

4

A good story



Vocabulary 1: Films

- 1 Look at these film posters. Do you know any of these films? What type of film is each one? Choose from the words in the box.

| | | | | |
|----------------------|-------------|---------|---------|------------------|
| thriller | horror film | comedy | romance | historical drama |
| science fiction film | action film | western | | |

- 2 For exercises **A** and **B**, decide which word best fits each space.

A *terrible* *terrific* *terrifying*

1 It was a _____ performance, for which he deserves to win an Oscar.

2 Absolutely _____ ! I've never been so frightened in all my life.

3 This was probably the worst film I've seen all year. The plot was non-existent and the acting was _____ .

B *review* *criticism* *critic*

It seems that every (1) _____ I read of this film gives a different opinion. For example, the (2) _____ who writes for *The Times* is very enthusiastic about it and has nothing but praise for George Lucas. The same director, however, comes under strong (3) _____ in the magazine *Premiere*.

- 3 Read the following review of 'The Matrix', which appeared in a student magazine. Does this type of film appeal to you?

THE MATRIX

'The Matrix' is one of the most entertaining science fiction films I have seen. It combines frenetic action with terrific special effects, and stars Keanu Reeves as Neo, and Laurence Fishburne in the role of Morpheus.

The film is set in the future, in a world controlled by machines. In order to hide this reality from humans, the machines have constructed the Matrix, a vast virtual reality system resembling Earth at the end of the twentieth century. The plot, which focuses on a revolt led by Morpheus against the Matrix, is complicated and at times confusing. However, the cast is very strong and the film features a surprisingly competent performance from Keanu Reeves.

As for the visual elements, the special effects are stunning, with the main characters walking on walls and avoiding machine gun bullets. The action scenes, which include a wide variety of kung fu techniques, are convincingly choreographed.

I would recommend the film to anyone who likes science fiction. If you ignore the complexities of the plot and just enjoy the action, you will not feel disappointed.



- 4 Complete each gap 1–8 using the underlined words from the review of 'The Matrix'. Do not change the words in any way. There is an example at the beginning (0).
- 0 Some of the scenes in *Casablanca* are memorable, particularly when Humphrey Bogart and Ingrid Bergman say goodbye at the end of the film.
 - 1 *The Remains of the Day* is _____ in England in the 1930s.
 - 2 The film has an international _____, with French, Polish and Italian actors.
 - 3 One of my least favourite films is *Notting Hill*, which _____ Julia Roberts as a world-famous film actress.
 - 4 I found Hugh Grant irritating in the _____ of a nervous bookseller who has an unlikely romance with the film star.
 - 5 This was not Kevin Costner's most convincing acting _____.
 - 6 The _____ is straightforward and easy to follow.
 - 7 The _____ were well portrayed by Antonio Banderas and Anthony Hopkins, but some of the supporting roles were rather disappointing.
 - 8 SFX is the abbreviation for _____.
- 5 Talk about the following using some of the vocabulary in exercises 1–4.
- a film you didn't enjoy
 - your favourite film
 - the most frightening film you have ever seen
 - the most exciting film you have ever seen

Language focus 1: So and such

Look at these two sentences.

*I was **so** impressed with the soundtrack of the film that I went out and bought the CD the next day.*
*She has **such** a wonderful voice that it seems a shame to dub her films into English.*

Why are *so* and *such* used in each of these sentences?
 What types of words follow *so* and *such*?

 Check your ideas in the Grammar reference on page 209.

Practice

For Questions 1–4 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 We decided to see the film because it got such good reviews.
that
 The reviews for the film _____ we decided to see it.
- 2 The weather was so bad that we decided to come home.
such
 It _____ that we decided to come home.
- 3 I got so bored during the film I fell asleep.
such
 It _____ film I fell asleep.
- 4 The party was so crowded we could hardly move.
so
 There _____ people at the party we could hardly move.

Word formation: Adjectives ending in *-ing* and *-ed*

To describe how we feel about something or someone we can use past participles as adjectives.

*I got really **frightened** when I saw the main character being killed.*

To describe the thing or person that produces the feeling we can use present participles as adjectives.

*It was an extremely **frightening** scene.*

Adverbs can be formed from present participle adjectives.

*Not **surprisingly**, we were disappointed that we couldn't get tickets to see the film.*

- 1 Look back at the review of 'The Matrix' and find examples of adjectives and adverbs formed with *-ing* and *-ed*. Note that not all the words ending in *-ing* and *-ed* in the text are adjectives.
- 2 Put the past participle of each of the following regular verbs in the appropriate group, according to how the *-ed* ending is pronounced.

| | | | | | | |
|-------|-----------|------|------------|----------|----------|---------|
| annoy | frustrate | tire | disappoint | disgust | astonish | |
| amuse | fascinate | bore | impress | frighten | relax | terrify |

| | | |
|-----------|-------------|---------|
| /d/ | /t/ | /ɪd/ |
| surprised | embarrassed | excited |

- 3 The present participle (*-ing*) form of the verbs in exercise 1 can all be used as adjectives, except in the case of one of the verbs. Which one is it and how is the adjective formed?
- 4 Complete each gap with the present or past participle form of an appropriate verb from exercise 2. You may need to use an adverb.
 - 1 Teachers need long holidays. They do a very _____ job.
 - 2 I'm sorry, but I'm just not _____. I don't find it at all funny.
 - 3 I wish you'd stop whistling. It's extremely _____!
 - 4 My mark in the exam was _____ low. I thought I had done much better.
 - 5 I find the whole subject of genetic engineering extremely _____. I really would like to read more about it.
 - 6 I'm not eating that – it smells _____! What is it?
 - 7 _____, she was still alive after spending 20 days buried under a building which had collapsed in the earthquake.

Writing 1:

FCE Part 2

Reviews

Your teacher has asked you to write about a film you have seen recently on DVD for the school's English magazine. Write a review for the magazine, giving your opinions on the film and saying whether you would recommend it.

How to go about it

Here is a paragraph plan for your review. However, the paragraph summaries are not in the correct order. Look again at the review of 'The Matrix' and put them in order.

- a A brief summary of the plot and comments on the acting, with opinions.
- b Recommendations with reasons.
- c A general opinion of the film, together with some factual details eg *type of film, actors/actresses, director*.
- d Other aspects of the film together with opinions.

- Decide on the film you are going to review and make notes for each of your four paragraphs, using the above plan as a guide.
- Include relevant film vocabulary as well as some participle adjectives to express your opinion.
- Work with a partner and tell each other about your films, following the notes you have made. Have you each included a balance of information and opinions?

Speaking:
FCE Part 2

Talking about photos

Student A The following two photographs show different types of entertainment. Compare these photographs and say why people enjoy activities like these.

Student B When Student A has finished, say whether you enjoy these forms of entertainment.

Don't forget!

| | |
|---|--|
| <p>Student A</p> <ul style="list-style-type: none"> ● Compare the photos. Do not describe them in detail. | <p>Student B</p> <ul style="list-style-type: none"> ● Your comment should be brief but you do have time to give reasons for your feelings or opinions. |
|---|--|

Why do people enjoy activities like these?



Now change roles.

Student A The following two photographs above show different types of cinemas. Compare these photographs and say what the advantages and disadvantages are of watching films in cinemas like these.

Student B When student A has finished, say in which of the places you would prefer to see a film.

What are the advantages and disadvantages of watching films in cinemas like these?



Preparing for listening: Focus on distractors

- 1 Match each sentence beginning 1–5 with an appropriate ending a–e.
- ① My brother was so scared he couldn't watch the film
- 2 **Although** most critics agreed that the film was her best ever
- 3 **Although** snow is now unlikely
- 4 My daughter wanted me to help her with her homework
- 5 **Whereas** in most of his other films he plays the 'baddie'
- a we can expect a certain amount of rain later on.
- b in this one he's definitely the good guy.
- c **whereas** I didn't find it at all frightening.
- d I was rather disappointed by her performance.
- e **but** I told her to ask her mother.
- 2 Now decide on the correct alternative in each of the following interpretations of the sentences in exercise 1. Give reasons for your answers.

The speaker in sentence...

- | | |
|---|--|
| 1 A was frightened by the film. | B was not frightened by the film. |
| 2 A loved the film. | B was not enthusiastic about the film. |
| 3 A says it will probably rain. | B says it will probably snow. |
| 4 A helped his daughter. | B didn't help his daughter. |
| 5 A says the actor is the villain. | B says the actor is the hero in the film. |

The incorrect answers in exercise 2 are typical of the distractors you might find in a Part 1 Listening task. The ideas in them are similar to the information in exercise 1 but not the same. Note the use of contrast linkers, written in **bold**.

Listening:

FCE Part 1

Multiple choice 1.14–1.21

You will hear people talking in eight different situations. For questions 1–8, choose the best answer, **A**, **B** or **C**.

Don't forget!

In this Part 1 exercise you will hear distractors of the type you met in the Preparing for listening section.

- | | |
|--|--|
| 1 Listen to this woman talking about an actor. What is her opinion of him? | 5 You overhear this man talking on the telephone. Who is he talking to? |
| A He is handsome. | A an old school friend |
| B He is fashionable. | B a work colleague |
| C He is rude. | C a relative |
| 2 You overhear this conversation between two friends. What type of film are they going to see? | 6 You hear a young woman talking to her friend about a film. Why didn't she like it? |
| A an historical drama | A It was too slow. |
| B a romance | B There was too much violence. |
| C a thriller | C It was very predictable. |
| 3 You hear a conversation in a video hire shop. How long has the customer had the video for? | 7 You hear a woman telephoning a bookshop. What is she doing? |
| A one day | A making a complaint |
| B two days | B making a suggestion |
| C three days | C apologizing |
| 4 You hear an actress talking about her performance in a play. How does she feel? | 8 You hear this young man talking on the phone. What does he have in common with his girlfriend? |
| A tired | A They were born under the same star sign. |
| B disappointed | B They share the same taste in music. |
| C excited | C They have the same sense of humour. |

Vocabulary 2: Take

A Phrasal verbs with take

Like *get*, which you saw in Unit 1, *take* can be used in many different phrasal verbs and expressions.

- 1 What is the meaning of this phrasal verb from the listening?
I took [the video] out on Saturday.
- 2 Read the following short story and give it a title.

I a) take after my father in many ways, particularly in my love of good food and a tendency to eat more than I need to. However, several years ago the situation had reached crisis point – my clothes no longer fitted me – so I decided to b) take up some form of sport. Karate seemed like a good idea, so I signed up for a course at the local sports centre.

I c) took to it immediately and by the end of the first class I was hooked. Over the next four years I progressed through the different levels until two years ago I achieved my ambition and qualified as an instructor. And now the same sports centre where I started all those years ago has just d) taken me on as a full-time karate teacher. What's more, they

needed someone to e) take over from the man who was my very first teacher and who has left to set up his own gym. I am certainly very grateful to him! Now, what with training, competitions and the classes themselves, karate has become my life and f) takes up all my time. I still manage to go out for a good meal now and again though!

- 3 Match each of the underlined phrasal verbs in exercise 1 to one of the meanings in the box below. Use the context of the story to help you.

| | | | | | |
|--------|-------------|----------|--------|---------------|---------|
| employ | start doing | resemble | occupy | start to like | replace |
|--------|-------------|----------|--------|---------------|---------|

B Expressions with take

- 1 Complete each gap 1–8 with an appropriate form of the verb *take*.
 - 1 My dad used to _____ me to school, but now I have to get the bus.
 - 2 A pair of shoes should last longer than two months. If I were you, I _____ them back to the shop.
 - 3 I lost money on that business deal! Of course I regret _____ his advice!
 - 4 She criticizes everybody else and refuses _____ any of the blame herself.
 - 5 If you _____ more interest in the children, they'd probably respond better!
 - 6 The stray cat was looking a lot healthier. It was clear that someone _____ pity on it and given it something to eat.
 - 7 Street luge _____ a great deal of courage. You wouldn't catch me doing it!
 - 8 Come on! I can't understand why you _____ so long to do this exercise.
- 2 In each of the sentences in exercise 1, identify the expression with *take* and underline it.
Example: Who is taking care of the children tonight while you're at the party?
- 3 The expressions in exercise 1 are organized into four groups, **A**, **B**, **C** and **D**. Match each of the following general meanings for *take* to an appropriate group.
 - 1 to express what is needed or required
 - 2 to talk about the movement of something or someone from one place to another
 - 3 to talk about the way people feel or react to others
 - 4 to accept
- 4 Which group in exercise 1 do the following expressions belong to?

| | |
|-----------------------------------|--------------------------------|
| <i>to take pride in something</i> | <i>to be taken to hospital</i> |
| <i>to take a joke</i> | <i>to take the infinitive</i> |
- 5 Now write a short story of your own using at least three expressions and three phrasal verbs with *take*.

Reading 2:

FCE Part 2

Gapped text



1 Look at this photo of an examination centre.

How many invigilators can you see?

What different duties does an invigilator have to perform on the day of an exam?

What do you think the job is like?

2 Now read the extract and compare your ideas in exercise 1 with the text.

What exam are they sitting for?

He was invigilating the exam in the *Casa de Cristal*, a huge glass-fronted building on the edge of the city used twice-yearly as an examination centre. It was a cold December day and the heating had broken down.

With their coats and scarves pulled tightly round them, the four hundred or so candidates struggled to forget the temperature and focus their attention instead on the four examination papers which would take them most of the day to complete.

1 However, no obvious improvement was ever made.

The job of invigilator was not one he particularly enjoyed, but it earned him some much-needed cash before the approaching Christmas holidays. As well as patrolling a small part of the large examination room, answering questions and discouraging cheats, he had to carry out a number of administrative duties. 2 And then, of course, there were the question papers to hand out and answers to take in. It was all rather dull, but it made a change from the rigours of teaching.

To relieve the boredom he set himself several simple arithmetical tasks to perform. 3 This helped to pass the time and made the whole thing more bearable. Now and again he would walk up and down the aisles, giving out rough paper, reminding

candidates to use pens rather than pencils and picking up items which had been dropped on the floor.

He was walking back up the exam room in his soft shoes when he caught her. 4 The candidates were now on the third paper, which tested English grammar and vocabulary, and as he neared her desk from behind, he could hardly believe what he saw. He had heard of some ingenious methods of cheating but nothing like this.

5 She was now looking down at the back of her exposed leg, which was covered with several columns of phrasal verbs and their translations, copied out onto her skin in fine blue ink. Suddenly, she felt his presence behind her and she pulled the trouser leg down to her ankle and looked round.

6 Then she blushed, acutely embarrassed but also uncomfortably aware of the possible consequences of having been found out and she looked away to contemplate her fate.

None of the other candidates seemed to have noticed what was happening, which gave him time to decide how best to deal with the situation. 7 But this was not a course of action he had considered and as he asked her to accompany him to the front, he noticed the tears forming in her eyes.

- 3 Seven sentences have been removed from the text. Choose from the sentences **A–H** the one which fits each gap (1–7). There is one extra sentence which you do not need to use.

Don't forget!

- Look carefully at the meaning and the language of the text both *before* and *after* the gap. For number 1 in the first paragraph, note the following:
Before the gap we are told about a problem: the heating does not work and the candidates are cold.

After the gap we learn that the situation has not improved. The contrast linker *However* suggests that the missing sentence might mention requests, promises or even attempts to have the heating fixed.

- A** The girl was wearing loose fitting trousers and had pulled one of the trouser legs up as far as the knee.
- B** He counted the number of separate window panes (85), worked out the most popular colour for coats (blue) and calculated the ratio of females to males in the room (5:2).
- C** There were lists of names to make, seating plans to draw and identity papers to check.
- D** This brief delay gave her hope that he might turn a blind eye and forget he had seen anything.
- E** She had obviously not heard him approaching.
- F** They had only been writing for some 20 minutes when he received the first complaint.
- G** For a brief moment they stared at each other in disbelief, neither one of them quite sure what to do next.
- H** The cold was terrible and the caretaker of the building had assured him that a heating engineer was trying to solve the problem.

Reacting to the text

Does this method of cheating surprise you?
What do you think happened to the girl next?

Language focus 2: Past tenses

- 1 Look at the following sentences from the text about cheating and name the underlined past tenses. Choose from:
past simple past continuous
past perfect simple past perfect continuous
- He was invigilating the exam in the Casa de Cristal.
 - It was a cold December day and the heating had broken down.
 - He was walking back up the exam room in his soft shoes when he caught her.
 - Suddenly she felt his presence behind her and she pulled the trouser leg down to her ankle and looked round.
 - They had only been writing for some 20 minutes when he received the first complaint.
- 2 In which sentence in exercise 1 is the past tense or combination of tenses used to describe:
- a series of actions following each other in chronological order?
 - an event which occurred before the other past actions in the narrative?
 - the duration of an action until a specific point in the past?
- d a situation which occurred over a period of time and which forms the background to the other past actions in the narrative?
- e an action which was in progress when another action occurred?
- 3 Name the tenses in the following pairs of sentences and explain the difference in meaning between each pair.
- a** When he was taking the exam, he felt ill.
b When he had taken the exam, he felt ill.
 - a** I was listening to the radio when I heard about it.
b I listened to the radio when I heard about it.
 - a** I lived in Oxford for six years.
b I had been living in Oxford for six years.
- 4 In which of the sentences in exercise 3 can *while* be used in place of *when*?
In which sentences can *as soon as* be used in place of *when*?
Do these words change the meaning of the sentences in any way?



Look at pages 208 and 209 of the Grammar reference for more information about past tenses and time linkers.

Practice

1 For each of the sentences 1–6 decide which of the three alternative time expressions fits the gap. Pay attention to both grammar and meaning.

- 1 He wasn't allowed to go home _____ he'd apologized to the teacher.
A until B afterwards C as soon as
- 2 _____ she was coming home, she fell over and hurt herself.
A After B During C As
- 3 It can get very hot here _____ the summer.
A while B during C when
- 4 First of all he won the 100 metres freestyle competition. _____ he went on to break the record for backstroke and crawl at the same distance.
A After B After it C Afterwards
- 5 She got so tired of waiting for him that _____ she just went home.
A at the end B in the end C at last
- 6 _____ she'd gone, he started to cry.
A Eventually B Until C As soon as

2 Read the following texts in which two people tell the story of an embarrassing moment. In each of the spaces write the appropriate past form of the verb in brackets. There is an example at the beginning (0).

Bus blush

Something very embarrassing (0) *happened* (happen) to me while I (1) _____ (travel) home from school on the bus one day. We (2) _____ (have) a laugh at the back of the bus when I (3) _____ (see) a friend from school. She (4) _____ (sit) at the front, so I (5) _____ (run) up and (6) _____ (sit) down behind her, pulling her ponytail and shouting, 'Hi there, Rebecca!' I felt so stupid when a man I (7) _____ (never/see) before turned round! 'Actually, my name's Andrew,' he (8) _____ (smile). I (9) _____ (not/stop) blushing until I (10) _____ (get) home.

Mobile control

I (11) _____ (go on) at my parents for months to let me have a mobile phone and they eventually (12) _____ (agree) to buy me one. Keen to show it off, I (13) _____ (take) it with me when I (14) _____ (go) out with my friends one night. By 10pm no one (15) _____ (phone) me, so I thought I'd impress everyone by making a call. As soon as I (16) _____ (get) my phone out of the bag, I realized I (17) _____ (take) the TV remote control with me instead. As if that wasn't bad enough, when I finally (18) _____ (arrive) home my dad (19) _____ (keep) going on about the fact that he (20) _____ (have) to watch the same TV channel all night!

Writing 2:

FCE Part 2

Short stories

- 1 Read the following Writing Part 2 instructions. You have decided to enter a short story competition. The rules say that the story must end with the following words:
It was such a relief to see them again.
Write your **story** in **120–180** words.
- 2 Read the two sample answers on page 51 and decide which is the better entry.
- 3 The box below shows the criteria which an examiner would use when marking these competition entries. Decide how well each story satisfies the criteria by answering the questions in each category. Give examples from the stories to support your opinions.

| | |
|----------------------------|---|
| Content: | Have the instructions in the question been followed? |
| Range: | Have a variety of past tenses been used? Is there a wide range of vocabulary? |
| Organization and cohesion: | Are the ideas and events organized logically? Are linking devices used well? |
| Style and format: | Is the story written using suitably neutral language? (neither too formal nor too informal) |
| Target reader: | Would the reader be sufficiently interested to want to read to the end? Would it have a chance of winning the competition? |