



OPEN WORLD

C1**ADVANCED****STUDENT'S
BOOK**

with answers

with
Cambridge **One**
Digital Pack**Anthony Cosgrove and Claire Wijayatilake**

Cambridge University Press
www.cambridge.org/elt

Cambridge Assessment English
www.cambridgeenglish.org

Information on this title: www.cambridge.org/9781108891455

© Cambridge University Press and Cambridge Assessment 2020

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2020

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3

Printed in Dubai by Oriental Press

A catalogue record for this publication is available from the British Library

ISBN 978-1-108-89145-5 Student's Book with answers

The publishers have no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and do not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but the publishers do not guarantee the accuracy of such information thereafter.

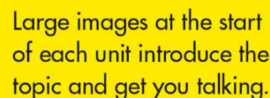
CONTENTS

Map of the book	4
How to use this book	6
Starter Take it from me	8
Unit 1 Good company	14
Unit 2 On the move	28
<i>Progress check 1</i>	40
Unit 3 Rolling in money	42
Unit 4 The natural world	54
Unit 5 Surfing, scrolling and swiping	66
<i>Progress check 2</i>	78
Unit 6 Structures and landmarks	80
Unit 7 Broadening horizons	92
Unit 8 On demand	104
<i>Progress check 3</i>	118
Unit 9 Cultural contribution	120
Unit 10 Living life to the fullest	132
Unit 11 A steady job	144
<i>Progress check 4</i>	156
Unit 12 Mind over matter	158
Unit 13 Lifestyle choices	172
Unit 14 Looking after yourself	184
<i>Progress check 5</i>	196
Grammar reference	198
Multi-word verb bank	226
Exam information	229

UNIT TITLE	READING AND USE OF ENGLISH	LISTENING	WRITING
Starter Take it from me p.8	Language learning	Future prospects	'Advanced' English
1 Good company p.14	Part 5 Dunbar's number The reality of twins Part 3 Friends or contacts? Family sizes	Distractors in listening tasks	Part 1 An essay
2 On the move p.28	Part 2 The Electric Egg The Kittiwake	Part 3 Travel vloggers Holiday pleasures	Proofreading
Progress check 1 p.40			
3 Rolling in money p.42	Part 8 Young entrepreneurs Digital finance apps	Part 4 Currency Financial events and services	Part 2 A report
4 The natural world p.54	Part 7 Sustainable fashion The Great Pacific Garbage Patch	Part 2 Planet 9 Wildlife repopulation	Part 2 An email
5 Surfing, scrolling and swiping p.66	Part 4	Part 1 Viral posts Bitcoin	Considering both sides of an argument
Progress check 2 p.78			
6 Structures and landmarks p.80	Part 6 The work of Zaha Hadid Skyscrapers	American and British English	Part 2 A proposal
7 Broadening horizons p.92	Part 1 Overly ambitious? Grammar schools	Guessing meaning from context	Part 2 A review
8 On demand p.104	Part 5 Online shaming The death of cinema	Part 3 Interactive television Citizen journalism	Signposting
Progress check 3 p.118			
9 Cultural contribution p.120	Part 6 Modernisation of museums Geek culture	The culture of Japan	Part 1 An essay
10 Living life to the fullest p.132	Part 2 The rice and the chessboard Explaining the urge to climb Everest Part 3 Grassroots football Badminton sisters	Part 1 Boris Becker Sports in schools	Part 2 A review
11 A steady job p.144	Part 8 Recruitment fairs Work-life balance	Signposting in presentations	Part 2 A report
Progress check 4 p.156			
12 Mind over matter p.158	Part 7 The Wisdom of Crowds The lost wallet experiment	Part 2 The Intelligence Trap A psychology experiment	Part 2 A letter/email
13 Lifestyle choices p.172	Part 1 Road-schooling Hotel living	Part 4 Alternative lifestyles Positive changes	Part 1 An essay
14 Looking after yourself p.184	Part 4	Inferring attitude	Part 2 A proposal
Progress check 5 p.196			

SPEAKING	GRAMMAR	VOCABULARY	REAL WORLD
Making conversation	Past and perfect tenses review Future tenses	Easily confused words	
Part 1 Talking about yourself	Question forms Verb patterns (1) – Gerunds and infinitives	Personality Negative prefixes C2 Relationship idioms	Being courteous
Part 2 Describing a pair of photos	Determiners and quantifiers Adverb modifiers	Travel Prepositional phrases (1) C2 Prepositional phrases	Driving in the UK
Asking for and giving clarification	Conditionals (1) Verb patterns (2) – Objects, reflexives and reciprocals	Money Verb collocations C2 Money idioms	Personal finances
Buying time and keeping the conversation going	Future continuous, perfect, perfect continuous and <i>be + to + infinitive</i> Verb patterns (3) – Multi-word verbs C2 Future tenses for speculating about the present and past	Space Noun collocations	Out of this world?
Parts 3 and 4 Collaborative task and discussion	Relative clauses Modals (1)	Multi-word verbs (1) Language for expressing change C2 Phrases with <i>dare</i>	Dealing with technology
Part 1 Strategies for answering questions	The passive Modals (2) – Modals in the past	Buildings Phrases with <i>get, have, make</i> and <i>do</i> C2 Building-related phrases and collocations	Renting a place to live
Part 2 Structuring your talk	Articles Countable and uncountable nouns	Adverb + adjective collocations Wordbuilding C2 Expressions with <i>bring</i> and <i>take</i>	Education in the UK and the USA
Parts 3 and 4 Interactive communication	Reported speech and reporting verbs Conditionals (2) – Advanced conditionals and <i>wish/if only</i>	TV Verbs of communication C2 Reporting verbs	Working in the media
Part 1 Pronunciation	Comparison Reason, purpose and result C2 Comparative forms	Culture and festivals Prepositional phrases (2)	Visiting Glastonbury
Starting a presentation	Substitution and ellipsis Contrast and concession	Verb prefixes and suffixes Words with similar meanings C2 Sports idioms	Understanding the rules of games
Parts 3 and 4 Justifying opinions	Emphasis (1) Emphasis (2)	Work and careers Multi-word verbs (2) C2 Expressions with <i>line</i>	Applying for a job
Exemplification	Participle and <i>to + infinitive</i> clauses Nominalisation	Verbs related to mental processes Mood and feelings C2 Think and thought idioms	Dealing with stress
Pausing or chunking in natural speech	Pronouns (1) – <i>it</i> and <i>there</i> clauses Pronouns (2)	Safety and risk Adjective + noun collocations C2 Expressions with <i>time</i>	Staying safe whilst travelling
Part 2 Speculating	Review (1) Review (2)	Word families relating to health Health C2 Health idioms	Discussing food preparation

Learn about the features in your new Student's Book



Find useful tips about the English language.

Scan the QR codes to watch grammar animations in your free time to learn about each grammar point.

 **PUSH YOURSELF**

RELATIONSHIP IDIOMS



Learn and practise more challenging language and skills that take you to the next level.

'Training' exam tasks provide guidance and tips on each part of the exam.

S

TAKE IT FROM ME

SPEAKING

MAKING CONVERSATION

1 Work with a partner and interview each other using the questions below. Make notes about your partner's answers.

- How long have you been learning English?
- What aspects of learning English do you find the most difficult/the easiest?
- Have you ever been in a real world situation in which your English proved to be really useful?
- Tell me about a holiday you had that was memorable for some reason.
- Tell me about the last film you watched in English. Did you watch it with or without subtitles?
- Tell me about any hobbies or interests that you have.

2 Share what you learnt with the class.

3 Look at the advice in the tip box for maintaining successful conversations. Then match the conversation strategies (1-3) with the active listening phrases (A-L). Can you think of any more examples for each of the three strategies?

ACTIVE LISTENING

A successful conversation is not just about how well you speak, but also how well you listen and support the other speaker. Show the other person that you are actively listening both with your body language (eye contact, nodding in agreement, etc.) and by saying things that show you are engaging with what they are saying. Here are three common active listening strategies:

- Strategy 1: Expressing your emotional response to what the other speaker is saying (surprise, relief, fear, etc.)
- Strategy 2: Expressing comprehension of/agreement with the speaker's situation/point
- Strategy 3: Asking for more detail or a follow-up question



PHRASES	WHICH STRATEGY (1-3)	ORDER IN LISTENING
A You're having me on!		
B Really?		
C Why was that?		
D That's true.		
E No way!		
F That sounds amazing.		
G Me too/neither.		
H You're so lucky!		
I I know what you mean.		
J What a nightmare!		
K Like what?	3	1
L That must have been lovely!		

4 Listen to three conversations based on questions from Exercise 1. Complete the third column of the table by noting the order in which you hear each phrase.

5 Work with a new partner. Ask each other one of the questions from Exercise 1 and use the ideas in Exercise 3 or your own ideas to keep the conversation going.

PAST AND PERFECT TENSES REVIEW

GRAMMAR ON THE MOVE

Watch the video



➔ **GRAMMAR REFERENCE** / *Past and perfect tenses review: Page 198*



1 Answer the questions.

- 1 What is an anecdote?
- 2 What makes a good anecdote?
- 3 Match the pictures with the anecdotes in the text.



2 Choose the correct tense options to complete the forum posts.



3 Complete the grammar summaries with the names of the tenses.

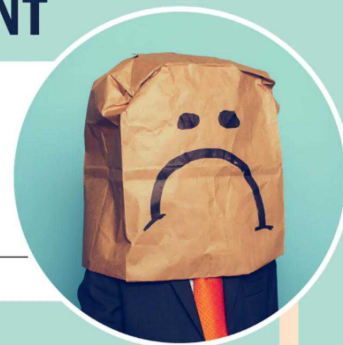
present perfect simple past perfect continuous
past continuous past perfect simple

- 1 The _____ often provides background information about the activities in progress when the events of the story begin, or expresses an action that was in progress in the past when another shorter past action interrupts it.
- 2 Use the _____ to indicate that a completed past event occurs before another past event.
- 3 You can use the _____ to ask questions about past experiences that may have happened at some point in a person's life, to describe an action or state that started in the past and continues until now, or to talk about recent past events that have a present result.
- 4 The _____ is less common in English and is used to talk about an extended activity that occurred and finished before another past event or situation happened.

4 Write notes about the key events of a funny anecdote of your own. Then work in groups and take turns to read your anecdotes out.

Topic of the day – EMBARRASSMENT

We all have those moments in life when we mess up. And we're pretty sure you've had some too, moments that you wish you could erase from your memory. Tell us about yours.



REPLY



@princesspeach

Everyone (1) *was listening/had been listening* to the teacher when suddenly a phone (2) *started/had started* ringing. When it stopped, I made a joke that all mobiles that ring in class should be confiscated by the teacher and then I looked around the room to see whose it was. It was only then that I noticed that the whole class (3) *had been looking/was looking* at me. Then the penny dropped. It was my phone that (4) *has been/had been* ringing. I (5) *didn't turn/hadn't turned* it off before coming into class!



@angelinaballerina

In a department store last week, I (6) *bumped/was bumping* into someone and knocked them to the floor. I was mortified and started apologising profusely. It was only then that I realised I (7) *have been talking/was talking* to a mannequin! And a headless one at that! I felt so ridiculous and went bright red, especially because a smiling sales assistant then asked me if I thought we should call an ambulance. Am I the only person who (8) *has done/has been doing* this or does it happen all the time?



@derekthebeast95

Last year, I (9) *was visiting/had been visiting* the US for the first time. One day, I decided to go to a drive-through restaurant for lunch. I drove up to the machine, wound down the window and placed my order. Or so I thought. After a while I (10) *heard/was hearing* a voice saying 'Can you drive up to the speaker? You're talking to the trash can!' I felt like such an idiot. The thing is, I (11) *'ve never been/'d never been* to a drive-through restaurant before that, you see! I only went to this one because it felt like a typical American thing to do.



@geographyteachernigel

A few months ago, I called in sick for work. The previous night I (12) *felt/had felt* really ill. I (13) *was vomiting/had been vomiting* all night and obviously I (14) *didn't sleep/hadn't slept* a wink. However, after a few hours' sleep I felt much better, so I decided to head down to the beach for a walk. I (15) *was/had been* there about half an hour when I noticed someone (16) *has been waving/was waving* at me. I waved back, but it wasn't until they came closer that I realised it was one of the receptionists who works part-time in my school. In fact, it was her that I (17) *had been speaking/had spoken* to when I called in sick that morning. I quickly tried to justify why I was there and not in my bed, and to be fair, she was fairly understanding. But I felt terrible about what she might think of me. And I (18) *haven't been having/haven't had* a day off since!

VOCABULARY

EASILY CONFUSED WORDS



- 1** Choose the correct word from each pair to complete the sentences.

whose/who's

- 1 _____ going to English class today? Can you let the teacher know that I might be a little late?
- 2 He is one of the few professors _____ opinion actually matters to me.

recipe/receipt

- 3 You must give me the _____ for that curry you prepared for us last week – it was delicious!
- 4 Shops generally will refuse to give you a refund for something you bought if you can't provide the original _____.

all together/altogether

- 5 I think it's better if we go to see the teacher _____ rather than separately – she's more likely to listen if we explain it to her collectively.
- 6 I can produce good English when I am not in a pressure situation. However, doing so in an exam is a different matter _____.

among/between

- 7 I'm an actor, but I'm not working at the moment. Let's just say I'm _____ jobs!
- 8 You know you're _____ good friends when they finish your sentences for you!

complement/compliment

- 9 I must _____ you on your accent. Where did you learn such good English?
- 10 I think her blue jeans and black leather jacket _____ each other perfectly. It's a classic look!

principle/principal

- 11 I agree in _____ with your suggestion, but I am not sure it will actually work in reality.
- 12 One of the _____ reasons I am learning English is to improve my job prospects.



- 2**  **003 Listen to four people talking about how they remember problem vocabulary. Which speaker(s) (A–D) mention(s) the following points?**

- 1 remembers some good advice from their school days
- 2 says that words can look similar in different languages but mean very different things
- 3 says that translating from their language into English can cause errors
- 4 invents reasons for words to be spelled in certain ways
- 5 records their vocabulary in a way that helps them eliminate the error they talk about

- 3** Work in groups and discuss the questions.

- 1 Are there any words in English that you have problems with or mix up?
- 2 How useful do you find it to translate English into your language?
- 3 Do you have any techniques for recording and learning new vocabulary?



READING

LANGUAGE LEARNING

- 1** Work with a partner and discuss the statements below about language learning. Do you agree or disagree with them? Give reasons or examples from your own experience.

- 1 Children are better at learning languages than adults.
- 2 You can't learn a language well unless you learn the grammar.
- 3 Soon we won't need English classes or English teachers. We will just learn through apps.
- 4 To learn a language successfully, you have to be prepared to make mistakes and even to make a fool of yourself from time to time.
- 5 You learn a language much quicker if you can spend time in or live in a country where it is spoken.

- 2** Quickly read the introduction to the blog post. What do you expect Aureliano's five tips to be?

- 3** Now read the text to see if you were right about Aureliano's advice.

- 4** Complete the blog post by putting the headings in the correct places (1–5).

Storage	Use	Association
Selection	Review	

BECOMING AN EXPERT LANGUAGE LEARNER



Aureliano Verdi, 22, has spent much of his life studying languages for fun. He's fluent in 16 of them, including Farsi, Arabic, Lithuanian and Korean, and here he describes the five principles he uses in order to master new vocabulary quickly and effectively in any language.

Young children are often said to be the real experts when it comes to language learning. Up until the age of about seven, they are able to pick up the language they are exposed to, without the need for a teacher to explain the difference between the tenses, or between subject and object pronouns. Somehow, they just manage to get it, and they do so unconsciously, in other words without making any real effort. So perhaps it's unsurprising that so many courses, apps and language teaching materials claim to get you learning a foreign language as an adult in the same way you acquired your first language as a child. But is that feasible? Or even desirable?

Adult learners should not be underestimated. It might take a child seven years to become reasonably proficient (albeit with a restricted vocabulary), whereas an adult can reach an advanced communicative ability in one year. That might sound like a bold claim, but I am living proof, having attained intermediate to advanced level in 16 of them – and most of those were as an adult. For me, the key to learning so many languages has been the ability to combine the unconscious methods we used as children with the conscious methods used by adults. We can achieve the best of both worlds by following my five principles, in order to become expert vocabulary learners, whatever the language.

1 _____

A language such as English has something in the region of one million words. But who knows that many? Or, more to the point, who wants to know that many? The ability to filter out what you don't need is a key skill for any language learner. If you don't do this, and you try to look up every single word in a text, well, that's like reading an entire newspaper just to get to the sports page! Don't make this mistake. Opt instead for the most useful words in a language. Focus on what's going to be of use for you. So, if you're a doctor, you might need to know that another word for 'skull' is 'cranium'. But if you're not, odds are that you can get by without knowing this word, so go for a more useful one instead!

2 _____

Identifying words to learn is key, but if you try to absorb these words out of context, you'll have a hard time fitting them all in. So what I advise is that you connect new information in your head to existing information. Let's say you already know the adjective *confidential* (meaning *secret*), and then one day you learn the multi-word verb *keep something to yourself* (meaning *not share information*): you could link these two items of vocabulary in your mind. You can think of keeping something to yourself as being what you would do with confidential information. Or the other way round: confidential information is something you would keep to yourself. The words fit together into a context like pieces of a puzzle.

3 _____

In the 1880s, German psychologist Hermann Ebbinghaus established that when we learn something, we initially retain it quite well. But over time, that memory deteriorates; Ebbinghaus termed this phenomenon *the forgetting curve*. But he also discovered that this tendency to forget can be combatted. If you revisit newly learnt information at time intervals, it becomes less and less easy to forget. What this means for vocabulary learners is that each day, you should take another look at the words you learnt yesterday, the day before, and the day before that. That way, they should make it into your long-term memory.

4 _____

The ancient Romans had a saying: 'Verba volant sed scripta manent' – 'Spoken words fly away, but written words stay'. What they were trying to tell us is that you need to have a way of permanently recording words in order to retain them in memory. For some people, the physical act of writing something down aids their ability to remember it. Just scribbling it on the back of an envelope isn't enough – it's got to be in a place where you'll be able to access it later, maybe on your phone or in a notebook.

5 _____

Of course, having the words in your head so that you can think about them isn't enough – you need to say them. But just saying them to yourself isn't enough either, according to Boucher and Lafleur, two researchers at the University of Montreal. To effectively memorise new words, you've got to repeat them out loud to another person. When you've read a text and found some words to learn, try to summarise for a friend what you've read, making sure to incorporate the new words into your conversation. If you're a learner of English yourself, why not try it with this text?

So, there you have it: the five principles which I have followed to learn several languages to a pretty decent level. But hey – there's nothing special about me. You can do it too!



5 Find words in the text which mean:

- 1** learn completely (introduction)
- 2** realistic (introduction)
- 3** achieved (introduction)
- 4** select (paragraph 1)
- 5** gets worse (paragraph 3)
- 6** continue to keep (paragraph 4)
- 7** writing quickly and without care (paragraph 4)
- 8** make one thing become part of something else (paragraph 5)



6 Decide what point Aureliano was making about effective language learning when he mentioned the following:

- 1** children aged up to seven
- 2** his own success as a language learner
- 3** the sports page of a newspaper
- 4** the forgetting curve
- 5** an envelope
- 6** Boucher and Lafleur's research

LISTENING

FUTURE PROSPECTS

1 Listen to three students describing how they think English will help them in the future. What do they give as the main reason for learning English?

- A English will help me to travel abroad.
- B English will improve my job prospects.
- C English will enable me to reach a wider audience.

2 Match the verbs and objects from the recordings to make phrases.

- | | |
|--------------|-----------------|
| 1 conquer | A cash |
| 2 launch | B myself |
| 3 run out of | C the world |
| 4 enhance my | D a new blog |
| 5 push | E employability |

3 Work in groups and answer the questions.

- 1 In terms of how you expect English to help you in the future, which speaker(s) are you most similar to?
- 2 What other motivations do you have for learning English?

GRAMMAR

FUTURE TENSES

GRAMMAR ON THE MOVE

Watch the video



1 Match the extracts from the listening (1–7) with the descriptions (A–E). There may be more than one answer.

- 1 "I imagine that I'll basically be on the road until I run out of cash."
- 2 "When I'm older, I'll still continue to work on my English."
- 3 "I'm saving up money by spending a year working on an oil rig and that comes to an end next month."
- 4 "I'm going to work hard on my English, starting next week."
- 5 "My English is going to enhance my employability."
- 6 "In fact, I am taking the Cambridge Advanced exam in October."
- 7 "The idea is that if I get enough followers in the future, then I'll be able to earn money from advertisers."

- A expressing a future intention, desire or promise
- B making a prediction about the future
- C using the present simple to describe a scheduled event at a known time in the future
- D using the present simple to describe the conditions for a possible future outcome
- E using the present continuous to talk about a fixed plan or arrangement

2 Correct the mistake in each of the sentences. There may be more than one possible answer.

- 1 Tomorrow it's snowing, so I would imagine that classes are going to have to be cancelled.
- 2 I haven't decided what I'm doing tomorrow. Perhaps I'm going to go cycling.
- 3 A: 'Will we go out this evening? We could try that new restaurant that got those rave reviews.'
B: 'Good idea – let's give it a shot!'
- 4 I'll drop you a line as soon as my plane will land in London.
- 5 Both teams are evenly matched so when they play each other for the first time in December, I have no idea who is winning.
- 6 Unless he actually knuckles down and studies hard this year, I am sure he shan't pass the course.

3 Choose the correct options to complete the sentences. Can you explain your choice? Sometimes both options will be possible.

- 1 What are you *doing/going to do* after your English lesson today?
- 2 In what ways do you hope your English *is improving/will improve* over the next year?
- 3 Do you think you *will still be studying/are still studying* English in ten years' time?
- 4 Do you think that English *is still going to be spoken/is still going to speak* by humans 1000 years from now?
- 5 Is it likely that another language *is going to replace/will replace* English as the world's main international language? If so, which?
- 6 Do you think your teacher *shall give you/will give* you homework at the end of today's lesson?

4 Work with a partner to ask and answer the questions in Exercise 3.

'ADVANCED' ENGLISH

1 Work with a partner. Discuss what you think it means to be able to communicate in English at an advanced level. You may use the following ideas to help you:

- situations you need to be able to communicate in
- grammar and vocabulary
- accuracy (avoiding errors)
- pronunciation
- formal and informal English appropriacy

2 Quickly read Damian's answer to the homework his new teacher has set him (ignoring the gaps). Identify his perceived strengths and weaknesses.

In order for me to help you learn as effectively as possible on this course, I'd like to find out about you as a learner. What do you feel that you are good at with English, and what do you find hard? Please email me your answer and write about 200 words.

From: Damian
To: Emma

Reply Forward

Hello Emma,

I've been learning English for ten years now. I'm making good progress, and I'm pleased about that. For example I can tell I've certainly got a much (1) vocabulary now than I did a few years ago. But there are still a few areas that (2)

One (3) is the grammar of articles – *a* and *the*. (4) we don't really have an equivalent article system in Polish, so it can be (5) to choose *a* or *the* correctly. (6) there seem to be so many rules about article use that it can be hard to know which one to apply.

(7) I can tell that my ability to read and to listen have really come along (8) For example, I can watch films in English (9) the subtitles. That's something I (10) a year or two ago.

Having said that, I'm aware that my accent is stronger than (11) So (12) any help on how to improve my pronunciation.

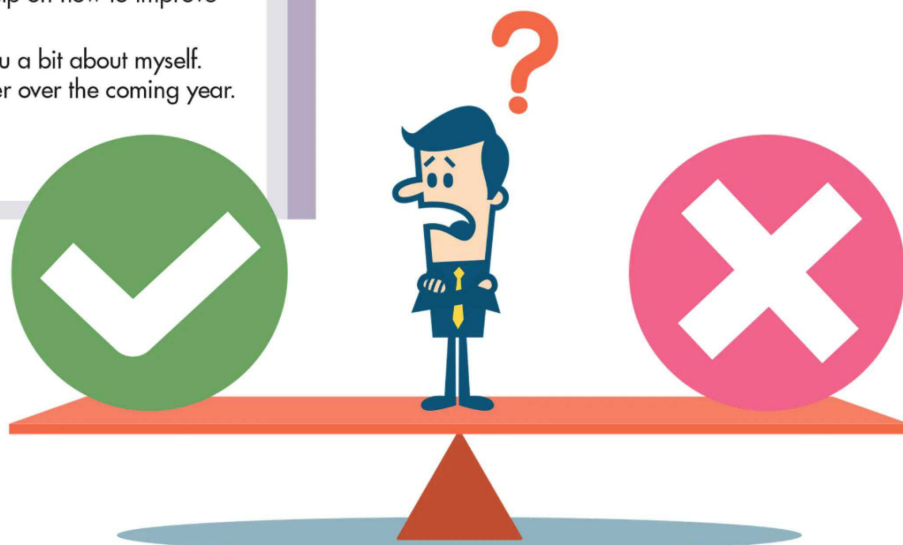
Many thanks for the opportunity to tell you a bit about myself. I'm looking forward to our classes together over the coming year.

With best wishes,
Damian

3 Look at the words and phrases which could fill the 12 gaps in Damian's email. For each gap, both options can be considered correct. Which one should Damian, as an advanced learner, use in order to show what he is capable of? Give reasons.

- a** richer
b bigger
- a** I struggle with
b are difficult
- a** area
b of these
- a** This is tricky because
b What makes this tricky is the fact that
- a** quite a challenge
b difficult
- a** Also,
b One reason for this is that
- a** Moreover,
b As for my language skills,
- a** over the past year or so
b this year
- a** and I don't need to have
b without resorting to
- a** probably couldn't do
b couldn't have coped with
- a** the accent of my classmates
b I'd ideally like it to be
- a** I would be grateful for
b please give me

4 Now write a similar email to your teacher, outlining your own strengths and weaknesses as a learner of English. Use 'advanced' vocabulary and structures in order to show your teacher what you are capable of.



1

GOOD COMPANY

GETTING STARTED

- 1 Work with a partner. Discuss the following topics:

- the social media platforms you use
- how often you use them
- why you use them

- 2 Read the quotations about social media. What idea do you think each one is expressing? Do you agree or disagree with the ideas?



- 1 'Social media has given a voice to the voiceless in society.'
- 2 'Anything you say on social media can be blown out of all proportion.'
- 3 'Too many people use social media for self-glorification.'
- 4 'Social media platforms are a great place to tell everyone what you're thinking before you've had a chance to think it through.'

LISTENING

DISTRACTORS IN LISTENING TASKS



- 1 005 Listen to and read what Sarah says about her social media habits. Then look at the multiple choice question and the highlighted words/phrases in the options (A–D). Can you find any of the highlighted words or synonyms of them in the extract?

What does Sarah say about herself?

- A She is **not** a very **sociable** person.
- B **Being in fashion** is important to her.
- C People tend to **misunderstand** her.
- D She enjoys being **controversial**.

I never realised how controversial it would be to quit social media. Being part of the digital generation, people assume I'm incapable of being disconnected for more than a few hours a day. When they find out I only have one social media profile – an inactive one at that – they tend to think I'm antisocial, weird or behind the times. Nothing could be further from the truth. In fact, I love hanging out with friends, playing sport and listening to music. I'd say I'm a pretty well-balanced person – just one who can't be bothered to follow every trend that comes along.



- 2 The correct answer is C. Can you explain why it is correct and the other options are wrong?



- 3 You will listen to Jimmy talking about social media. Before you listen, read the question and options. Work with a partner. Think of synonyms or paraphrases for the words in each option. Option A has been done for you.

How does Jimmy feel about his work with social media?

- A It suits him because he's an extrovert.
He's outgoing, so he enjoys it. / It benefits him being the centre of attention.
- B The positives outweigh the negatives.
- C He didn't expect so much criticism.
- D It has made him more self-confident.



- 4 006 Now listen and choose the correct option.

- 5 006 Listen again, focusing on the incorrect options. Match them with the distraction techniques in the tip box.

DISTRACTION TECHNIQUES IN LISTENING TASKS

Technique 1: The words/ideas in the option are mentioned but the speaker says something different about it.

Technique 2: The main idea from the option is mentioned but with a negative phrase which gives the opposite meaning.

- 6 007 Now look at the task below. Listen and choose one option for each speaker. There are two you don't need.

You will listen to three speakers, Daniel, Jo and Khaled, talking about social media. Before you listen, study the question. Choose from the list (A–E) an idea about social media expressed by each speaker.

Daniel _____
Jo _____
Khaled _____

- A doesn't regret joining social media
- B thinks people are dishonest online
- C is concerned about cyberbullying
- D loves sharing pictures of their possessions
- E dislikes people boasting on social media

- 7 007 Listen again and focus on the two answers you don't need. Why might a student be distracted by these two options?

VOCABULARY

PERSONALITY

- 1 Write three positive and three negative personality traits you have. Explain your traits to another student.

*One of my most positive traits is **generosity**. I'm always the one who pays if my friends and I go out as a group. I really enjoy sharing what I have. On the other hand, I'm a very **restless** person. I always want to move onto the next thing and never really settle down.*

- 2 Look at the adjectives below. Check their meaning and decide if they are positive (P), negative (N) or either (E).

conscientious	_____	insecure	_____
eccentric	_____	knowledgeable	_____
humble	_____	narrow-minded	_____
imaginative	_____	selfish	_____
impulsive	_____	thoughtful	_____

- 3 008 You will hear six people talking about someone they know. Match the speakers with the adjectives in Exercise 2. There are four adjectives you don't need.

Speaker 1 _____	Speaker 4 _____
Speaker 2 _____	Speaker 5 _____
Speaker 3 _____	Speaker 6 _____

- 4 Add one of the suffixes in the box to each adjective to make a noun. Make any other changes needed. Then think of other parts of speech for these words.

conscientiousness

-ity -ness -ion

- 5 Complete the sentence with the correct form of one of the words from Exercise 2.

- 1 What I value most in life is _____. That's why I bought a house and got a steady job while I was still in my twenties.
- 2 The tour guide spoke very _____ about the family who used to own the stately home.
- 3 One of my worst qualities is my _____. Whenever I have an idea, I tend to act on it straight away, often without thinking it through properly.
- 4 My father worked hard all his life and my grandfather too. I think I inherited their _____.
- 5 I left my home town because of the _____ of the people. There seems to be a very negative attitude towards anybody with different beliefs or lifestyle choices.
- 6 My best friend very _____ bought me a new pair of gloves as she knew I'd lost mine.
- 7 It was very _____ of you not to put petrol in my car when you borrowed it. I don't even have enough to get to work tomorrow.
- 8 My grandfather has started behaving rather _____ since he retired. For a start, he now always wears shorts and flip-flops, no matter what the weather is.

- 6 Work with a partner. Take turns to choose a personality trait from Exercise 2 and describe how a person with this trait acts. Can your partner guess which trait it is?

This person always remembers my birthday. She often calls me to check how I am and always comes to my aid when I need help with something. (thoughtful)



GRAMMAR

QUESTION FORMS



GRAMMAR ON THE MOVE

Watch the video



1 Look at the picture. What do you know about the actor, Angelina Jolie, and her 'rainbow family'?



2 Match the questions in an imaginary interview with Angelina Jolie with their question types (A-H). Some of the questions fit more than one type.

- 1 Would you mind telling me how many children you have?
 - 2 Two of your children are twins, aren't they?
 - 3 Could you please tell me whether or not you will adopt any more children?
 - 4 Do you think it is easier to raise a biological child or an adopted child?
 - 5 What would you do if one of your children wanted to go and live in their country of birth?
 - 6 Who or what inspired you to become an actor?
 - 7 When did you decide to give directing a go?
 - 8 Isn't it about time that there were more female directors in Hollywood?
 - 9 There should be more opportunities for young aspiring female directors, shouldn't there?
 - 10 I was wondering what your next project is going to be.
- A** direct question with question word as object
B negative question
C hypothetical question
D indirect Yes/No question
E indirect question-word question
F tag question
G either/or question
H direct question with question word as subject



3 Listen to Isabel asking questions 2 and 9 in two different ways. In which version of each question is Isabel confirming information (C) and in which is she unsure and actually asking a question (U)? How do you know?

- 1 **a** Two of your children are twins, aren't they?
b Two of your children are twins, aren't they?
- 2 **a** There should be more opportunities for young aspiring female directors, shouldn't there?
b There should be more opportunities for young aspiring female directors, shouldn't there?



4 Complete the questions with the correct tag. Then practise saying them with rising and falling intonation.

- 1 You shouldn't walk home on your own after dark, _____?
- 2 You'd already seen that film, _____?
- 3 There are six children on your mother's side of the family, _____?
- 4 My brother would help me if I were in trouble, _____?
- 5 You've never met a set of triplets, _____?
- 6 Getting married too young is not a good idea, _____?



5 Look at indirect questions 1, 3 and 10 in Exercise 2. Underline the introductory phrase for each that make them more polite. What happens to the word order after these introductory phrases?



6 Rearrange the words to form indirect questions. Why do two of these 'questions' not need a question mark?

- 1 not / married / I / or / wondering / you're / whether / was / .
- 2 please / so / why / were / could / late / explain / you / you / ?
- 3 have / know / in / I'd / relatives / the / like / if / UK / any / you / to / .
- 4 telling / car / for / would / you / how / your / you / me / mind / much / paid / ?
- 5 you / think / like / do / to / a / you'd / family / that / big / have / ?

➔ **GRAMMAR REFERENCE** / Question forms:
Page 200





1 **010** Listen to two students, Anthea and Robin, answering a Speaking Part 1 question.

- 1** What question do you think Anthea and Robin were asked?
- 2** Whose answer is better? Why?
- 3** Work with a partner to ask and answer the same question.



2 Read the Part 1 question and answer below. How could the candidate improve the language level of their answer? Match the underlined phrases 1–12 with phrases A–L.

Examiner: Who are you closest to in your family?

Candidate: (1) I think it is my (2) brother and sister. When we were younger, we were (3) very close and spent a lot of time together. We have always (4) had an excellent relationship and sometimes it's (5) like we can tell what the others are thinking. (6) But we do sometimes (7) annoy each other and we (8) sometimes even argue and don't speak, but that is (9) normal in any family relationship. I (10) really trust them and I know (11) they are always available when I need help, advice or support. And we (12) like the same things like music, fashion and TV, which helps.

- A** that said
- B** have similar tastes in
- C** I can turn to them
- D** get on like a house on fire
- E** siblings
- F** as if we can read each other's minds
- G** inseparable
- H** would trust them with my life
- I** have fallen out once in a while
- J** I would have to say
- K** get on each other's nerves
- L** typical of

3 Work with a partner. Ask and answer the Part 1 questions. Try to expand your answers to three or four sentences and use more complex language to link and explain your ideas.

- 1** Who are you closest to in your family?
- 2** Do you prefer to have a few close friends or a large group of friends?
- 3** How often do you go out with your friends?
- 4** What do you enjoy doing with your friends?

RELATIONSHIP IDIOMS



1 Complete the sentences with words from the box to form idiomatic expressions.

books poles tears injury chip high

- 1** My brother borrowed my car without asking and when he returned it, there were scratches and dents on the passenger-side door. To add insult to _____, he claimed that the damage was already there and refused to pay for the repairs.
- 2** Although they are twins, Phil and David are _____ apart in terms of personality.
- 3** Maggie must have a _____ on her shoulder about the fact that I have more followers than her on social media because she is always going on about it.
- 4** I don't know how she got that job. She must have friends in _____ places.
- 5** I think I'm in my Mum's bad _____ – I forgot to pick up her dry cleaning like she asked me to.
- 6** There were so many negative comments on my latest tweet that it reduced me to _____, and I never cry!



2 Match the idiomatic expressions in Exercise 1 with their meanings (A–F).

- A** make (somebody) cry _____
- B** hold a grudge or grievance against someone about something _____
- C** totally different _____
- D** make a bad situation worse _____
- E** have good social connections with influential people _____
- F** have done something to upset someone _____

3 Choose two of the expressions in this section and write your own sentences which show their meaning clearly.

VOCABULARY

NEGATIVE PREFIXES

- 1 Look at the underlined words with negative prefixes in the blog post. Most of the prefixes mean *not*. Which one means *bad/wrong*? Which one means *against*?

LATEST POST ARCHIVE SEARCH

It seems impossible to believe that as recently as 15 years ago social media barely existed. Unquestionably, the internet has changed the world, and, some would say, not for the better. At a family gathering at the weekend, I decided to ask my older relatives what they thought. My grandmother, Eileen, said that the internet was unthinkable when she was a girl and was quite disapproving of the role of smart phones and social media in the modern world. For her, it is totally inappropriate and extremely anti-social to bring phones to the dinner table, for example. I think that was an indirect criticism of me! My great uncle, Rupert, was more concerned about the misinformation that is on the internet, particularly 'fake news' stories. He actually feels sorry for us for having the misfortune to have been born in the computer age. In any case, he said, most of what people post online is irrelevant nonsense in his opinion. Even my dad is on their side. He said many young people use their phones irresponsibly, walking down the street or even riding their bikes and looking at their phones instead of looking where they are going. If he had his way, it would be illegal to use a smartphone while you ride ...

- 2 Put the words from the box in the correct columns of the table. Each word can go in more than one category. Then look again at the words from Exercise 1. Can you see any tendencies about when we use each prefix?

conformist rational stable mature understood
competent sensitive able moral agreeable
professional establishment courteous logical

UN-	
IN-	
DIS-	
IR-	
IL-	
MIS	
NON-	
ANTI-	
IM-	

- 3 Read another post from the same blogger. Some words need a negative prefix so that they make sense in the context. Find the words and add the correct prefix.

LATEST POST ARCHIVE SEARCH

More and more young people are staying with their parents for longer. It's not that they're capable of looking after themselves, it's just that the cost of living makes it possible for them to become dependent. In many large cities there is sufficient housing, which means rents are credibly high. Owning a house is totally affordable for most people under 30. This leads to content among young adults, who know that their parents were home-owners at their age. A lot of graduates I know feel that they have been led. They were told that if they completed higher education, they would get good jobs and get onto the housing ladder. This turned out to be true.

- 4 Work in groups. Discuss the questions.

- Do your older relations all feel the same way about the internet, social media, and mobile phones?
- How easy or difficult is it for young people in your country to buy or rent their own homes?
- At what age do young people in your country typically leave home? Why? Is this a good age, do you think?

READING AND USE OF ENGLISH PART 5 TRAINING

- 1 Read the first paragraph of the text and find out what Dunbar's number is.
- 2 Read the article quickly and make notes on the writer's attitude to Dunbar's number. Which parts of the article helped you to decide?

- 3 Look at the question below. Choose the option that best matches your notes.

What is the writer's attitude to Dunbar's theory?

- A The digital age has made it irrelevant.
B Some of Dunbar's evidence is not valid.
C The writer is absolutely convinced by it.
D There may be some truth to it.

- 4 Now, answer the question below.

Which word in the text implies a deliberate reduction in numbers?

- A cull (line 50)
B falls (line 55)
C dividing (line 56)
D intimate (line 59)



- 5** Read the tip and then look at the exam question. Match the options (A–D) with the notes (i–iv) about why they are the correct or incorrect option. Then choose the correct option.

Tip: Some questions relate to the writer's purpose in giving a particular example. The incorrect options (distractors) may all be points the writer makes about it but they won't all be the reason for the example. You will need to read the whole paragraph to identify the distractors.

Why does the writer talk about Christmas cards in Paragraph 4?

- A** to highlight the change from paper to digital greetings
 - B** to illustrate the rising cost of using the postal system
 - C** to provide another example of why Dunbar may be right
 - D** to show we now have a wider social network than before
- i)** This idea may be true, but it is not stated in the paragraph.
 - ii)** The phrases 'one piece of evidence to support...' and 'particular significance' point to this being the correct answer.
 - iii)** This idea is mentioned but only as background information.
 - iv)** A key word from the option is mentioned in the paragraph, but the text does not say that the whole sentence is true.



- 6** Now answer the question below.

Why does the writer mention the Power Law in Paragraph 5?

- A** because it was the law that Dunbar applied to his theory
- B** to show that many people have very large networks
- C** to suggest we should edit our friends list regularly
- D** to show the number in McCormick's study is misleading

DUNBAR'S NUMBER

What comes to mind when you hear the number 150? For most people nowadays, the answer would be 'nothing special'. However, in the 1990s, many people would have associated the number 150 with anthropologist and evolutionary psychologist Robin Dunbar. Although 150 was 'Dunbar's number', it wasn't, as many people imagined, an exact number: the number was originally 148, but it has also been seen more as a range of numbers from about 100 to 250. So what was Dunbar referring to and why was the number 150 considered so significant? Based on wide-ranging research, Dunbar had calculated that 150 was the maximum number of 'stable relationships' an individual could maintain. This may not have been too controversial in the late twentieth century, but how does his theory make the transition to the digital age?

Clearly, Dunbar's data came from the real rather than the virtual world. His original work was based on workers at Bill Gore's GORE-TEX factory, where he was interested in teamwork and group cooperation. He discovered that where the number of people working in a factory exceeded 150, working collaboratively became less likely and, where it did occur, less effective. What makes Dunbar's theory more compelling is that it seemed to hold true in diverse contexts, including native American tribes, the Amish (a religious community untouched by the modern world), and the military and medieval villages described in the *Doomsday book**.

If Dunbar had uncovered a universal truth, surely it had to be explained by biology. He suggested that primates, including humans, have large brains to allow them to keep pace with a large number of social contacts. The size of an individual's neocortex, Dunbar claims, correlates to the number of social interactions that an individual can deal with. As we all know, maintaining relationships is a cognitively demanding activity, so it seems to make sense that we can only handle a finite number of them.

One piece of evidence used to support Dunbar's number was based on the number of Christmas cards sent and received by UK households, typically less than 150. The last 20 years has seen a dramatic drop in the tradition of sending actual cards in the post; instead, virtual greetings are sent to a much larger number of acquaintances at little or no cost. The Christmas card example carries particular significance because it implies a quantifiable difference between someone you actually have a relationship with and someone you know. If you are willing to buy a card, envelope and stamp, and spend time handwriting a message and address and going to the post office, you probably have a social relationship with that person. Clicking 'add friend' on social media does not imply the same investment of time and emotion.

A quick glance at any social media site will reveal that most people have a huge number of contacts or 'friends'. A 2010 study by Tyler McCormick and two others found a mean network size of 611 contacts, so four times larger than Dunbar would suggest is realistic. Barabasi and Albert, however, explain that the 'Power Law' has to be applied to this statistic. This means that while a few individuals have a very large number of connections, most people have a much smaller number. We are all aware of the phenomenon of meeting someone at an event, adding them on social media and never having contact with them again. We have probably all done a social media 'cull', where we delete or 'unfriend' people we no longer have much in common with. If anything, this seems to add support to Dunbar's theory; we are consciously or sub-consciously aware that we cannot maintain such a large network.

Another interesting aspect of Dunbar's social interaction theory is that the key number, 150, rises and falls according to a 'rule of 3' formula. Other significant numbers are based on dividing or multiplying the original number by 3. So for example, you might have 50 friends and acquaintances you would invite to a dinner party, 15 people you can always turn to for advice and 5 members of your intimate circle. At the other end of the spectrum, you might have about 500 acquaintances and around 1500 people whose faces you can match to their names. It is worth emphasising that all these numbers are approximate, but if we spend some time considering our own networks, they don't seem to be too far off the mark. Dunbar's number predates the world of almost universal social media – yet even without knowing the changes to come, he seems to have been onto something.

GRAMMAR

VERB PATTERNS (1) – GERUNDS AND INFINITIVES



GRAMMAR ON THE MOVE

Watch the video



→ **GRAMMAR REFERENCE** / Verb patterns (1) – Gerunds and infinitives: Page 200



- 1** **011** Listen to a conversation between classmates Heidi and Amalie. What is the problem and what solution do they agree on?



- 2** **011** Listen again and complete the gaps with the correct form of the verb in brackets.

- 1 neglected to tell (tell)
- 2 have the sense _____ (ask)
- 3 have the chance _____ (talk)
- 4 have a strange way of _____ it (show)
- 5 how about we try _____ (get)
- 6 specialise in _____ (do)
- 7 hate _____ (miss)
- 8 always wanted _____ (go)
- 9 famous for _____ (forget)
- 10 no hope of _____ (get)
- 11 you could try _____ (email)
- 12 let you _____ an extension (have)
- 13 seems _____ (be)



- 3** Find examples from the dialogue of the following:

- 1 verb + to + infinitive
- 2 verb + verb + -ing
- 3 verb that changes its meaning when followed by either to + infinitive or verb + -ing
- 4 noun + to + infinitive
- 5 adjective + preposition + verb + -ing
- 6 verb + preposition + verb + -ing
- 7 noun + preposition + verb + -ing
- 8 verb + -ing (gerund) as subject
- 9 verb + infinitive (without to)



- 4** Tick the correct sentences. Correct the sentences with mistakes.

- 1 Most of my relations enjoy participate in family gatherings.
- 2 The last thing you need is to have your in-laws over for the holidays.
- 3 She is incapable of to think about anyone but herself.
- 4 I tend to meet friends in cafes or parks rather than invite them to my place.
- 5 My grandfather had difficulty to learn how to use a computer.
- 6 It's up to you forgive him for lie to you.



- 5** Look at the pairs of sentences. Are they similar or different in meaning? Explain your answers to your partner.

- 1 It's difficult for me to remember all my cousins' names.
I have difficulty in remembering all my cousins' names.
- 2 Do you remember reading bedtime stories to your younger brother?
Did you remember to read bedtime stories to your younger brother?
- 3 Zohair happened to be in Almeria at the same time as me.
Lots of things happened to Zohair and me in Almeria.
- 4 I regret to tell you I'm moving out at the end of the month.
I regret telling you I'm moving out at the end of the month.
- 5 Keith started to tell me the story of how he met Daisy.
Keith started telling me the story of how he met Daisy.

WRITING PART 1 TRAINING

- 1** Read the Part 1 essay question. In groups, discuss your ideas.

Your class has interviewed some older people about the changing role of friends throughout life. You have made the notes below.

Which time of life is most important for friendships?

- School and university
- Adult life
- Old age

Some opinions expressed in the interviews:

'The friends you make aged 16–25 last the longest.'

'Friendships change as interests and responsibilities change.'

'People have more time for friendships when they are older.'