

Reading

Exam Strategy

In *true / false / not given* tasks, you must look for clear evidence in the text to support a 'true' or 'false' answer. If there is no information in the text to confirm or contradict the statement, then the answer is 'not given'.

1 Read the Strategy. Then read the text below. Are statements 1–4 true (T), false (F), or not given (NG)?

Anna Pavlova (1881–1931) was a famous Russian ballet dancer. She first fell in love with ballet when she was taken to see a performance of Tchaikovsky's *Sleeping Beauty*. She was eight years old at the time. Pavlova studied ballet at the Imperial Ballet School in St Petersburg. Students there had to get up early and have a cold shower. Lessons started after breakfast and continued until the evening, with very few breaks during the day.

- 1 Anna Pavlova was born in 1882. ☐
- 2 She was born in St Petersburg. ☐
- 3 She had her first ballet lesson when she was eight. ☐
- 4 Anna had lots of free time at the Imperial Ballet School. ☐

2 Read the text. Are the sentences true (T), false (F), or not given (NG)?

Still life

The other day, I was walking through the city when a silver statue caught my eye. It was a statue of a man in a suit looking into the distance. I wondered why so many people were standing there looking at it. Suddenly it turned its head and looked right at me before tapping me on the shoulder with its umbrella. I jumped and laughed. It was, of course, a living statue – and it had scared the life out of me!

Living statues are street performers who make their money by dressing up to look as if they're made of stone, metal, glass or wood. They stand still for long periods of time, moving now and then to remind people that they are actually real people. It's an artistic tradition that started more than five hundred years ago, when groups of actors started performing *tableaux vivants*. These were still and silent groups of people in costumes who were arranged to represent a particular scene or event.

Nowadays, most living statues work alone. Matt Walters has been working as a living statue for over 25 years. He usually dresses as a chimney sweep, covered from head to toe in very dark grey paint. He does all his make-up himself. 'Covering myself in paint and using the right stuff to get it all off again afterwards costs me about £10 a day,' he says, but he won't tell me how much he earns as a living statue when I ask him.

I hope it's a lot. Working as a human statue is a demanding job. Passers-by can be rude, and living statues are regularly pushed or even attacked by members of the public. Standing still for long periods of time isn't easy and it can cause health problems. Walters is helped by the fact that he's a marathon runner. He can drop his heart rate down to just 28 beats per minute, so people don't see him breathe.

Living statues have a lot of fun too. Chris Clarkson performs as a Greek statue who has a fountain of water. 'One day, I could see two children who wanted me to splash them,' he says. 'So I did, and the audience loved it. I got a lot of money. Then

their dad came to collect them, so I decided to get him too. It turned out not to be their dad – but a police officer! Luckily, he had a good sense of humour.'

- 1 The silver man with an umbrella was the first living statue the writer had ever seen. ☐
- 2 The only reason that living statues move is because they get so uncomfortable. ☐
- 3 A make-up artist covers Matt in paint. ☐
- 4 The writer asked Matt Walters how much money he makes as a living statue. ☐
- 5 People don't always treat living statues kindly. ☐
- 6 Matt Walters has trained as an actor. ☐
- 7 He can control how fast he breathes. ☐
- 8 The police officer was angry when Chris Clarkson threw water at him. ☐

Listening

Exam Strategy

In all listening tasks, you are able to listen twice. Get as much information as you can from the statements, then listen the first time and make your matches. During the second listening, recheck your matches, concentrating on questions that you were unsure about the first time.

3 Read the Strategy above. Then read statements 1–3 quickly and match them with extracts from recordings A–C. Then check your answers.

- 1 The speaker expresses dissatisfaction with a device. ☐
- 2 The speaker tells you how to communicate with someone. ☐
- 3 The speaker wants to convince you to buy something. ☐

- A** Please press three now to speak to an agent.
B It's so complicated that I can't get it to work at all!
C Call now, and we'll send you two for the price of one!

4 **2.10** You will hear four speakers. Match the speakers (1–4) with the statements (A–E). There is one extra statement.

- A The speaker describes what is wrong with a new device. ☐
- B The speaker wants someone to make a decision about something. ☐
- C The speaker wants to recommend something new. ☐
- D The speaker describes a variety of communication devices. ☐
- E You can hear this speaker in a classroom. ☐

Use of English

Exam Strategy

Before you start filling the gaps in an open cloze, read the whole text so that you understand the general meaning. Ask yourself, 'What kind of text is it? What are the main points? What information is new or surprising?'

5 Read the Strategy. Then read the 'Lost and found' text below and answer questions 1–6.

- 1 What did Andrew lose?
- 2 Where did he lose it?
- 3 How did he try to find it?
- 4 Who found it in the end?
- 5 Where was it found?
- 6 Were there any problems with it?

6 Complete the text. Use one word in each gap.

Lost and found

In 2009, Andrew Cheatle and his friend were playing with Andrew's dog on a beach when Andrew dropped his phone. The phone wasn't ¹ _____ silent, so Andrew rang it from his friend's phone, but he couldn't hear ² _____ at all. He looked everywhere, but he eventually accepted that the phone was lost for ever. Then, a week later, his girlfriend's phone started ringing. When she picked it ³ _____, she noticed it was Andrew's number that was calling. Andrew was with her, so they realised that ⁴ _____ had found Andrew's phone. She asked the caller who he ⁵ _____. He told ⁶ _____ that he was a fisherman and his name was Glen. He explained that he had been fishing ⁷ _____ morning and had caught a big fish. When he had taken the fish to market, he had found a phone inside it. Yes, Andrew's phone had ⁸ _____ eaten by a fish! Glen said he'd taken the SIM card out, put it into a dry phone and phoned the saved numbers. He was very pleased to get ⁹ _____ to Andrew's girlfriend. When Andrew got his phone back the next day, it wasn't working, but he ¹⁰ _____ it mended and started using it again. The biggest problem was getting rid of the fishy smell!

Speaking

Exam Strategy

Ask your partner lots of questions to keep the conversation going. When answering your partner's questions, avoid giving short answers. Expand upon your answers, giving reasons and examples.

7 Read the Strategy. Match A–E with 1–5.

- 1 So, what do the three photos have in common? ☐
- 2 What do you think of this one? ☐
- 3 Do you like that one? ☐
- 4 So, which one should we choose? ☐
- 5 Do you agree? ☐

- A No, I don't. If I'm honest, I think it looks a bit boring.
- B Yes, I do. 100%. I think we've made the right decision.
- C They all show different kinds of presents.
- D To be blunt, I think it's awful!
- E I don't know. Personally, I don't really think any of them are suitable.

8 Work in pairs. Compare and contrast photos A–C. Then do the task below.



It's the end of term and you want to say 'thank you' to one of your teachers. First, decide which teacher you want to thank. Then decide which of the items in photos A–C would be most suitable and talk about when and where you will give the gift.

9 Work in pairs. Find out which 'thank you' from exercise 8 your partner would like to receive, and why. Then talk about other ways you can thank someone.

Writing

Exam Strategy

Try to avoid repeating similar wording in different places in your text. You can do this by using reference words (e.g. *it, this, both, them, neither*) to refer back to things that you have already mentioned.

10 Read the Strategy. Then rewrite 1–4 replacing the underlined words with the words below. Combine the sentences if necessary.

either this which who

- 1 *The Lion, the Witch and the Wardrobe* is set in Narnia. Narnia is a fantasy world.
- 2 Some people say the film is funny and some say it's clever. Personally, I didn't think it was funny or clever.
- 3 *The Life of Pi* tells the story of a boy. He is the only survivor of a shipwreck.
- 4 At 3 hours and 40 minutes, the film is rather long, but the fact that the film is 3 hours and 40 minutes long didn't spoil my overall enjoyment.

11 Read the task below and write the review.

Your teacher has asked you to write a review of a film or TV series for the school magazine. Write your review describing the film or TV series and saying what you liked and didn't like about it.

- Give your article a title and interesting introduction.
- Describe the plot and characters.
- Use an appropriate style.