

## Vocabulary development 1

&gt; CB pp. 10–11

## Words connected with the performing arts

- 1 Replace the words in bold with a word or phrase from the box.

denouement flashbacks prequel score sequel  
stage fright

- The award-winning drama serial ended with a lot of questions left unanswered, so we're expecting to see a **continuation of the story**.
- On her first night, Kara suffered from an **acute attack of nerves** just before the performance but managed to overcome it once she got onto the stage.
- The **exciting last part** of *The Bourne Ultimatum* had the audience on the edge of their seats.
- The film starts in the middle of the story and events are gradually explained through a series of **scenes showing what happened before that**.
- Although released subsequently, *The Hobbit* is the **film that tells you what happened prior to** *The Lord of the Rings* trilogy.
- Ennio Morricone has written the **music** for numerous well-known film productions.

## Collocations

- 2 Complete each sentence by using a word from Box A and a word from Box B to form collocations.

A box film lead rave silver standing

B adaptation office ovation reviews role screen

- The Australian actor's big break came when he was cast in the \_\_\_\_\_ of a Hollywood blockbuster.
- The \_\_\_\_\_ of the Broadway musical is skilfully directed, and much of the original choreography has been retained.
- The show opened last week and received \_\_\_\_\_ from the critics.
- Scott's film received a ten-minute \_\_\_\_\_ after its debut screening.
- The controversial play proved to be a huge \_\_\_\_\_ hit, making the production company a tidy sum, and earning both director and playwright Olivier awards.
- Many young hopefuls flock to Hollywood each year dreaming of achieving fame on the \_\_\_\_\_, only to become disillusioned.

## Verbs of movement

- 3 Use a dictionary to find out the meaning of the verbs in *italics*. Then complete each sentence by circling the most suitable verb.
- The ballerina *curled* / *expanded* / *stretched* out her arms to receive her partner's embrace.
  - The king *hobbles* / *saunters* / *strides* onto the stage bent double, leaning heavily on a walking stick, appearing as a careworn, old man.
  - John expertly grasped his partner and *hoisted* / *piled* / *winched* her onto his shoulders.
  - In the scene, the protagonist *ambles* / *clambers* / *trudges* across the rooftops in hot pursuit of the murderer.
  - The dancers' feet seemed to *glide* / *skid* / *sprint* effortlessly across the floor.
  - Their full skirts flared out as the dancers *slid* / *tripped* / *twirled* round and round at great speed.

## Nouns and prepositions

- 4 Complete the text with suitable prepositions.

## Etienne Decroux

In the 1920s, an aspiring young actor named Etienne Decroux became fascinated by the art of mime. He saw the body as the actor's chief tool, the fundamental instrument (1) \_\_\_\_\_ creating action, thought and emotion, and developed what is known as corporeal mime – the art of movement. By mastering total control (2) \_\_\_\_\_ his body, the mime artist is able to captivate his audience by conveying feeling with a turn of his head, while the actor can lend clarity to the execution of his lines or facial expression with a simple shift within his body. Decroux opened a school of corporeal mime in 1940, and was to train many talented students, among them the well-known mime artist, Marcel Marceau. In the 1950s and 60s, he gained worldwide recognition (3) \_\_\_\_\_ his contribution (4) \_\_\_\_\_ the theatre and is regarded by many as the father of modern mime. Evidence of his enduring influence (5) \_\_\_\_\_ acting techniques can be seen today in the work of comic actors such as Rowan Atkinson, whose ability (6) \_\_\_\_\_ amuse lies as much in their physical presence as it does in their vocal delivery.

## Use of English (Paper 1 Part 1)

## Multiple-choice cloze

## EXPERT STRATEGY

For this task, you need a good knowledge of how vocabulary is used, including fixed expressions, collocations and the grammatical forms which complement different words.

- 1 Read the whole text quickly to get the general meaning, ignoring the gaps for the moment.
- 2 Re-read the text carefully and think about the type of word that will fit in each gap. Can you predict the answer without looking at the multiple-choice options?
- 3 Now look at the options A–D and choose the one which you think fits best. Use the Help clues if necessary.
- 4 Read through the text again when you've finished with your chosen options in place. Does it make complete sense?

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).

## Tech Music School

London's Tech Music School has an unrivalled (0) A record. Since its foundation in 1983, it has (1) \_\_\_\_\_ out some of Europe's best-known musicians, including Marina Diamandis of Marina and the Diamonds, Frank Colucci and Radiohead's Phil Selway, to (2) \_\_\_\_\_ but a few. The school offers the next generation of performers training from industry professionals, and (3) \_\_\_\_\_ strong connections with the music industry. Recent guest tutors have included musicians who have worked with the likes of Stevie Wonder and Robbie Williams. In addition to courses in performance skills, the school

offers a Diploma in Commercial Music Production. This course (4) \_\_\_\_\_ students with hands-on training in areas such as song-writing and the composing of music for film and TV. (5) \_\_\_\_\_, the Diploma in Music Business gives students the chance to (6) \_\_\_\_\_ a thorough grounding in business principles whilst working alongside artists, record labels and the music press. With such courses on offer, the school is (7) \_\_\_\_\_ a microcosm of the music industry, where it is possible to be at the cutting (8) \_\_\_\_\_ of the latest techniques and developments.

## HELP

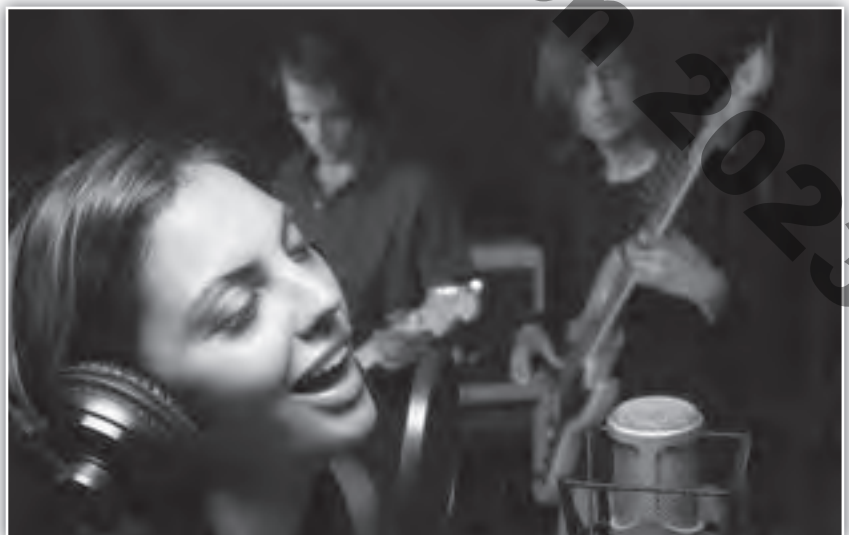
- Q1 Which word followed by *out* makes a phrasal verb meaning 'to produce'?
- Q2 Look in the text before the comma for a clue.
- Q3 All the options have a similar meaning, but only one of them can be used in a positive sense.
- Q4 Only one option can be followed by the preposition *with*. Which one?

- |                   |               |              |              |
|-------------------|---------------|--------------|--------------|
| 0 A track         | B success     | C field      | D hit        |
| 1 A passed        | B carved      | C checked    | D turned     |
| 2 A say           | B name        | C call       | D refer      |
| 3 A brags         | B flaunts     | C touts      | D boasts     |
| 4 A enables       | B allows      | C delivers   | D provides   |
| 5 A Meanwhile     | B Whereas     | C Otherwise  | D Albeit     |
| 6 A grasp         | B win         | C gain       | D capture    |
| 7 A exceptionally | B effectively | C eventually | D especially |
| 8 A edge          | B margin      | C verge      | D fringe     |

## EXPERT LANGUAGE

Look back at your answers. Find one which tests your knowledge of:

- a a collocation
- b a fixed expression
- c a dependent preposition



## Language development 1

► CB p. 13, GR p. 172

## State verbs review

1 Complete each sentence by circling the correct verb form from each pair in *italics*.

- 1 Aunt Giselle *adores* / *is adoring* ballet – she goes at least three or four times a year.
- 2 Dance is all about expressing your inner emotions through physical movement. *Do you see* / *Are you seeing* what I mean?
- 3 I'm afraid I *didn't notice* / *wasn't noticing* the name of the soloist – could I borrow your programme, please, to check?
- 4 It was tough at first, but I *enjoy* / *am enjoying* this course more and more every day!
- 5 It's fantastic to perform in front of an audience that *appreciates* / *is appreciating* all your hard work and effort.
- 6 According to the critics, last night's performance *lacked* / *was lacking* in verve and energy.
- 7 Jack *is* / *is being* very annoying these days – I can't persuade him to forget his stage-fright and get out and perform!
- 8 If you *promise* / *are promising* to commit to six months of intensive rehearsals, I can offer you the position.

## Present perfect and past perfect tense review

2 Complete the second sentence by circling the correct verb form from each pair in *italics* so that it means the same as the first sentence.

- 1 Ben always seems to be at hip-hop classes these days. Ben *has been doing* / *has done* a lot of hip-hop classes lately.
- 2 I only started singing classes recently but I can already see an improvement. I *haven't been attending* / *hadn't been attending* singing classes for long but I can already see an improvement.
- 3 As soon as I walked into the room, the judges stopped talking. I knew as soon as I walked into the room that the judges *have been talking* / *had been talking* about me.
- 4 This is my first solo performance in front of so many people. I *have never performed* / *had never been performing* a solo in front of so many people before!
- 5 It would have been nice to know that most performers suffered from stage fright. No one *had told* / *has been telling* me that stage fright was such a common phenomenon.
- 6 Only a few months after James started dancing professionally, he broke his leg. James *has only been dancing* / *had only been dancing* professionally for a few months when he broke his leg.

## Time words

## 3 Complete each sentence with a time word from the box. There are six words you do not need.

currently ever first just just now last lately  
later long never occasionally since still yet

- 1 I saw Jake at the shops \_\_\_\_\_. He said he had an audition \_\_\_\_\_.
- 2 Liz was unemployed for some time but she's \_\_\_\_\_ on tour with a theatre company in China.
- 3 I've \_\_\_\_\_ been so humiliated in all my life as when I fell over on stage in full view of the audience.
- 4 What have you been up to \_\_\_\_\_? It seems a long time \_\_\_\_\_ we went to that rap concert together.
- 5 They \_\_\_\_\_ haven't decided on a venue for the jazz weekend – I hope it will be somewhere nice.
- 6 I used to play the trumpet in an orchestra but I only play \_\_\_\_\_ these days – I just don't have time anymore!

## Past and present tense review

## 4 Complete the text with the correct form of the verbs in brackets.

## Lift the mind and the body will follow

Britt Tajet-Foxell has been the Royal Ballet's resident psychologist for nearly 20 years, working alongside its physiotherapists and body-control experts to lead dancers to realise their full potential. Her skills in the context of rehabilitation from significant physical injury (1) \_\_\_\_\_ (also / earn) her an outstanding reputation in the world of sport.

Tajet-Foxell originally (2) \_\_\_\_\_ (train) as a physiotherapist at St Thomas' Hospital in London in the early 1970s. She (3) \_\_\_\_\_ (join) the Royal Ballet at a time when a specific science of dance physiotherapy (4) \_\_\_\_\_ (not exist). 'The theoretical models were all drawn from sport. Before then, nobody (5) \_\_\_\_\_ (give) any thought to what dancers (6) \_\_\_\_\_ (continually / ask) their bodies to do,' she recalls. 'Now there's much more awareness. Working on the mechanics of dancers' injuries, I (7) \_\_\_\_\_ (become) increasingly fascinated by their psychology. It was amazing how two dancers with the same injury could respond to it in completely different ways.' So Tajet-Foxell (8) \_\_\_\_\_ (embark) on a psychology degree and (9) \_\_\_\_\_ (come) out with a double-sided perspective that is, she (10) \_\_\_\_\_ (believe), unique in the field.

## Use of English (Paper 1 Part 2)

## Open cloze

## EXPERT STRATEGY

For this task, you need a good knowledge of sentence structure, as well as fixed expressions and the grammatical forms which complement different words. Remember to add new words and phrases to your vocabulary notebook.

## HELP

- Q2 You need to add a preposition to make a phrasal verb.
- Q3 Which word completes this common adverbial phrase? It indicates that an additional point is being made.
- Q4 Look at the whole sentence. What type of structure is this?
- Q5 Which form of the auxiliary do we need before the past participle in this position?

## EXPERT LANGUAGE

Look back at the text.

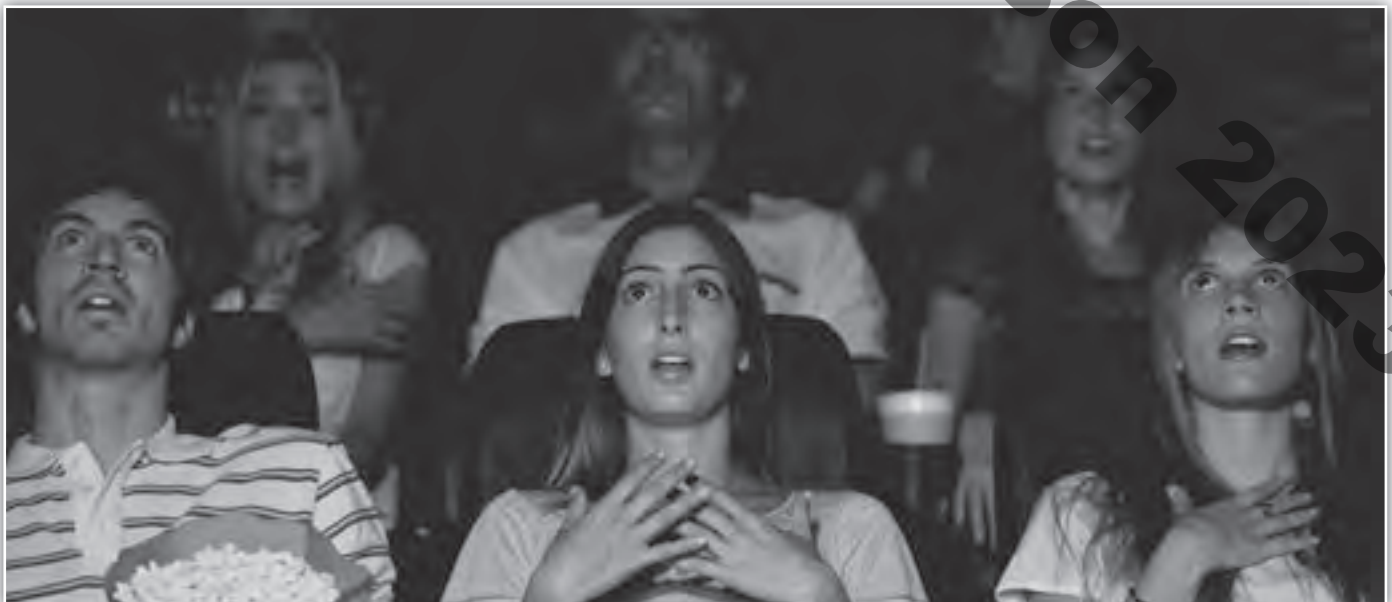
- a Find the verbs which collocate with the nouns *conclusion*, *tendency* and *pattern*.
- b Are there any other verbs which commonly collocate with these nouns? Do they need different prepositions?

- 1 Read the title of the text. What does *on the edge of our seats* mean?
- 2 Read the whole text quickly to get the general meaning, ignoring the gaps for the moment.
- 3 Re-read the text carefully, thinking about the type of word that will fit each gap.
- 4 Complete the gaps, looking carefully at the whole sentence that contains the gap. Use the Help clues if necessary.
- 5 Read through the text again when you've finished, with your chosen words in place. Does it make complete sense?

For questions 1 – 8, read the text below and think of the word that best fits each space. Use only one word in each space. There is an example at the beginning (0).

## What keeps us on the edge of our seats at the cinema?

According (0) to James Cutting, a psychologist at Cornell University, film-makers are getting better at constructing films in (1) \_\_\_\_\_ a way that they hold our attention. He points (2) \_\_\_\_\_ that the viewer's attention is held more effectively in films which feature shots of a similar length. What's (3) \_\_\_\_\_, this effect is enhanced (4) \_\_\_\_\_ those shots recur in a regular pattern throughout a film. (5) \_\_\_\_\_ analysed over a hundred Hollywood movies, he has come to the conclusion that, the more recent they are, the more closely their shot lengths have a tendency to follow the same mathematical pattern that also describes human attention spans. Cutting suggests that following such a pattern (6) \_\_\_\_\_ well make films more gripping because they resonate (7) \_\_\_\_\_ the rhythm of natural attention spans. However, he doubts that directors are deliberately using mathematics in the making of movies. Instead, he thinks films that happen to be edited in this way tend to be successful, (8) \_\_\_\_\_ in turn encourages others to copy their style, explaining why more recent films tend to conform to the pattern.





## Listening (Paper 3 Part 1)

## Multiple choice

## EXPERT STRATEGY

Read the questions carefully to know what you are listening for. Each question will focus on a different aspect of the recording. Some questions will be about specific parts of the text and others about the text as a whole.

## HELP

- Q1 You are listening for the main point she is making. Which option best matches this?
- Q2 Listen for what the man's colleague said to him.
- Q3 You are listening for the woman agreeing with an idea the man expresses. She uses the word *indeed* to show this.
- Q4 This answer comes in the second half of the recording, when they are talking about lists. Listen for the phrase *If you ask me*; the woman's opinion follows this.

## EXPERT LANGUAGE

Look back at the multiple-choice questions. Find an example of:

- a a phrasal verb
- b a verb and noun collocation
- c a dependent preposition

## EXPERT WORD CHECK

*pick and choose flunked busted*  
*raucous chuckle a glib response*  
*the shifting sands a hook to hang it on*  
*alluring gladiatorial*  
*a running commentary*

- 1 Read the instructions for the task and the questions.
  - a How many extracts are you going to hear?
  - b What is each extract about?
- 2 Look at the questions for Extract One. How much do you find out about the topic and speakers from the rubric and from the questions?
- 3 Underline the main words in each question stem and in the Options A, B and C.
- 4 Listen to the recording and choose the correct option. Use the Help clues if necessary.

You will hear three different extracts. For questions 1 – 6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

## Extract One

You hear two actors discussing their careers.

- 1 The woman advises drama students
  - A to take what opportunities are available.
  - B to hold out for the right opportunity.
  - C to avoid wasting opportunities.
- 2 What does the man's story about the bank illustrate?
  - A Success in a job requires real commitment.
  - B Acting experience is useful in other walks of life.
  - C Real-life experiences can inform the work of an actor.

## Extract Two

You hear two radio presenters talking about pop music.

- 3 The woman agrees that the structure of the film she made
  - A was designed to provoke a reaction.
  - B involved a difficult selection process.
  - C would have benefited from more thought.
- 4 What does the woman think about lists of favourite songs?
  - A People use them to bolster an image of themselves.
  - B Their contents can reveal a lot about somebody.
  - C They shouldn't be taken too seriously.

## Extract Three

You hear part of a media-studies lecture on the subject of reality TV.

- 5 What is the speaker doing in this part of the lecture?
  - A explaining why the genre developed
  - B describing how the genre has changed
  - C accounting for the effectiveness of the genre
- 6 What is the programme *The X Factor* given as an example of?
  - A the power of the advertising industry in television
  - B a formula for attracting large numbers of viewers
  - C the lessons that can be learnt from other media

## Vocabulary development 2

### Prepositions

- 1 Complete each sentence with a preposition from the box. There are two prepositions you do not need.

at back for in into on to towards

- Most performers thrive \_\_\_\_\_ positive recognition but react badly to negative criticism.
- The organisers were hard-pressed \_\_\_\_\_ new ideas for evening entertainment, so when I suggested a classical evening at a club, they thought it was great!
- A professional pianist, Boris really enjoyed getting his teeth \_\_\_\_\_ challenging pieces by Bartok or Shostakovich.
- Why is it that the older generation always hark \_\_\_\_\_ to the good old days of the 60s and 70s music scene?
- As part of the breakdancing team, we spent months working \_\_\_\_\_ a common goal.
- Sally took \_\_\_\_\_ her new hobby of amateur theatricals like a duck to water!

### Music idioms

- 2 Complete each sentence with the correct form of an idiom from the box. The meaning is given in brackets at the end of each sentence.

blow your own trumpet    change your tune  
go for a song    play it by ear    pull out all the stops  
ring a bell

- Someone said he was a well-known actor but his name doesn't \_\_\_\_\_. (= sound familiar)
- That acrobatic display was fantastic! They certainly \_\_\_\_\_. (= tried their very best)
- Leila spent the whole meeting \_\_\_\_\_ instead of listening to other people's opinions! (= talking about her own achievements)
- Their old gymnastic equipment \_\_\_\_\_ on a well-known online auction site. (= was sold very cheaply)
- Phil insisted that he loathed any form of dance but after seeing the Cuban dancers performing live, he quickly \_\_\_\_\_. (= expressed a different opinion)
- I'm not sure exactly what I'm going to say to Lisa about her performance but I'll \_\_\_\_\_ and see how she reacts. (= see how a situation develops before deciding what to do)

### Word formation: nouns and adjectives

- 3 Complete each sentence with a suitable word formed from the one given in brackets.

- In my view, there is no room for \_\_\_\_\_ (mediocre) in the world of the performing arts today. It's a highly \_\_\_\_\_ (compete) field where a certain amount of \_\_\_\_\_ (ruthless) is required in order to succeed.
- Stella's performance really bowled me over tonight! All the various \_\_\_\_\_ (subtle) of gesture and mood were evident in her performance and I'd be amazed if she doesn't get rave reviews after all the \_\_\_\_\_ (set) she's had to overcome recently.
- The noise level was \_\_\_\_\_ (deaf) at the rock concert but everyone seemed to be having a good time.
- Do you think all performers have two sides to their personality? The ones I know seem to be very \_\_\_\_\_ (go) on stage but in real life they have a \_\_\_\_\_ (tend) to be quite introverted and anti-social!

### Collocations

- 4 Complete the text with words from the box.

bar    come    dabbling    ease    potential  
sampling    significant    wider

#### MUSIC

#### Webcasting – the way forward?

Top classical festivals are very expensive and difficult to get into. But now a mouse-click may be all you need.

Europe's elite classical music festivals do not, as a rule, (1) \_\_\_\_\_ cheap. Many have dizzying ticket prices; some are habitually so over-subscribed that it's nearly impossible to get in even if you can afford it. Now though, you can beat financial pressure by (2) \_\_\_\_\_ such events from the comfort of your home computer: some savvy organisations have set out to reach a (3) \_\_\_\_\_ audience for the events via webcasting.

The technology has made (4) \_\_\_\_\_ progress since the first opera webcast in 1999. The Berlin Philharmonic's pioneering, year-round Digital Concert Hall has set the (5) \_\_\_\_\_ high in terms of standard and many more orchestras and opera houses have since started (6) \_\_\_\_\_ with online streaming. Festivals are no exception; their webcasts are making rapid gains in both quality and quantity.

For them the advantages of webcasting are obvious. More viewers mean more (7) \_\_\_\_\_ attendees, while the (8) \_\_\_\_\_ of access dilutes any suggestion of elitism.

## Reading (Paper 1 Part 7)

## Multiple matching

## EXPERT STRATEGY

Always read the questions first in this task. You must read the text carefully, but you should do that with the questions already in mind.

## HELP

- Q1 There are lots of words describing energetic movements in Section A, but it is not the answer. Which other section talks about *energy*?
- Q2 Money is mentioned in Sections A and D, but which one talks about *an initiative*?
- Q3 Be careful. The word *novice* occurs in Section A, but this is not the answer. Look for references to somebody being reassured.
- Q4 You are looking for one person's opinion, which the writer mentions.

## EXPERT LANGUAGE

Look back at Sections A and B. Find words which describe ways of moving in these categories:

- a ways of climbing
- b ways of jumping
- c types of move

## EXPERT WORD CHECK

*acrobatics* *contortion* *confer*  
*buckle* *alight on* *bough* *cheesy*  
*spine* *falter* *verbal*

- 1 Read the title of the text and the subtitle and look at the photo. What is your mental image of the group?
- 2 Read the rubric for the exam task and the questions (1–10). Highlight the key words in each question.
- 3 Read through all the sections quickly to get an idea of how the text is structured and in which sections different issues are discussed. What is the main focus of each section?
- 4a Read Question 1 again. Find the sections of the text that talk about the energy of the performers – look for words and expressions that describe energetic movements. Write the question number in the margin next to these sections so you can find them again quickly.
  - b Then read these sections carefully and decide which section matches the exact wording of Question 1.
- 5 Repeat the procedure for the other questions. Use the Help clues if necessary.

You are going to read an article about a group of circus performers from Africa. For questions 1 – 10, choose from the sections (A – D). The sections may be chosen more than once.

## In which section does the writer mention

the performers maintaining a constant level of energy throughout the visit?

1	
---	--

a way of generating income for a related initiative?

2	
---	--

an attempt to give a novice reassurance?

3	
---	--

the unique feature of the group's style of performance?

4	
---	--

a move that is unexpectedly challenging?

5	
---	--

an example of the stamina demanded by a routine?

6	
---	--

a shift away from the conventions of a genre?

7	
---	--

a feeling of relative inadequacy?

8	
---	--

an appreciation of the faith performers have in each other?

9	
---	--

the contrasting pace of elements of the performance?

10	
----	--

- 6 Find words and expressions in the text that mean:

- 1 has two roles (Section A)
- 2 real practice (Section A)
- 3 volunteering for something (difficult)(Section A)
- 4 comes to an end (Section A)
- 5 very weak (Section B)
- 6 a fresh start (Section C)
- 7 relaxes (Section D)
- 8 give up (Section D)

_____
_____
_____
_____
_____
_____
_____
_____

## Arts

# Cirque Mandingue

A circus troupe from Guinea in West Africa is bringing its meld of acrobatics, contortion and dance to Europe.



**A** Cirque Mandingue is both a circus school and a touring company; money earned touring helping to fund the training of thirty young performers back in Guinea. Junior Camara, leader of the acrobatics troupe, doubles as the school's director. I've come to meet them and to get hands-on experience of what they do. I'll be learning how to become part of a human pyramid. But first I watch their show to see what I'm letting myself in for. Bantering performers – gymnasts, contortionists and acrobats – crowd the stage, dancing and leaping to the insistent sound of live *djembe* drumming. Scenes move between a blur of frenetic handstands and incredibly fast leaps, with performers flipping themselves on to each other's shoulders, to slower, intricately choreographed contortion routines. As the show draws to a close, it's my turn. As I head backstage, Junior approaches me enthusiastically, 'You've done this before, right?' 'Err no, I haven't.' This prompts some conferring among the team as to what's safe to do with a novice.

**B** I'm told to clamber on to the shoulders of a gymnast called François. I've no idea what's about to happen, so there's little choice but to go with it and hope I don't break my neck. I manage to scramble up but then I'm instructed to hold my legs at a right angle and point my toes upwards. This isn't as straightforward as it sounds. My thighs are aching and I'm ready to buckle but more performers are attaching themselves to the chap below me. 'Hurry up!' I yell, 'I can't hold it much longer.' They insist that what we're doing is quite safe but I'm not entirely convinced. I also feel incredibly puny next to the real acrobats, who aren't shy about demonstrating either their physiques or their immense strength. Their training takes years and most of them started young. As I concentrate on staying more or less upright, I realise too that the kind of acrobatics I've watched on stage depend totally on a mix of confidence and trust. To be able to flip so precisely that you land on someone's shoulders as easily as a bird alights on a bough requires fearlessness, true but you also have to know that your partner won't let you down.

**C** Régis Truchy, a French clown, performs in and choreographs part of the show and his narrative humorously highlights artistic differences between western and African cultures, particularly in music. Some scenes see Truchy's cheesy western pop pitched against Guinean hip-hop. Truchy, 38, has worked as both a ballet dancer and a figure skater and says Cirque Mandingue has given him a new lease of life. For him, the stand-out element of the show is the way it mixes contortion with dance. Contortion is an ancient practice found across the world and the technique tends to remain very traditional. 'These guys,' says Truchy, 'mix it up a bit.' In the current show, one of the guys mixing it up is Naby, 25, whose feats of contortion make one fear for his spine. He started learning acrobatics when he was ten and, as well as contortion, he dances and plays the *djembe*.

**D** Aboubacar, 26, also started aged ten, at first learning from friends on the beaches of Conakry. At 15, his hard work paid off when he started working with Junior. He says touring can be hard on artists' families, but, 'It's a chance for me to have a job and make some money for them.' With my attempt to be one of the gang now concluded, the group winds down for dinner. I'd been warned that even when the troupe relaxes, the vibe never falters and sure enough I find myself in the middle of a full-on rap show, Guinean-style; the table shaking as everyone joins in a fast and furious battle of rhythm and rhyming. It's rather like a verbal version of their passionate physical skills. They tell me about a festival where the troupe was joined by some French performers who asked to warm up with them. The group's daily warm-up takes at least two hours and is followed by four hours of practice – acrobatics, contortion, hand-balancing and traditional dancing. Barely an hour into the session exhaustion forced their guests to throw in the towel. Somehow, I'm not surprised.



## Language development 2

► CB p. 18, GR pp.173–174

## Future tense review

## 1 Complete each sentence by choosing the correct option.

- By this time next week, we \_\_\_\_\_ filming on location and be back in the studio.  
A are finishing                      B will have finished  
C will be finishing
- Thanks for your email. I \_\_\_\_\_ you this afternoon to discuss the matter further.  
A will call                              B should call  
C am calling
- We've just finished touring with the show in Australia actually and \_\_\_\_\_ on a new production back in the UK.  
A will start                              B are about to start  
C should start
- Call whatever time of the day or night you like, Mr Cameron. I \_\_\_\_\_ to hear from you.  
A am going to wait                      B will be waiting  
C will have waited
- Let's meet to discuss the best candidate for the leading role at the end of the week. I \_\_\_\_\_ more of an idea of the person I'm looking for by then.  
A 'll be having                      B 'm having                      C should have
- I \_\_\_\_\_ in rehearsals until eight o'clock and then we could grab a bite to eat, if you like.  
A 'm due                              B 'll be                              C 'll have been
- The director \_\_\_\_\_ the choreographer at the theatre tomorrow morning at half past nine.  
A is meeting                              B will have met  
C is bound to meet
- I'm really sorry to hear that you didn't get the part. What \_\_\_\_\_ now?  
A are you doing                              B will you have done  
C are you going to do

## 2 Complete each sentence with a preposition from the box. There is one preposition you do not need.

after    by    for    in    of    to    until

- Study the script well, Gina, and I'll see you \_\_\_\_\_ two weeks.
- We're due to start rehearsals on Monday, so I hope we'll have finished auditioning \_\_\_\_\_ then.
- The sequel is due \_\_\_\_\_ release in November of this year.
- We don't expect Jill to return to the stage \_\_\_\_\_ the end of the month.
- There is now little likelihood \_\_\_\_\_ the three-time Oscar winner accepting the role.
- All those here for the audition are \_\_\_\_\_ wait outside until called.

## Other forms with future meaning

3 Complete each sentence by circling the correct word or phrase from each pair in *italics*.

- Daniel was *supposed* / *thought* to be performing in *Les Misérables* this week but he's gone down with the flu.
- The French director *stands* / *is expected* to retire from making action movies after finishing his latest film.
- She was *due* / *intended* to give a press conference this afternoon but had to cancel it because of poor health.
- The winner of the talent show is *bound* / *set* to star in a new stage production of *Cabaret*.
- Oliver is *due to* / *on the verge of* making a deal with Pixar.
- Given that it has a great cast and spectacular dance sequences, the show is *bound* / *about* to be a success.
- I thought I *ought to* / *might* go for a career in acting when I finish college. What do you think?
- John's got the looks, the talent and the charisma for show business, so he *should* / *may* do well in auditions.

## 4 Complete each sentence with a suitable phrase formed from the word given in brackets. Make any other changes that are necessary.

- The way the choreographer pushes the dancers, there \_\_\_\_\_ (bound) an accident before long.
- Cecilia Bartoli \_\_\_\_\_ (supposed) performing at the Royal Albert Hall this autumn but has unfortunately had to cancel.
- Diana! I \_\_\_\_\_ (about) call you! There's been a change of plan and we're not rehearsing the scene in the library today.
- The singer \_\_\_\_\_ (be) appear at the festival this weekend but is suffering from laryngitis.
- The popular TV series \_\_\_\_\_ (set) adapted for the stage.
- The band's manager \_\_\_\_\_ (stand) make a lot of money if the record deal goes through.

## 5 Complete the sentences in your own way, using the correct form of the words in brackets.

- The whole cast were absolutely outstanding; the film \_\_\_\_\_ . (bound)
- Andy looked devastated when he heard he'd been turned down; I thought he \_\_\_\_\_ . (going to)
- It's already twenty past. Where on earth is Johnny? He \_\_\_\_\_ . (be)
- Ciaran is a rising star. He \_\_\_\_\_ . (set)
- I'm sorry I can't answer your questions; the director \_\_\_\_\_ . (supposed)
- I don't think Heather can take any more; she looks as though \_\_\_\_\_ . (point)

## Use of English (Paper 1 Part 4)

## Key word transformations

## EXPERT STRATEGY

This task tests your ability to express ideas in different ways, using different structures and syntax, but without changing the meaning. When you've written your answer, check carefully that both sentences have exactly the same meaning.

## HELP

- Q1 You need to use the word *time* and the past perfect tense.
- Q2 You need a noun that conveys the same idea as 'better'.
- Q3 You need to introduce a negative idea here in the first part of the sentence.
- Q5 You need to use a collocation which includes the word *difference*.

- 1 Read the task instructions carefully and look at the example. Think about how the two sentences are different and notice how the meaning has not changed.
- 2 Now answer Questions 1–10, using the Help clues if necessary.

For questions 1 – 10, 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. Here is an example (0).

- 0 Would you mind if I brought a friend to your party?  
**objection**  
Would you have any objection to my bringing a friend to your party?
- 1 Luke had never been invited to a film premiere before.  
**first**  
It \_\_\_\_\_ had an invitation to a film premiere.
- 2 Did the cast dance any better in last night's performance?  
**in**  
Was \_\_\_\_\_ dancing in last night's performance?
- 3 I wasn't at all surprised when I heard that Melanie had got the part in the show.  
**hear**  
It came \_\_\_\_\_ Melanie had got the part in the show.
- 4 Dario was just about to leave for the theatre when the phone rang.  
**point**  
Dario \_\_\_\_\_ for the theatre when the phone rang.
- 5 Camilla doesn't mind whether she dances on stage or in a TV show.  
**no**  
It \_\_\_\_\_ whether she dances on stage or in a TV show.
- 6 Fiona impressed the director enormously in her first audition.  
**made**  
Fiona \_\_\_\_\_ the director in her first audition.
- 7 Finally, Barry concluded that he wasn't very likely to get a job in computer animation.  
**came**  
Finally, Barry \_\_\_\_\_ unlikely to get a job in computer animation.
- 8 Graham doesn't intend to tolerate any further rudeness from his students.  
**has**  
Graham \_\_\_\_\_ any further rudeness from his students.
- 9 Soap opera fans get very excited at the prospect of a wedding.  
**great**  
The prospect of a wedding is a source \_\_\_\_\_ soap opera fans.
- 10 Paul's mother finds it hard to accept that her kids are grown up.  
**terms**  
Paul's mother has \_\_\_\_\_ that her kids are grown up.

**Writing: essay** (Paper 2 Part 1)

► CB pp. 14 and 20–21, WR pp. 192–193

**Understanding the writer's viewpoint****EXPERT STRATEGY**

Use a variety of verbs and expressions in your summary and try to avoid repetition as far as possible. Make full use of your knowledge of reporting verbs, the passive and verb or noun phrases.

- 1 Read the task and the two texts below. What opinion is the writer expressing in each text?

Read the two texts below.

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**.

**1 Comic book movie adaptations**

Fundamentally, animation and comics are false siblings. They resemble one another but they're two completely different things. The relationship a reader has with a comic is nothing like the one a viewer has with a film. When you read a comic, you're always active because you have to imagine all the movements that happen between the frames. In a film, you are passive: all the information is there. Granted, cinema and comics both use images. However, in comics, you write with images, something like pictograms. In a movie, you combine those images with movement, sound and music – all those things that are not considerations when making comics.

**2 Film versions – to be feared or not?**

When it is announced that a much-loved novel is going to be made into a film, ardent admirers of the book become extremely nervous. Who will play their beloved characters? Will the film-makers capture the spirit of the novel? Can the film possibly be as good as the book? But why do people care so much? Of course a film is going to be different to a book – they are entirely different art forms. In film, one of the most powerful and exciting media, special effects and computer-generated imagery can take the printed word to a completely different level. However, your connection to the book is unchanged. The words remain the same.

Write your **essay**.

- 2a Complete each summary sentence with a word from the box.

accessible	comparisons	connection
demands	enhance	present
		similarities

- A The writer also implies that modern digital technology can (1) \_\_\_\_\_ a novel and bring other exciting dimensions to it.  
 B The writer suggests that films made from books are more (2) \_\_\_\_\_ to the general public.  
 C The writer also points out that there are elements to an animation that are not (3) \_\_\_\_\_ in a comic book, such as music, movement and sound.  
 D The writer underlines the (4) \_\_\_\_\_ between certain types of books and films.  
 E The writer emphasises that (5) \_\_\_\_\_ between comic books and animated cartoons should not be drawn since they are very different in the (6) \_\_\_\_\_ they make on the viewer or reader: the reader has to make much more effort than the viewer.  
 F The writer questions why people get so concerned over film adaptations of books since, whatever the film is like, the reader's (7) \_\_\_\_\_ to the book is not in any way affected.

- b Decide which two sentences in Exercise 2a summarise Text 1 and which two sentences summarise Text 2. There are two sentences which are not applicable.  
 c Underline the different summarising verbs that are used in the sentences, e.g. *implies*, *suggests*.

**Formulating your opinion**

- 3 In order to evaluate the texts and give your own ideas on the topics, you need to formulate an opinion. Here are some useful phrases you can use for expressing opinion. Write one or two sentences about Texts 1 and 2, agreeing or disagreeing with what the writer says. Use the phrases below to help you.

as far as I am aware	I have to say that
I'm not entirely sure whether I agree with	in general
in my experience	personally speaking
to a certain extent	up to a point

**Writing task**

- 4 Now do the task in Exercise 1.