes right, the music coming from the stage can lift the soul and make you forget your surroundings. [2]

Something like that happened when I went to see one of my favourite bands. It was a sit-down gig and I had a seat about ten rows from the front. Despite being so near the stage, I couldn't hear a thing thanks to a group of people sitting in front of me, who kept on gossiping and laughing all the way through the show. [3] And that's when I leaned forward and asked, as politely as I could, if they could keep it down. They were absolutely shocked. 'How dare you!' replied one of them.

When it comes to audience interaction, every art form requires a certain amount of appropriacy although there are no formal rules. [4] For instance, it's acceptable to move around and talk in art galleries but wild dancing is, as a general rule, not tolerated.

In the theatre you can sit down and fall asleep and no one will care, but anyone who talks at anything louder than a whisper or answers their mobile phone is asking for trouble. Actually, at one city-centre venue, posters on the walls forbid gig-goers from talking during performances altogether. But generally, when it comes to pop concerts it's more a case of attitudes starting to change. [5] Singing along loudly is unreasonable unless the artist specifically requests it. And drinks should be consumed by their owner and not spilt down the back of the person in front of them.

The habits of gig-goers vary according to the type of music being performed. From the hard-rocking gigs of my teenage years, I frequently emerged soaked in drinks and sweat, and thought nothing of standing in the middle of a crowd for hours. [6] Happily, I have learned that the further back you stand in a crowd, the less likely you are to be pushed or have someone step on your foot. As for the talkative ones in the audience, I say pour cold water on the lot of them.

Exam tip

Before choosing one of the sentences A–G, make sure that verbs and nouns agree in tense, person or number with the main text.

A This noise went on for around twenty minutes before my patience ran out.
B But there are also times when the greatest performers in the world can't compete with the idiot in the crowd who decides to sing along, spill drinks and casually push people.
C These days, though, I am much less keen on all this.
D If this reaction was a bit strong, the emotion behind it was understandable.
E I always walk out whenever they start doing that.
F Some unwritten ones, however, do exist.
G Talking, for example, is acceptable but not to the point where the strangers next to you are forced to listen to details of your private life.

5 When you have chosen all your answers, read the complete text. Does it all make sense? Have you chosen a letter for every question?

Phrasal verbs with *on*

6 Look at these verbs in the text and sentences A–G. What does each one mean?

1 relies on (line 9)
2 kept on (line 16)
3 step on (line 39)
4 went on (sentence A)

7 Complete the sentences with phrasal verbs. Use the correct form of these verbs + *on*.

base carry count depend focus ~~jump~~ log play sit turn

1 During the concert, somebody from the audience ...jumped on... the stage.
2 I'll ..... to my computer to find out more about the composer of that music.
3 At the cinema I asked some people to be quiet, but they just ..... talking.
4 The success of a film often ..... the amount of publicity it gets and what the critics say.
5 There's nothing to ..... at that art gallery, and standing up all the time gets tiring.
6 The gig was supposed to finish at 10.30, but the band ..... until after midnight.
7 At the cinema, they always ..... all the lights after the film has finished.
8 The film is ..... real events in a small town in southern USA.
9 'You're a good friend and I know I can always ..... your support,' he said.
10 The story begins by looking at her childhood while the second half ..... her adult life.

LIVEWORKSHEETS

4 LISTENING

Part 4 L Page 96

1 Why are online videos so popular? Which have you enjoyed the most?

Quick steps to Listening Part 4
- Quickly read the instructions. These may include information such as the main speaker's name, occupation or hobby, and the setting, e.g. a radio interview.
- For each question, study the stem only and underline the key words. When you listen, think of an answer in your own words.
- Choose the option (A, B or C) most like your answer.

2 1.07 Look at the exam task instructions and read question 1. Then listen to the first part of the recording and answer these questions.

1 Which expressions have similar meanings to the key words *most want* and *girl*?
2 Which is the correct answer (A, B or C)? Why?
3 Why are the other two answers wrong?

Exam tip

Remember that the questions follow the order of the information that you hear, and each part of the recording relates to a particular question.

3 1.08 Look at the stem of questions 2–7 and underline the key words. Then listen and do the exam task. When you hear the recording, listen for expressions with similar or opposite meanings to these words.

Exam task

You will hear part of a radio interview with Sonia Evans, an artist whose work first became popular on the Internet. For questions **1–7**, choose the best answer (**A**, **B** or **C**).

1 What did Sonia most want to do when she was a girl?
A create sculptures
B paint using colours
C draw with a pencil

2 What disappointed Sonia about the exhibition in the art gallery?
A not enough people saw her drawings
B there was a bad review of her drawings
C nobody bought any of her drawings

3 Sonia decided to use the Internet to show her drawings because
A she did not want to go and live somewhere else.
B the gallery refused to hold another exhibition of her work.
C her friend had already promoted his photos that way.

4 What made Sonia's video different from the others?
A Her work had more artistic quality.
B The film was more professionally made.
C It did not show a completed picture.

5 How did Sonia feel when she found out how many people had looked at her video?
A rather uncomfortable
B highly delighted
C quite relieved

6 What happened as a result of the success of her videos?
A She drew more and more pictures.
B She began sleeping less at night.
C She started to forget what time it was.

7 How did she react to negative comments about her work?
A She replied angrily to them.
B She started to become depressed.
C She stopped reading them.

4 Make sure you have chosen one of the options (A, B or C) for each of questions 1–7. Then check your answers.

LIVEWORKSHEETS

4 GRAMMAR

Verbs followed by *to* + infinitive or *-ing*

G Page 106

1 Look at extracts a–f from the recording in Listening. Answer these questions.

1 Which verbs are followed by *to* + infinitive, and which by *-ing*?
Example: a *tend + to + infinitive*

2 Which verb can be followed by either *to* + infinitive or *-ing*? Does the meaning change?

a I tended to see it as just the first step.
b They agreed to show some of my drawings.
c I didn't bother trying to have anything else shown.
d He never actually got round to doing it.
e I started going to the opposite extreme.
f I started to become a bit too obsessed.

2 Decide which of these verbs are followed by *to* + infinitive, and which by *-ing*.

appear	avoid	dislike	enjoy	expect	finish	imagine
insist on	keep (on)	learn	manage	mind	miss	offer
promise	refuse	seem	suggest	threaten	want	

3 Match the sentence halves and explain the difference in meaning.

1 a I went on watching
b I went on to watch
i another DVD after that one had ended.
ii the same DVD for another hour.

2 a He tried working in theatre
b He tried to work in theatre
i but he never managed to get a job.
ii but he earned very little money.

3 a I regret saying that
b I regret to say that
i you have not been chosen to appear in the new film.
ii you had no talent at all.

4 a I'll remember watching
b I'll remember to watch
i that film for many years.
ii that film on TV tonight!

5 a We stopped talking to
b We stopped to talk to
i the neighbours in the street last night.
ii the neighbours because they were so rude.

6 a I won't forget visiting
b I won't forget to visit
i the film studios last year.
ii my grandmother next week.

4 Correct the mistakes in these sentences written by exam candidates.

1 When I arrived home I could not stop thinking about why I had agreed helping him.
2 My fellow students have suggested to buy her a DVD or a book.
3 I forgot asking you whether you have an email address.
4 It was my first time at primary school and I remember to be very frightened.
5 I don't mind to work hard sometimes.
6 You will get into trouble if you go on to behave like that.

5 Complete the news story with the *to* + infinitive and the *-ing* form of the verbs in brackets.

Cinema audiences still rising

The latest cinema audience figures, which appear (1) ..... (show) an increase of twelve per cent on the same period last year, seem (2) ..... (indicate) that the economic downturn has not stopped people (3) ..... (go) to watch their favourite films. Film critic Nick Kaminski says: 'These days people are trying (4) ..... (spend) less money, and as an evening out at the cinema is much cheaper than, say, going to a restaurant, many of them are choosing (5) ..... (see) a film rather than have a meal out. I expect the figures will keep on (6) ..... (rise).'

6 Work in pairs. Ask your partner about the following:

- the kinds of film their local cinema tends to put on
- the kinds of film they enjoy watching, and dislike watching
- a film they particularly remember seeing
- a film they don't want to see
- a film they regret missing
- a film they must remember to see

7 Tell your partner about a film you have enjoyed watching. Use as many verbs as you can from Exercises 1–3.

LIVEWORKSHEETS

4 SPEAKING

too and enough G Page 106

1 Complete extracts a–e from the recording in Listening on page 34 with *too* and *enough*. Then answer the questions below.

a *There were ..... many to count.*
b *I had the uneasy sensation that there were ..... many hits.*
c *I got over it quickly ..... .*
d *I started to become a bit ..... obsessed.*
e *I didn't have ..... time to do my work properly.*

1 Does *too* go before or after adjectives and adverbs? Does it mean the same as 'very'?
2 Does *enough* usually go before or after adjectives and adverbs? What about nouns?
3 Can *too* and *enough* be followed by *to* + infinitive, or the *-ing* form of the verb?

2 Correct the mistakes in these sentences written by exam candidates.

1 I'm too much lazy to ride a bicycle.
2 When you go shopping, there are too much people everywhere.
3 Students don't have leisure time enough.
4 If you don't get up enough early, you can't have breakfast.
5 Here are too narrow streets, which means a lack of parking spaces.
6 Television shows us a lot of too bad news from around the world.

3 Look at the examples. Then rewrite sentences 2–5 using *too* and *enough* with *for* in the same ways.

1 The DVD was so expensive that I couldn't buy it.
The DVD was too expensive for me to buy.
The DVD wasn't cheap enough for me to buy.
2 I can't watch films on this computer because it is so slow.
3 It was so noisy that we couldn't hear what was going on.
4 I couldn't read that book in a week because it was so long.
5 That bed was so uncomfortable that I couldn't sleep on it.

Part 4 S Page 100

4 Put these expressions into four groups: 1 *Asking for opinions*, 2 *Asking for reasons*, 3 *Giving reasons*, 4 *Giving examples*.

because ...	What's your opinion?
for example ...	What do you think?
for instance ...	Is that because ... ?
for one thing ...	The main reason is that ...
like ...	Could you tell me why?
so ...	What are your feelings about this?
such as ...	Any particular reason?
Why do you think so?	How do you feel about ... ?

Quick steps to Speaking Part 4
- Support your opinions by giving reasons and examples.
- Listen carefully to what your partner says, adding to their ideas or encouraging them to say more.

5 1.09 You will hear Julian and Daniela, two strong students, practising Part 4. Which of questions 1–6 does the teacher ask? Which student do you think does this part of the Speaking test better? Why?

1 What are the advantages and disadvantages of having lots of leisure time?
2 How important do you think it is to have hobbies and interests in your free time?
3 Do you think it is necessary to spend money in order to relax and have a good time? (Why? / Why not?)
4 Which hobby or interest would you most like to take up? (Why?)
5 Which leisure activities do you think are becoming more popular these days? (Why?)
6 Do you think people these days read fewer books than previous generations did? (Why? / Why not?)

6 1.09 Listen again, and tick the expressions in Exercise 4 that Daniela uses.

Exam tip ›

The questions in Part 4 are not written down, so listen to the examiner carefully.

7 Work in a group of three: one 'examiner' and two 'candidates'. The examiner asks the candidates some of the questions in Exercise 5. The candidates answer, using some of the following:

- expressions from Exercise 4
- verbs followed by *to* + infinitive and *-ing*, e.g. *tend, enjoy*
- *too* and *enough* to give reasons

8 The examiner tells the candidates how well he/she thinks they did the task. Examiners should be polite and helpful in their comments.

LIVEWORKSHEETS

4 READING AND USE OF ENGLISH

Review of present perfect G Page 106

1 Look at these extracts from the recording in Speaking and answer the questions.

I've wanted to have a dog for a while.
We've just moved to a smaller flat.
I haven't asked my parents yet.
My eyes have been getting sore since I began reading a lot of texts online last year.
I've already had to start using reading glasses.

1 Which tense is used for something:
   a that happened in a period of time that is finished?
   b that started changing or developing in the past and is still happening now?
   c that started in the past and is permanent or has a result now?

2 Match the underlined words with uses a–e.
   a for something that has happened sooner than expected
   b to say how long something has been happening
   c for an event that is expected to happen
   d to say when something that is happening started
   e for something that happened a short time ago

2 Correct the mistakes in these sentences written by exam candidates.

1 I'm living in this nice, small town for one year now.
2 Let me tell you more about what I've done last month.
3 I have been living here since a month.
4 I already have printed my boarding pass for my flight.
5 We've waited all this time. Did you miss the bus?
6 I'm at the beach because my holiday has ended yet.

Part 4

3 Look at the exam task example. Answer these questions.

1 What adverb is used in the second sentence instead of *since*?
2 What change is there in verb form?
3 Which word is not needed in the second sentence?
4 Which two parts of the answer do you get marks for?

Quick steps to Reading and Use of English Part 4
- Decide whether the word in capitals is a noun or verb, for example, and what often goes with it, e.g. an adverb.
- Look at any verb in the second sentence to see whether you need a singular or plural noun in your answer.

4 Do the exam task. Note down the changes you make.

Exam task

For questions **1–6**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (**0**):

Example:
0 It's a long time since we last went there.
BEEN
We HAVE NOT (or HAVEN'T) BEEN THERE FOR a long time.

---

1 By eight o'clock I couldn't read because it was so dark.
ENOUGH
By eight o'clock it wasn't ..... read.

2 Despite his poor eyesight, my grandfather continued to read books.
CARRIED
Despite his poor eyesight, my grandfather ..... books.

3 I stopped doing ballet when I was at primary school.
DONE
I ..... I was at primary school.

4 The plot was so complicated that none of us could follow it.
TOO
The plot was ..... us to follow.

5 I've had Chinese lessons since this time last year.
LEARNING
I ..... exactly a year.

6 You can't be sure you'll win the prize, you know.
COUNT
You can't ..... the prize, you know.

5 When you have finished, check all your answers for correct grammar and spelling.

Exam tips
- Use no more than five words. Contracted forms like *I'd* or *it's* count as two words, except *can't* – which counts as one.
- If more than one answer is possible, give only one of them.

LIVEWORKSHEETS

4 WRITING

Part 2 review

Page 93

1 Look at the exam task and answer these questions.

1 Who will read your review?
2 What should it contain?
3 How many words must you write?

Exam task

You see this notice in an international English-language magazine.

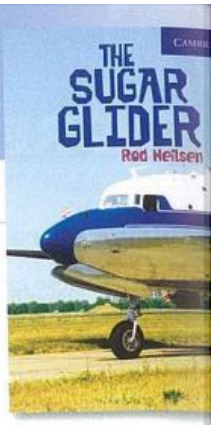
> Have you read a good novel recently? If so, would you like to write a review of it? Include information on the setting, story and main characters, and say whether you would recommend the book to other readers.

Write your **review** in **140–190** words.

2 Read the model review and answer these questions.

1 Match the headings a–d with the four paragraphs of the review.
   a conclusion and recommendation
   b comments on various aspects of the book
   c introduction and setting
   d outline of the story and main characters
2 Is the review written in a style that is quite formal or very informal? Give examples.
3 Find words in the review that mean the following:
   a things that happen in the story (noun)
   b moves along quickly (adjective)
   c completely holds your attention (adjective)
   d can make you believe they are real (adjective)
   e makes you admire it (adjective)
   f subjects of a book, film, play, etc. (noun)
   g that makes it difficult to relax (adjective)
4 Does the reviewer recommend the book to other readers? If so, in which sentence?

The Sugar Glider



Rod Neilsen's novel *The Sugar Glider* is an adventure story set in Australia, moving from the modern coastal city of Brisbane to the wild uninhabited interior.

When a cargo plane crashes in the outback, pilot Don Radcliffe and his teenage daughter Judy quickly realise it was no accident. They then face a struggle to survive in the desert as a criminal gang tries to find the illegal cargo – and them. It is a struggle in which Judy soon finds herself having to take the lead.

The plot is well constructed and as the story develops it becomes fast-paced and quite gripping. The main characters, particularly Judy, are convincing, and for such a short book there is an impressive mixture of themes that range from dishonesty, greed and selfishness, to courage, family values and concern for native culture.

This is a book that I could not put down, and I read it right through in a few hours. If you enjoy a tense thriller which is quick and easy to read, I suggest you choose this one.

3 Which of these descriptive adjectives usually have a negative meaning?

absurd bizarre breathtaking delightful dreadful exceptional fine moving mysterious outstanding poor predictable remarkable slow-moving superb tremendous

4 Which of these expressions do we use to recommend something, and which to say not to do something?

My advice is to avoid this … and instead …
This … is really worth … because …
This is one of the best … I have ever … , so I suggest …
I would advise everyone to … a better … than this, such as …
Anyone who likes … will really enjoy this …

Quick steps to writing a Part 2 review
- Think about who your readers are and what they want to know.
- Make a plan that includes description, explanation and conclusion.
- Try to include some interesting facts and lively comments.
- Recommend or advise readers against the subject of your review.

5 Write your own book review. Include some descriptive adjectives.

6 When you have finished, check your work as in Unit 1 Writing Exercise 5 on page 14.

LIVEWORKSHEETS

4 REVISION

1 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 I should have gone to that concert.
REGRET
I ..... to that concert.

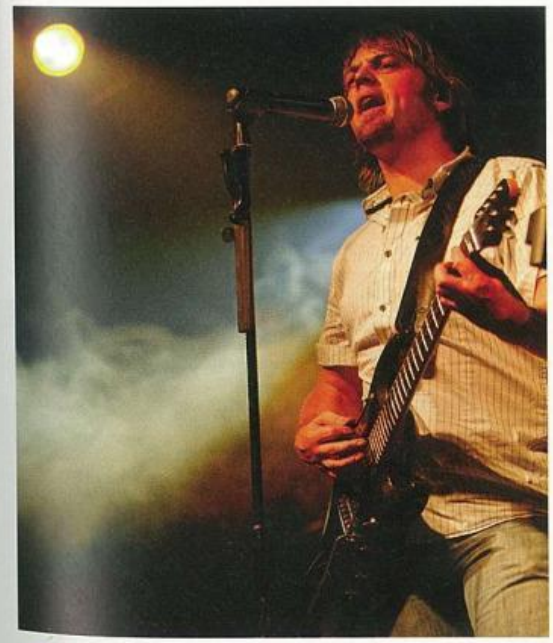
2 Maria took up gymnastics last autumn.
BEEN
Maria ..... last autumn.

3 Nathan was determined to pay for all our drinks.
INSISTED
Nathan ..... all our drinks.

4 Unfortunately, the heating in that theatre regularly breaks down.
ON
Unfortunately, the heating in that theatre ..... down.

5 That piece is so difficult that only the very best pianists can play it.
TOO
That piece is ..... except the very best.

6 The last time Phil sang here was two years ago.
SUNG
Phil ..... two years.



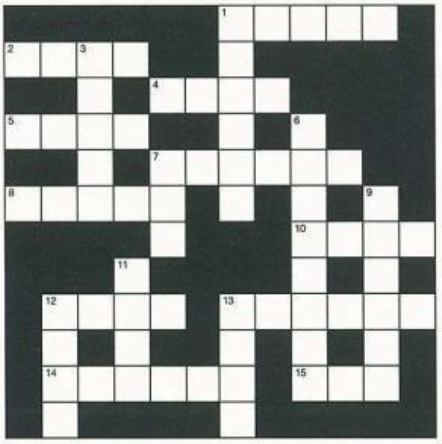
2 Put the words in the correct order to form questions. Then write your answers in full sentences.

1 been / how long / you / English / learning / have ?
2 have / the theatre / you / how many times / to / been ?
3 evening meal / yet / your / had / have / you ?
4 the radio / listening to / the last hour / you / been / have / for ?
5 spoken / you / to / just / your partner / have ?

3 Complete the questions with the *to* + infinitive or the *-ing* form of the verbs in brackets. Then answer the questions about yourself.

1 What kind of music do you enjoy ..... (listen) to?
2 Is there anything you've tried ..... (do) recently, but failed?
3 What have you managed ..... (do), even though it was difficult?
4 What do you most dislike ..... (have to) do every day?
5 What mustn't you forget ..... (do) next week?
6 Which musical instrument would you like to learn ..... (play)?
7 Which song do you first remember ..... (hear) when you were a child?
8 Is there anything you regret ..... (not do) last week?

4 Complete the crossword with words from Unit 4.



Across
1 short part of a film or play
2 played to an audience
4 painting, book, piece of music, etc.
5 of very high quality
7 marvellous
8 subject of a book
10 all the things which happen in a story
12 photograph, or picture in a film
13 person who reviews books, films, etc.
14 words of a song
15 pop concert (informal)

Down
1 words of a film or play
3 place where music is performed
6 holding your attention completely
7 place where a film is recorded
9 causing strong feelings
11 of very low quality
12 performed by one person only
13 all the actors in a film or play

See the CD-ROM for more practice.

LIVEWORKSHEETS